

# Concord High School

## Annual Report



2018



8535

## Introduction

The Annual Report for **2018** 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.

Victor Newby

Principal

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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.

As a result of their education at Concord High School, a student has the knowledge, skills and confidence to:

- Be respectful, responsible, achievers.
- Access and apply knowledge.
- Achieve their academic potential.
- Develop their passion for lifelong learning.
- Apply skills in literacy, numeracy and technology to further learning beyond school.
- Approach life's challenges both independently and collaboratively with the future focused learning skills of strategic, critical and creative thinking.
- Be out-looking, respectful, responsible, achieving and empathetic citizens who contribute positively to the local and global community's
- Demonstrate connectedness, resilience and a balanced sense of wellbeing.

### School context

Concord High School is a dynamic 7–12 comprehensive co-educational school of over 1250 students, including 67% of students from a language background other than English and international students. Current school focuses include academic achievement, literacy, numeracy and technology, within a supportive welfare environment. This includes wellbeing programs such as Positive Behaviour for Learning (PB4L).

Concord High School strives to promote a culture of excellence, integrity and caring and supports students through active programs of student wellbeing. The school enjoys a strong reputation in the local community for its high academic achievement, strong sporting programs and particularly the richness of its extra-curricular offerings.

The school has a broad and differentiated curriculum that caters for varied interest and abilities including 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, creative and performing arts, public speaking, leadership, and personal development opportunities.

While fostering the potential of all, the school encourages students to become motivated learners who take responsibility for their actions and outcomes. The school is committed to delivering quality teaching of both academic skills and skills for life in a caring, safe and supportive environment.

The school community has high expectations for students and the school consistently achieves 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.

**Learning**– in the areas of Learning Culture, Wellbeing, Curriculum, Assessment, Reporting and Student Performance measures, Concord High School has evidence to demonstrate that we are Sustaining and Growing. The 2018–2020 School Plan is focused around areas such as extending our wellbeing programs, reporting procedures and student performance measures.

In the domain of Learning, our focus has been on inspiring and developing successful learners. Concord High School continues to support and guide students and teachers in all areas of their learning. As a school we constantly refine our teaching and learning programs to ensure quality teaching and professional practice is evident in every learning environment.

Our continued work in supporting the wellbeing of all students to ensure they connect, succeed, thrive and learn in a safe environment. At Concord High School there are a range of extra-curricular activities to engage students beyond the classroom.

**Teaching**– In Effective Classroom Practice and Data Skills and Use, Concord High School has assessed that we are at a Delivering level. Following a focus from the 2018 implementation of the School Plan, Professional Standards and Learning and Development are Sustaining and Growing.

In the domain of Teaching, our focus has been Data Skills and Use, Effective Classroom Practice and Collaborative Practice. As a school we continue to use selected internal and external data collection tools to determine goals for achievement and to develop a consistent teacher judgement of expectations. The Literacy and Numeracy team provided ongoing professional learning in understanding and using the Literacy and Numeracy Learning Progressions for all staff. A 2019 staff focus for Concord High School will be on developing staff confidence in the use of data to inform teaching practice and effective future focused learning to enhance classroom practice.

**Leading**– After a focus in 2018, all areas of Leading are now at Sustaining and Growing level. Concord High School has prioritised a focus on Educational Leadership, School Planning, Implementation and Reporting, School Resource Use and Management Practices and Processes. We are confident that during 2019–2020 there will be further enhancements in the Leading area moving the school forward towards and into the Excellence level.

In the domain of Leading, Concord High School has developed a strong commitment to developing the leadership capacity of students, teachers and executive teachers. At Concord High School we endeavour to develop quality experiences for Teacher Education by developing the leadership skills necessary for teachers to become quality leaders.

In 2018 a partnership was set up with Strathfield South HS focusing on developing aspiring head teachers through fortnightly meetings held at Strathfield South High School and Concord High School. Fifteen teachers from both schools regularly attended the meetings which will continue in 2019. A Higher Accreditation network was set up with interested teachers attending regular meetings to work towards highly accomplished and lead levels of accreditation. As a school, we recognise that leadership development is central to school capacity building and we continue to mentor and provide experience for staff who are aspiring school leaders. We understand that creative and innovative ways of using school resources can help maximise student learning.

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-gu>

## Strategic Direction 1

### Engaging Learners

#### Purpose

To engage our learners through quality teaching and learning practices that are supportive, clear and aspirational whilst developing capabilities in literacy and numeracy.

#### Overall summary of progress

In 2018 the review and analysis of student lateness data occurred in order to identify student engagement and monitor student learning and progress. Strategies were developed to improve student attendance particularly focused on lateness and truancy which will be implemented in 2019 and reviewed in 2020.

A HSC Minimum Standards Coordinator was introduced to the school to coordinate and administer the HSC Minimum Standards tests during term 1, 2, 3 and 4. The Coordinator was responsible for collating and tracking student data and liaising with the Literacy and Numeracy personnel to provide targeted support for students.

An evaluation of the school's technology infrastructure and use of technology in teaching and learning was conducted in 2018. Nine recommendations were made under the key themes of Technology in Teaching and Learning, Teacher Professional Learning and Infrastructure. Two recommendations were implemented in 2018. They involved moving all students onto a consistent learning platform and delivering ongoing professional learning for evidence based approaches for using technology in the classroom. The remaining recommendations will be implemented throughout 2019.

Students find using both Edmodo and Google Classroom frustrating. Both teachers and students want to focus on one online learning platform. 100% of student focus groups want all teachers to use one online learning platform. Teachers were surveyed in 2018 and Google Classroom was the preferred learning platform of the majority of teachers with 73% nominating Google Classroom and 27% nominating Edmodo. In 2019, Google Classroom will be the uniform platform to use with Year 7 and in 2020 all Year groups and teachers will be using Google Classroom instead of Edmodo.

STEAM based initiatives were provided to Year 10 students and the Higher Order Thinking classes to engage, enrich and inspire students. Concord High School coordinated a STEM careers session for the students and parents/carers for all secondary schools in the community. Over 100 families attended this session to hear from STEM professional leaders who provided advice on education and careers opportunities in STEM. The session also focused on building the capacity of female students to enter STEM careers that are traditionally male dominated.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students achieving expected growth in literacy and numeracy.	\$68,000.00 period release for literacy and numeracy support.  \$15,000.00 online numeracy support resources.	2017 Percentage of students achieving expected growth: Numeracy 74%, Reading 60% and Writing 62%. 2018 Percentage of students achieving expected growth: Numeracy 71%, Reading 71% and Writing 61%.
Positive growth of student performance within all bands in areas of literacy and numeracy leading to more students meeting the Minimum HSC Standards before the completion of the HSC.	\$1500.00 for casual relief to support HSC Minimum Standard Coordinator.	At the conclusion of 2018, there were only 13 students who had not reached the HSC minimum standard in Numeracy.  1 student did not meet the HSC minimum standard reading level.  11 students did not meet the HSC minimum standard writing level.
Student attendance is improved through innovative curriculum and reflects an increase in student engagement in the	\$4000 period release attendance monitoring.  \$3000 STEAM casual relief.	Whole school attendance in 2017 was 92.1%. In 2018 whole school attendance was 91.5%. Although the whole school attendance percentage has decreased slightly, we are still well above the

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
classroom.	Employment of the HT Secondary Studies to support staff in the effective use of technology.	state average of 88.4%.  In the 2017 Tell Them From Me survey 69% of students valued the school outcomes. In the 2018 TTFM survey, this increased to 70%.

## Next Steps

- Attendance – In 2019, Concord High School will revise the attendance procedures to improve the whole school attendance percentage. In this revised procedure, the Welfare team has been included in a formalised documented process.
- Numeracy Plan – Dedicated numeracy periods to support students with low numeracy abilities.
- Supporting non-mathematics KLA's to further implement numeracy strategies.
- Literacy Plan – Supporting non-English KLA's to further implement literacy strategies.
- Continuation of the HOTS and STEAM programs to support student enrichment on a project based learning platform.
- The Head Teacher Secondary Studies will continue to educate and upskill staff in the use of technology base teaching strategies.



## Strategic Direction 2

### Building Capacity

#### Purpose

To create a culture of continual improvement in teaching and learning practices while building the capacity of staff through professional learning, mentoring, and leadership opportunities. This will enable us to empower students to be confident, resilient and positive partners in learning.

#### Overall summary of progress

During 2018 whole school collaborative practice to embed effective assessment strategies and quality feedback in curriculum planning and programming occurred. Quality professional learning was provided to teachers to build capacity and to support student engagement in learning and knowledge of assessment. Staff utilise assessment for, assessment as and assessment of learning in determining teaching directions, school performance and effectiveness.

The Growth Mindset professional learning taught and guided targeted students on how to reflect on areas of improvement before, during and at the completion of assessment tasks. Students were guiding in setting goals and reflecting on their learning and areas of improvement.

School based systems encourage leadership. All leadership positions have a shadow or second in charge to develop capacity.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students completing assessment tasks in the high achievement range.		Students achieving an A or B grade in core subjects at stage 5 level has increased by: 9.69% in Science, 4.86% in Maths and the English results have remained the same.
Improved perception and confidence in students self-regulating their learning.	Tell Them From Me Survey data	An increase of 0.2 in positive teacher–student relations identified by students in 2018 from 6.1 out of 10 in 2017 to 6.3 out of 10 in the Tell Them From Me Survey 2018.  An increase of 0.5 in the percentage of students who value school outcomes from 5.6 out of 10 in 2017 to 6.3 out of 10 in the Tell Them From Me Survey 2018.
100 % of staff involved in ongoing professional learning and reflection, using the Australian Professional Standards for Teachers as reference.	Professional Learning funds \$53,398.00	All teachers have a PDP with targeted goals based on the teaching standards. Professional learning is linked to PDP goals.

#### Next Steps

- Continue with Carers and Transition (CAT) class initiative.
- Continue literacy and numeracy focus for stage 5.
- Consistency with teachers using PB4L expectations and understanding welfare policy regarding dealing with negative behaviours.
- Revisit policy regarding level card monitoring and N warning process.

## Strategic Direction 3

### Developing Community

#### Purpose

To enhance wellbeing and engagement through connections made within the school, the local and global community. These positive partnerships value and promote inclusivity and support students to develop and consolidate relationships with their community.

#### Overall summary of progress

Staff empowerment and capability have been developed through initiatives set up to develop and build capacity. A higher accreditation network has been established where teachers from the local network of schools meet at Concord High School enabling the opportunity to work towards highly accomplished and lead accreditation levels. Staff are also supported in their participation in an aspiring head teacher program to develop leadership capacity.

Students have been provided the opportunity for empowerment and engagement through the recognition and promotion of talent and inclusion through a range of extra-curricular programs and activities.

Extended use of a variety of communication methods to inform students, parents and wider community about educational opportunities, school events and student and staff achievement. Parents/Carers: are encouraged to engage with the school community and are provided with information in a variety of ways including social media platform Twitter, Parent Portal, Keeping in Touch weekly newsletter, regular emails and SMS.

Staff and students actively engage in and implement Positive Behaviour for Learning practices and core values consistently which has led to a reduction of negative incidents and an increase in positive incidents in the Sentral online wellbeing system.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased rates of participation of students in day to day learning creating a sense of belonging.	Peer Support \$500 Year Advisor budget \$3000  Girls advisor's budget \$1000 Boys Adviser budget \$1000  Student leadership budget \$10000  Tell Them From Me Data	Benchmark established for rates of participation of students in extra-curricular activities in 2018 for 3 year plan.  The percentage shows that there are 56% students with a high rate of participation in art, drama, music, extra-curricular school activities or a school committee.  The school mean is at 27% in comparison to a State norm of 24%.  In 2018, 37 % female students were engaged in extra-curricular activities compared to 22% of male students.  8% of students arrive late or truant classes or miss days at school without a valid reason compared to a State norm of 9%. This is consistent with the 2017 results..  68% of students in the school had a positive sense of belonging in 2017 with a slight increase to 69% in 2018.  Year 7: 75% CHS students with a positive sense of belonging compared to a State norm of 76%.  Year 10: 6.3 school mean of CHS students with a positive sense of belonging on a 10 point scale



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased rates of participation of students in day to day learning creating a sense of belonging.		<p>compared to a State norm of 6.1.</p> <p>Year 11: 75% of students entering senior school and starting HSC studies felt a positive sense of belonging compared to a State norm of 63%.</p> <p>Overall 69% of CHS students had a positive sense of belonging compared with a State norm of 66%.</p> <p>6.3 school mean of students on a 10 point scale felt they had an advocate at school and had positive teacher–student relationships compared to a State norm of 6 out of 10.</p> <p>75% of Aboriginal and Torres Strait Islander Students at CHS felt a sense of pride in their school.</p>
All forms of school communication are used to build stronger community connections.	<p>Survey Monkey annual subscription \$350.00</p> <p>Edval subject selection and student progress interviews/ Sentral reporting and communication</p> <p>\$38,000.</p>	<p>Various forms of communication are used to build stronger connections. These include Edmodo and Google classroom, weekly Keeping in Touch parent newsletter, weekly Staff Information Bulletin, School; Website, twitter, email, SMS messaging.</p> <p>School website hits in 2018: 1840 average page views a week– 95680 for the year.</p> <p>74 hits on the newsletter a week– 3848. Keeping in Touch newsletter is emailed to all parents on a weekly basis.</p>
Effective use of Positive Behaviour for Learning (PB4L) through the reduced number of students transitioning from a level 1 to level 2 & 3.	PB4L budget \$2000	<p>Tell Them From Me Survey results: 91% of CHS students report that they do not get in trouble at school for disruptive or inappropriate behaviour compared to a State norm of 86%</p> <p>In 2018, 6.1 school mean of CHS students on a 10 point scale understand there are clear rules and expectations for classroom behaviour compared to a State norm of 5.6. This is an increase of 0.1 out of 10 from 2017.</p> <p>There has been a reduction from 41% to 18.7% of students transitioning from a Level 1 to a Level 2 or 3. This represents an overall reduction of transitioning from Level 1 to Level 2 or 3 of 54%.</p> <p>Positive Behaviour for Learning was reinforced through fortnightly explicit lessons that focused on a core value and modelled the expectations.</p>

## Next Steps

- Extra–curricular activities logged in Sentral and linked so they appear on student reports.
- Analysis of Year 12 exit surveys: include questions regarding their school experiences and sense of belonging.
- Year 7 well–being survey to explicitly ask a question about sense of belonging.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>RAM Equity Aboriginal Background Funding \$ 13,171.00.</p>	<p>School funds were used to employ a teacher mentor to work with students to improve educational outcomes. The role of the teacher mentor is to assist students with literacy and numeracy skill development and provide one on one tutoring and mentoring. This has supported student attendance and academic progress, building confidence and resilience as well as providing a positive role model for students.</p> <p>In 2018 the Aboriginal student mentoring program continued, with each student and family formulating an individual Personalised Learning Pathway (PLP) with the mentor teacher. All students have an individual learning plan that was devised with family consultation. This has encouraged increased communication and connection between families and the school. There was a 100% increase in parental engagement in the formulation of PLPs. Staff continued to implement 8 Ways of Learning strategies in teaching and learning programs.</p>
<b>English language proficiency</b>	<p>RAM Equity EAL/D Funding \$53,498.00</p> <p>EAL/D support provided through the employment of 2.6 FTE EAL/D teachers.</p> <p>Timetabling of support periods and a discrete Year 10 EAL/D class for the core courses.</p>	<p>During 2018, Concord High School supported EAL/D students with their studies through a variety of programs. EAL/D support at Concord High School has continued to broaden in scope and offers students small group withdrawal, one-on-one instruction and assistance, classroom support and help preparing for and completing assessment tasks.</p> <p>EAL/D withdrawal programs resulted in observable improvement in English proficiency for Years 7–9. Students began the program in Year 7 and are selected based on primary school reports and testing is conducted by the EAL/D Coordinator. New enrolments undergo testing to assess their writing, speaking and listening skills, which inform class placement and required support.</p> <p>The EAL/D faculty supported staff teaching EAL/D students in mainstream classes through team teaching, assistance with differentiating classwork and scaffolding assessment tasks, and presenting lessons to classes across KLAS explaining and contextualising the metalanguage of specific subjects. Stage 6 students began studying the new NSW English EAL/D Syllabus for the Australian Curriculum. Trained EAL/D teachers developed the Preliminary and HSC programs and began teaching the syllabus in 2018.</p> <p>EAL/D staff developed a referral system for trial in 2019. All staff at Concord High School have access to the system through Google Drive and refer students needing additional support, requests for team teaching and seminars and assessment and class task</p>

<b>English language proficiency</b>	<p>RAM Equity EAL/D Funding \$53,498.00</p> <p>EAL/D support provided through the employment of 2.6 FTE EAL/D teachers.</p> <p>Timetabling of support periods and a discrete Year 10 EAL/D class for the core courses.</p>	<p>modification.</p>
<b>Low level adjustment for disability</b>	<p>Low Level Adjustment for Disability Funding \$85,301.00</p> <p>Support provided through 1.1 allocation of Learning and Support Teachers (LaST's)</p>	<p>Through the coordination of the Learning and Support team, Individualised Education Plans (IEPs) were written in collaboration and consultation with staff, students and parents.</p> <p>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>Concord High School has a 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>Funding was utilised to employ SLSOs and 1.1 Learning and Support Teachers to allocate both in class and individual support for students requiring assistance with literacy, numeracy and general learning skill support.</p> <p>The Learning Support Team monitors the students under its care with weekly meetings and an annual review. 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 specific learning disabilities.</p>
<b>Support for beginning teachers</b>	<p>Reduced teaching load for temporary and permanent beginning teachers within the school timetable.</p> <p>Induction program resources.</p> <p>Explicit professional learning of staff \$82,314.00</p>	<p>Beginning teachers were supported through a formal induction program aligned to the Australian Professional Teaching Standards, accreditation workshops and professional learning focused around behaviour management coordinated by the teacher mentor.</p> <p>Funding was utilised to enable all temporary and permanent beginning teachers to have 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, 2018. This induction program included orientation to the school, its systems and procedures and key staff and their roles.</p>

<p><b>Support for beginning teachers</b></p>	<p>Reduced teaching load for temporary and permanent beginning teachers within the school timetable.</p> <p>Induction program resources.</p> <p>Explicit professional learning of staff \$82,314.00</p>	<p>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>Four beginning teachers attained their accreditation at Professional Competence and one on one support from the Head Teacher Teaching and Learning and fortnightly workshops were run for teachers preparing for this, focusing on the standards, collecting evidence and annotating documents.</p> <p>Teachers reported increased support and confidence in their practice from the support provided.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	636	690	727	747
Girls	367	388	402	419

Over the last three years there has been an estimated average of 4 % increase in student numbers. There has been consistency in the proportion of males to females enrolled at the school in the last three years . Initiatives within the school and local community are focused on increasing the numbers of girls enrolled.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.1	94.7	94.3	93.7
8	93.3	91.9	93.2	92.4
9	92.7	90.1	91.8	91.3
10	91	90.9	89.9	89.6
11	92.2	92.8	91.8	89.5
12	94	92.2	91.5	92.3
All Years	92.9	92.1	92.1	91.5
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

In 2018, the school reported above state average attendance data with a rate of 91.5% compared with 88.4%. Considerable whole school effort is placed on ensuring that attendance levels remain high.

Non-attendance is managed by an electronic messaging system and school and NSW Department of Education follow-up through the Home School Liaison Officer (HSLO) program. The school regularly monitors student attendance and works with students, their

parent/carers and external agencies to support attendance and participation at school. The school has specialist personnel including the Head Teacher Administration, Head Teacher Welfare, Year Advisers, Assistant Year Advisers, School Counsellors and Deputy Principals who all work collaboratively with the support of parents and carers to assist in engaging students and implementing strategies to manage and improve student attendance

### 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	13
University Entry	0	0	78
Other	2	2	2
Unknown	0	0	2

In 2018, 92% of the 2016 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 11 international students into the cohort.

### Year 12 students undertaking vocational or trade training

In 2018, 11% of Year 12 students were involved in TVET courses and 30% were involved in VET courses here at school.

### Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 149 students started Year 12. During the year, 5 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(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	56.7
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	13.37
Other Positions	1

\*Full Time Equivalent

The Aboriginal composition of our work force is made up of one Torres Strait Islander staff member. A SLSO who assists in supporting and mentoring students.

## 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	0

## Professional learning and teacher accreditation

Teaching and non-teaching staff at Concord High School were given the opportunity to participate in a wide range of professional learning in 2018. Focused professional learning, with the goal of building staff capacity was enumerated in the School Plan and milestones were set to achieve the professional development priorities of the strategic plan. With the introduction of accreditation for all staff, Concord High School provided whole school professional learning to develop staff understanding of NESA requirements and policies, the status and use of eTAMS, and the application of the National Standards for Teachers in every day practice and PDP process. Individual and small group workshops were held to address the needs of staff at different levels of accreditation and through the priority roll out of eTAMS.

At the beginning of 2018, thirteen staff were working towards accreditation at Proficient, with a further four early career teachers joining the staff throughout the

year. Of these, nine were successfully accredited by the year's end, four were working through the final stages of editing, and four were participating in regular professional learning to guide them through the process. All staff working towards accreditation attended weekly workshops with the teacher mentor and external professional learning to address individual needs and goals. Staff in the final stages of annotating evidence and writing accreditation reports met individually with the teacher mentor, who edited their reports and provided advice to guide their completion. The teacher mentor is given a period allowance and staff in their first two years of service are given a reduced teaching load through funding allocated to early career teachers. There were no teachers seeking voluntary accreditation at Highly Accomplished or Lead.

Concord High School has implemented a systematic approach to mandatory professional learning to ensure compliance. As such, Staff Development Days have included anaphylaxis training, e-emergency care and Child Protection updates alongside peer led professional development workshops focusing on the Literacy and Numeracy Progressions, strategies to implement assessment of, as and for learning, student welfare and engagement, and the application of new and emerging technologies in the classroom. Four Twilight sessions were held to provide staff with First Aid and CPR training, and a working knowledge of assessment validation, the accreditation process and External Validation as measured against the School Excellence Framework.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.



	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,143,601
<b>Revenue</b>	12,415,798
Appropriation	11,472,353
Sale of Goods and Services	131,239
Grants and Contributions	736,745
Gain and Loss	0
Other Revenue	63,745
Investment Income	11,717
<b>Expenses</b>	-11,698,732
Recurrent Expenses	-11,698,732
Employee Related	-10,537,476
Operating Expenses	-1,161,256
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	717,066
<b>Balance Carried Forward</b>	1,860,668

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.

In 2018, Concord High School migrated from the existing OASIS financial system to the new financial system SAP/SALM. This was a change from a cash flow to accrual accounting system. This necessitated administration and executive staff undertaking training and implementation in a new financial and administrative system. This took much time as staff enthusiastically undertook this total change in their practices and procedures.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	10,021,838
Base Per Capita	218,237
Base Location	0
Other Base	9,803,601
<b>Equity Total</b>	593,829
Equity Aboriginal	13,171
Equity Socio economic	56,641
Equity Language	324,192
Equity Disability	199,825
<b>Targeted Total</b>	321,679
<b>Other Total</b>	109,884
<b>Grand Total</b>	11,047,229

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.

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)

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

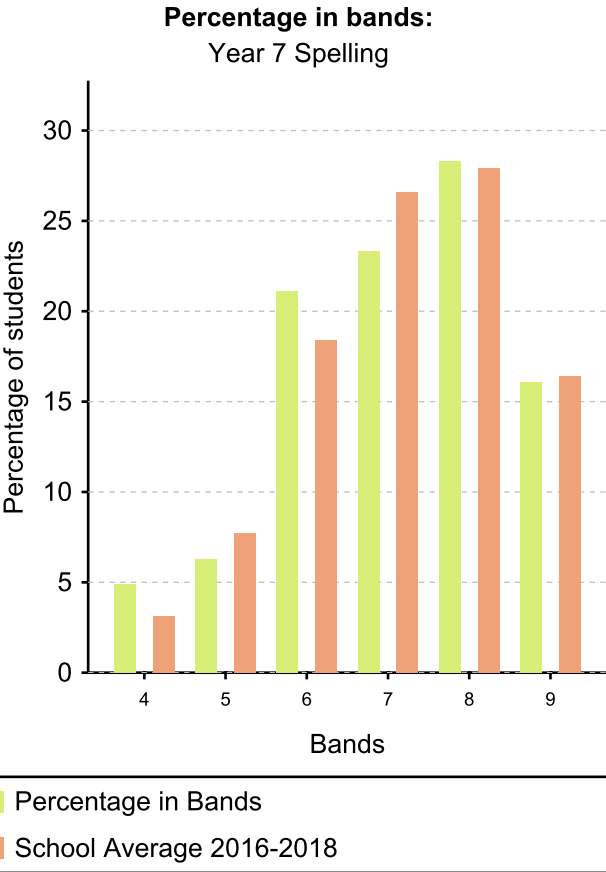
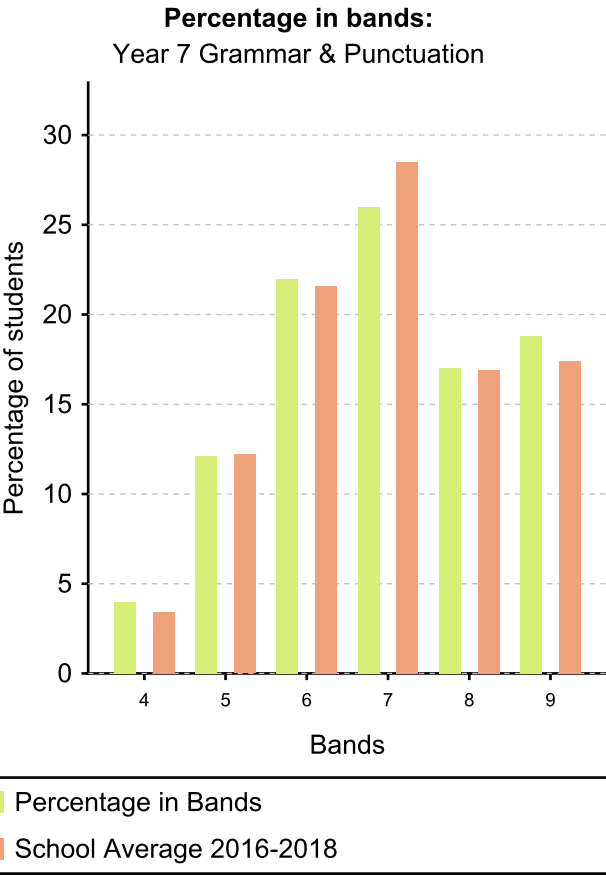
Concord High School students In Year 7 demonstrated their keen skill in the NAPLAN Literacy tests, scoring well above the state average in all aspects of Literacy:

Reading, Writing, and Language Conventions (Spelling, Grammar and Punctuation). More than 20% of students in Year 7 achieved in the top 2 bands in Writing. Reading results in Year 7 were extremely high with more than 37% of students scoring in the top two bands. The number of students in the lowest bands has increased proportionately with. A number of students were 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.

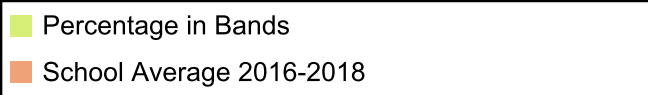
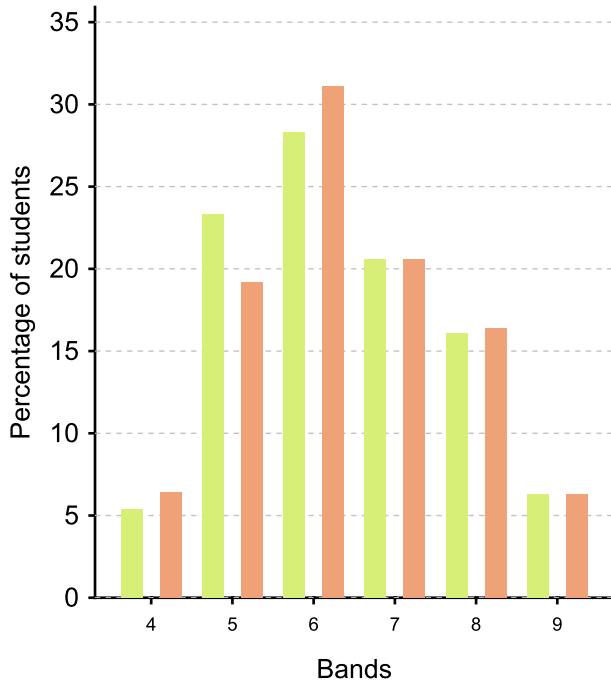
Results in Spelling, Grammar and Punctuation were strong. More than 65% of students performed in the top three Bands in Spelling and 60% of all students were in the top three bands for Grammar and Punctuation. These impressive results reflect the importance with which these areas are viewed at Concord High School. NAPLAN testing also tracks the growth of students from year to year, and reports on the proportion of students at or above the expected growth rate in all areas. 61% of our Year 7 students are above expected growth in writing, and 62% in reading, a pleasing result.

Student achievement in the Year 9 NAPLAN literacy tests was very strong again in 2018. Concord High School scored significantly higher than the DoE state average in every component of the assessment. 43% of students in Year 9 achieved in the top 3 bands in Writing, which is commendable. Reading results remained strong with 58% achieving in the top 3 Bands. Year 9 Spelling results remained strong with over 60% of Year 9 Concord High School students performed in the top 3 Bands for the third year in a row. 59% of students achieved in the top 3 Bands in Grammar and Punctuation, an improvement on last years results.

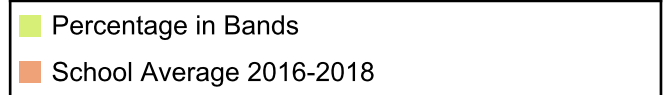
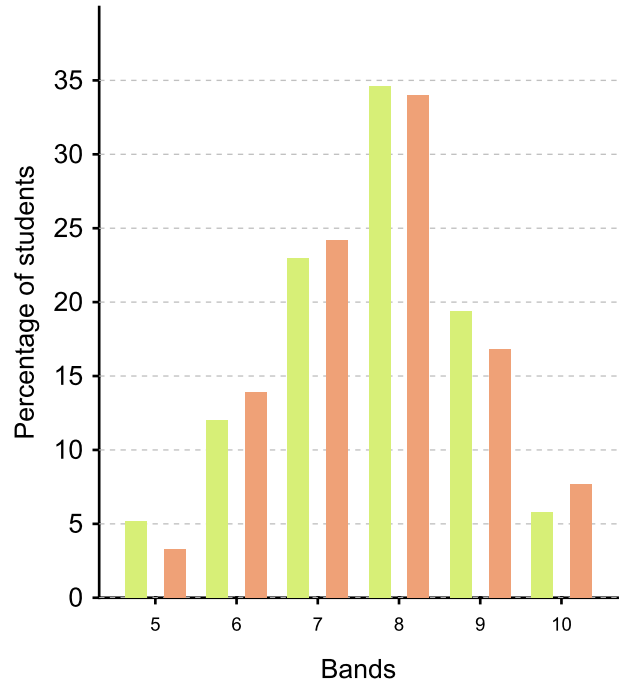
Year 9 expected data was very pleasing, with 73% of students above expected growth in reading and 60% above expected growth in writing.



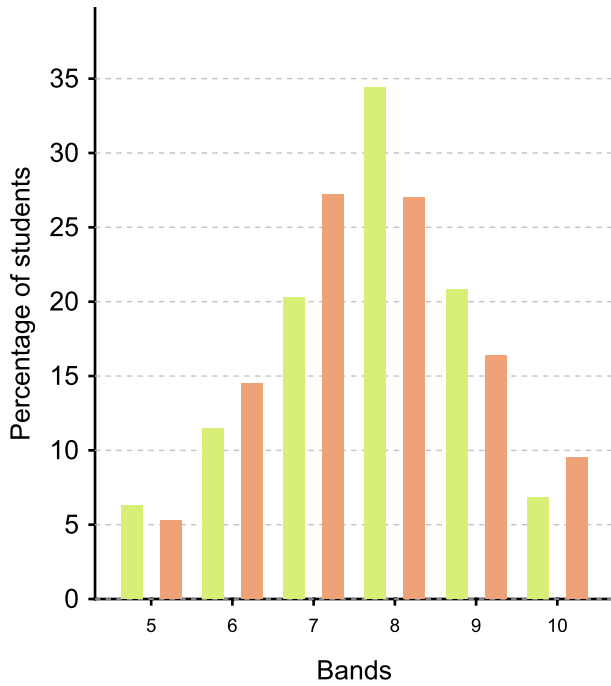
**Percentage in bands:**  
Year 7 Writing



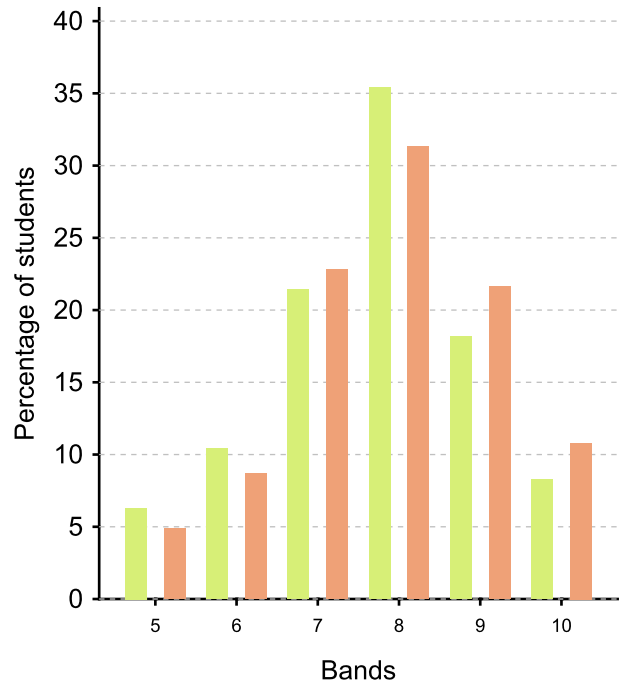
**Percentage in bands:**  
Year 9 Reading



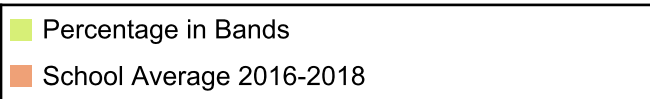
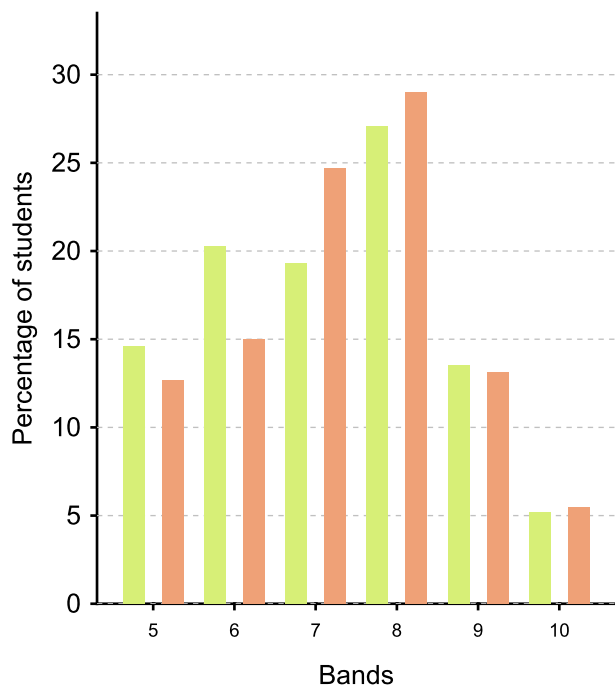
**Percentage in bands:**  
Year 9 Grammar & Punctuation



**Percentage in bands:**  
Year 9 Spelling



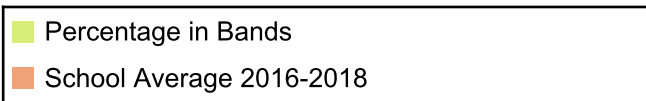
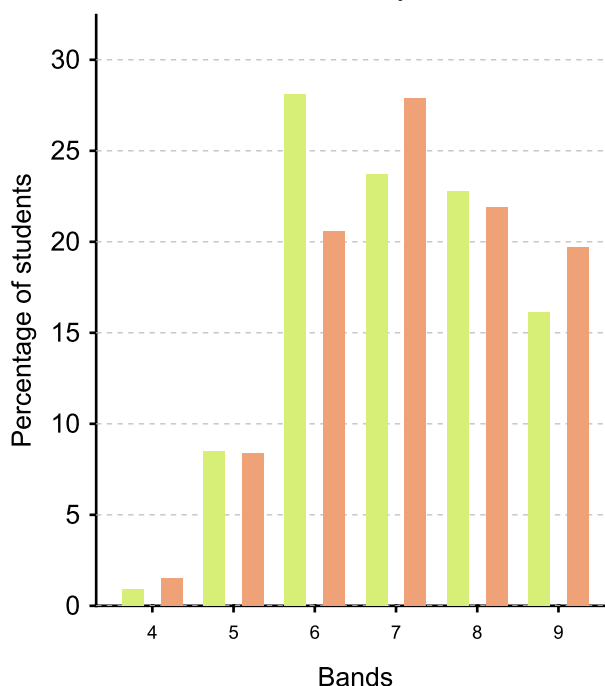
**Percentage in bands:**  
Year 9 Writing



state testing in the top two bands. There were only 3 students out of 200 in the bottom band.

Lastly, in 2018, 72.7% of our Year 9 students achieved greater than or equal to the expected growth. Overall, Year 9 performed very well in the 2018 NAPLAN tests.

**Percentage in bands:**  
Year 7 Numeracy



## Numeracy

In the National Assessment Program, the results across Years 7 and 9 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).

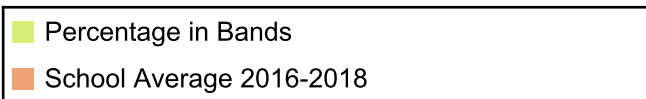
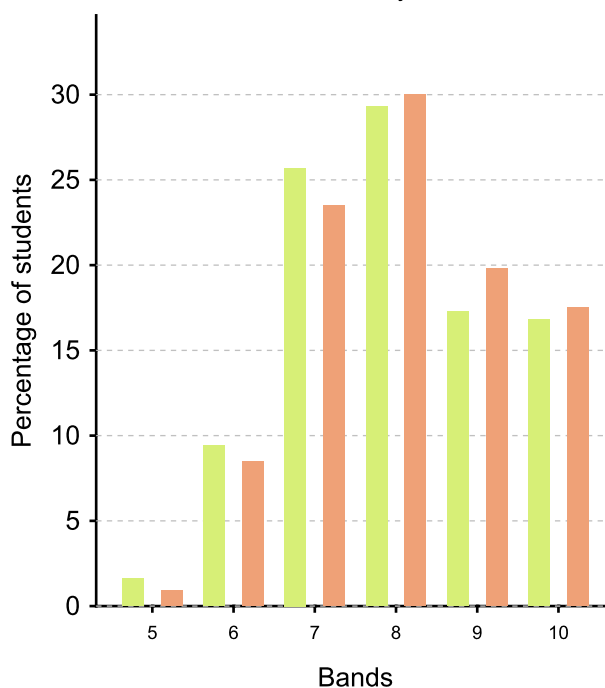
Numeracy average scaled scores have consistently been well above State in the last 6 years. Year 7 results were strong with 39% of Year 7 students scoring in the top two bands compared with only 26.9% of the state testing in the top two bands. Also, there was only 1 student out of 230 in the bottom band.

In 2018, 66.3% of our Year 7 students achieved greater than or equal to the expected growth. Overall, Year 7 performed very well in the 2018 NAPLAN tests.

### 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 State in the last 6 years. Year 9 results were strong with 33.3% of Year 9 students scoring in the top two bands compared with only 21.4% of the

**Percentage in bands:**  
Year 9 Numeracy



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.

## HSC Minimum Standard

At the conclusion of 2018, the results for students who completed the HSC minimum standard tests were outstanding. There were only thirteen students who had not reached the HSC minimum standard in numeracy. One student did not meet the HSC minimum standard reading level and eleven students did not meet the HSC minimum standard writing level.

## Higher School Certificate (HSC)

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

### English

In English Advanced there was again a strong performance, following our impressive performance last year with 22% of students in band 6 and with 65% of students achieving a band 5. This is markedly above the level of state distribution in the top 2 bands. Standard English in 2018 achieved an amazing 3 band 6 results— an increase in this top band— for the second year running and showed stronger results in band 5 and 4 than the previous year. Results remained well above the state average for each of the top 3 bands.

The results in EAL/D English were well above state average for band 5 with 33% of students achieving at that level. It was also good to see EAL/D numbers well below state average in the lower bands. Extension 1 English results were sound with 100% of students achieving solid band 3s and achieving above state average. The English Studies Course continues to be a popular choice for students and the good results demonstrate sustained student engagement for this cohort.

### HSIE

The HSIE faculty has grown in size within the Stage 6 curriculum. 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 mostly band 4–6 in the HSC. Our Legal Studies results were very impressive with students achieving results towards high band 5's and one band 6's. This was due to a change and focus on a new thematic study of Family Law and World Order, which students related to quite well. A continuation from international crime to human rights to world order also seems have improved student results.

Over the past two years Senior Geography, Society

and Culture and Extension History have all shown strong results with 73% 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 and have continued to grow steadily in results.

The HSC results have reflected this commitment to project based research, with 76% of 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 74% of students were successful in obtaining a band 4–6. Ancient History was also steady in their results, as 68% of students worked towards band's 4–6.

### LOTE

The 2018 student cohort undertaking language courses achieved impressive results in their HSC examinations. The languages faculty offered the following courses at Concord High School: Chinese and Literature, Italian Beginners, Italian Continuers and Japanese Beginners.

All candidates studying Chinese and Literature achieved Band 4 or higher. 70% of students achieved a Band 5, which was 15% higher than the State average and 10% achieved Band 6.

The results for Italian Beginners were very pleasing, with 75% of the 2018 cohort achieving Band 6, as compared to the State average of 20%.

Students studying Japanese Beginners performed extremely well, with 40% of students achieving Band 5, as compared to the State average of 30%, and an impressive 33% of Concord High School students achieved Band 6, compared to the State average of 12%.

### Mathematics

All 4 Maths courses in the 2018 HSC performed above state average in relation to the percentage of students in the top bands. General 2 Mathematics achieved double the state average number of band 6s. We have been working for a number of years to improve our tail end results in Mathematics 2 unit. In 2018 no student scored a band 1 or 2 and only 4 students achieved a band 3. 92% of students achieved band 4, 5 or 6.

In all 4 Mathematics courses students had a substantial positive growth when their HSC maths results were compared to their NAPLAN results, with most achieving above their expected growth.

Overall the mathematics department archived 45 band 6s or E4 results.

### PDHPE

The results in PDHPE were pleasing with a large proportion of students (29%) achieving a band 5 result which was above the state average (21.2%). There was also a large number of students who achieved Band 4 (41.9%) which was above state average (25.6%). 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. Students and teachers should be commended for their effort to achieve such positive results.

## Science

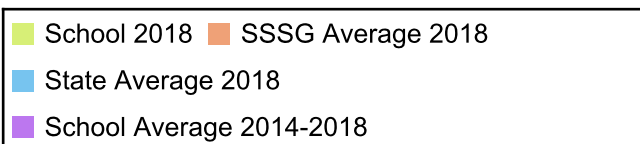
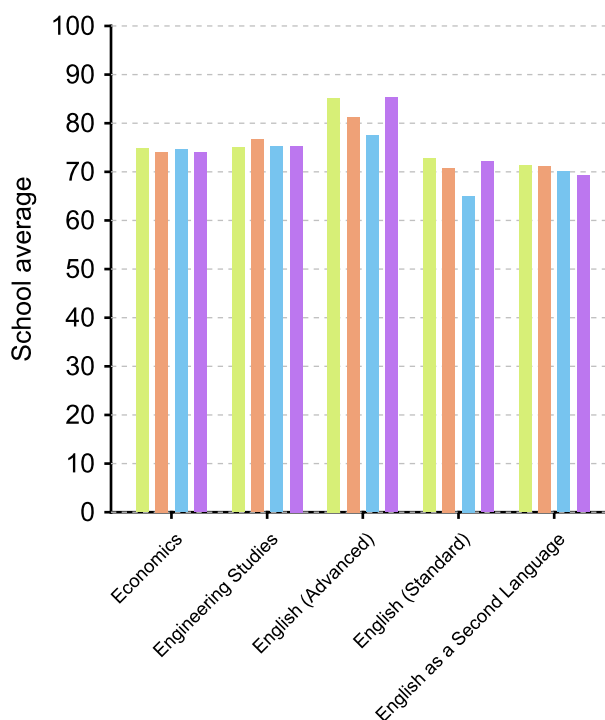
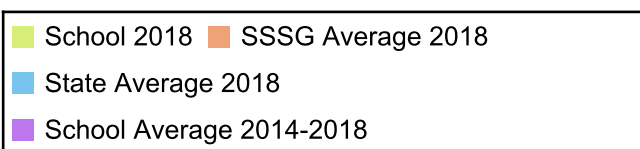
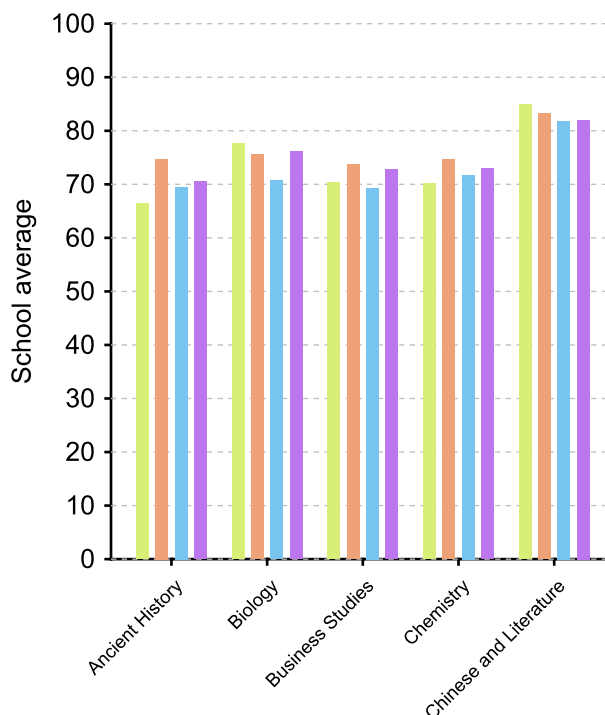
HSC Biology results were again excellent with an average mark well above the state average. 44% of students achieved either a band 5 or 6 as compared to 37% of the state. 80% of students achieved in the top 3 bands with no students at the band 1 or 2 level. HSC Physics results were also above state average with strong value-added data. 40% of students achieved either a band 5 or 6 as compared to 34% of the state. The ongoing success and positive growth within the science results are attributed to a strong literacy focus and implementation of ALARM, which will continue as the new HSC syllabuses are introduced in 2019.

## Technology

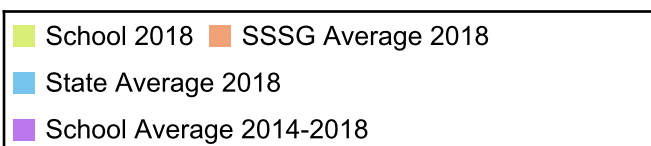
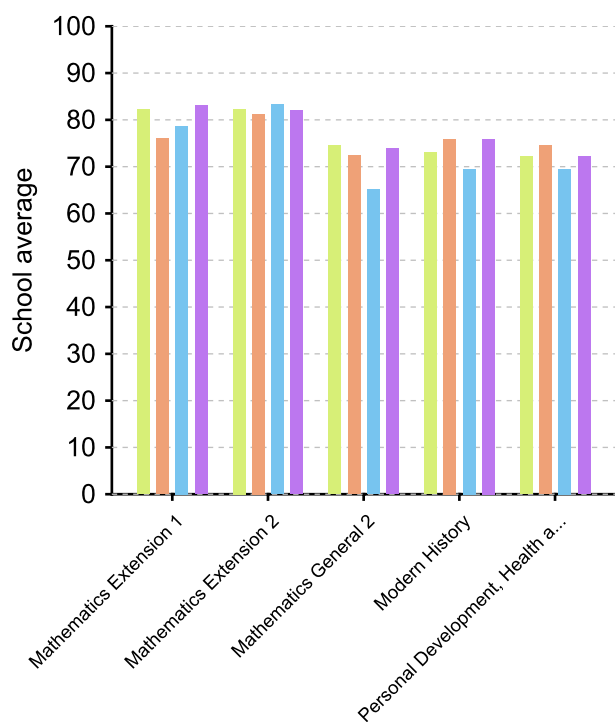
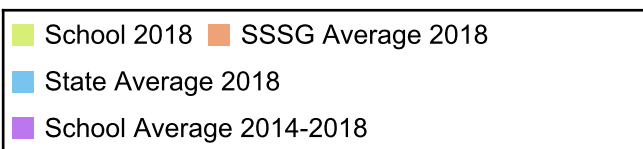
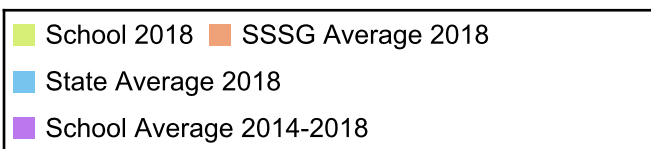
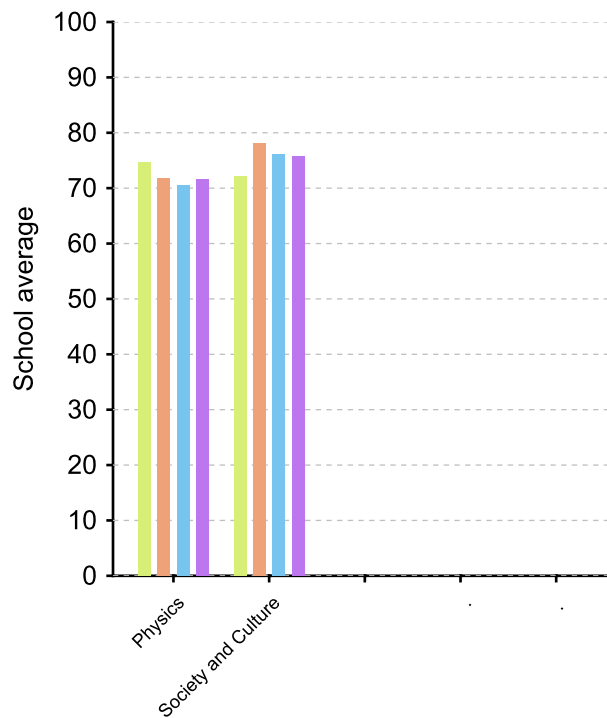
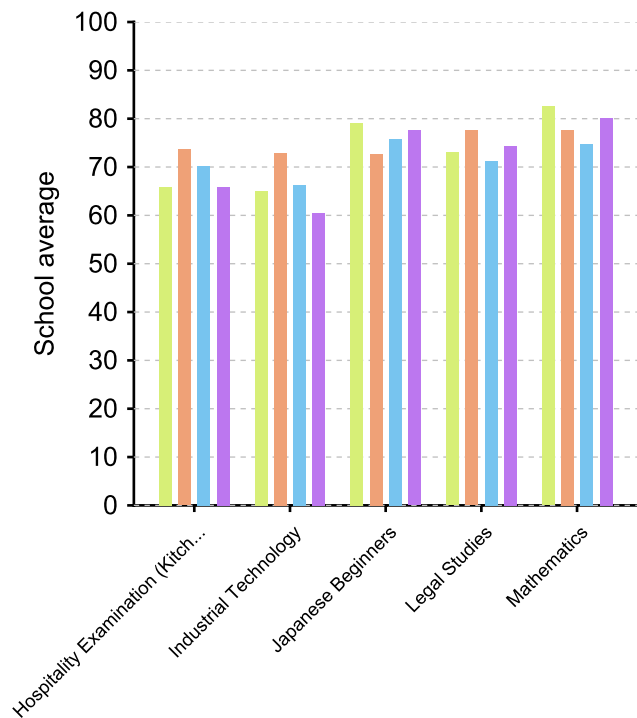
There were strong performances in Information and Processes Technology (IPT) and Software Design and Development (SDD). In IPT, 44% of students achieved a Band 5 or 6 and the achievement of these bands were well above state average. In SDD, 33% students achieved Band 5.

## Technological and Applied Studies

Seven HSC courses were studied in the TAS KLA during the 2018 school year. The 2018 HSC results showed improvement in Industrial Technology, Engineering Studies and VET Construction. A significant improvement was seen in the Engineering Examination results with the achievement of three band 5 and two band 6 results. The improvement in results in these areas was due to a continued faculty focus on modelling responses for past HSC questions, using scaffolds and in depth meaningful feedback on assessment tasks and exams. Also a continued focus on upgrading equipment and machinery has significantly assisted students with the time management and development of their major projects.







## Parent/caregiver, student, teacher satisfaction

Parent feedback was sought on a variety of issues in 2018. A priority focus was feedback on the effective use of technology. Parents are supportive of the school expectations and the opportunities given to student learning. Data was gathered from students, teachers and parents through the Tell Them From Me (TTFM) survey. Survey results indicated satisfaction with many school programs including curriculum-based activities, student leadership and Positive Behaviour for Learning.

Data to inform planning was extracted from the following quantitative and qualitative surveys as well as focus groups:

In the Creative and Performing Arts Faculty Review, interviews were conducted with teaching staff and 52 students; questionnaires were completed by teaching staff, 291 students and parents. From these results three key recommendations focusing on resourcing, feedback and high expectations are to be implemented and reviewed in 2019.

Parents were surveyed to gather information about the use of technology and BYOD. In the parent survey, 45% indicate that technology has improved their child's learning, 16% indicate improvements in learning is dependent on how the technology is being used in class, and 39% indicate technology has not improved their child's learning. From these results it was recommended to implement a whole school approach in teaching students on how to organise their work digitally, back up their work digitally, and how to choose the most appropriate digital and non-digital tools to suit

the learning task and their learning preferences. Transition teachers and classes to a consistent platform primarily Google Classroom. All Year 7 classes to be on Google Classroom in 2019. All classes to be on Google Classroom from 2020.

## Policy requirements

### Aboriginal education

The Aboriginal Education and Training Policy is implemented across the school. The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted within the school. Aboriginal students receive fair, equitable, culturally inclusive and significant educational opportunities to gain a quality education as a foundation for enriching their life chances and achieving their full potential.

A number of strategies are utilised to assist students in achieving their individual and educational objectives. Effective elements implemented to help achieve these objectives are: strengthening relationships, enhancing student engagement and promoting ongoing learning. In 2018, Aboriginal students were further supported through:

- Completion and review of Personal Learning Pathways (PLP's) of Aboriginal and Torres Strait Islander students reflecting on their current and future educational goals including literacy, social wellbeing and future career objectives along with strategies to help improve student learning.
- Inclusion of targeted students in Intensive Literacy and Numeracy Programs.
- Class support and small group instruction with the School Learning Support Officers and Learning and Support Teacher.
- Individual tutoring and mentoring provided by the Aboriginal Support Teacher to all Aboriginal and Torres Strait Islander students.

### Multicultural and anti-racism education

Teaching and learning programs and extra-curricular activities implemented by Concord High School and external providers promote intercultural understanding and skills. In 2018, these included In League In Harmony, Whanau group, Greek dancing and Harmony Week. These initiatives and activities enabled students to understand, celebrate and understand more about their cultural heritage

In 2018 the school continued to host international students on short visit programs from China and Japan which have provided authentic opportunities for our students to be immersed and learn about other cultures. Friendships continue to form quickly within these programs and the experiences for both visitors and local students are enjoyed and are seen as worthwhile.

Concord High School continued to support English as an Additional Language or Dialect (EAL/D) students. In

2018, there was a focus on team teaching and improving the capacity of all classroom teachers to meet the needs of EAL/D students, allowing them to achieve the outcomes of their courses and subjects.

The school has an Anti-Racism Contact Officer (ARCO) who leads a range of proactive multicultural education initiatives. The ARCO role involves promoting the values of respect for all races and cultures and our school Positive Behaviour for Learning (PB4L) expectations of being respectful, responsible and students achieving to their potential.. The ARCO also supports the Wellbeing team by providing individual student counselling and education as necessary. Students, teachers, parents and the community are doing a very good job of living together in harmony.

Two International student Liaison Officers are employed by the school to support communication with, and participation in school, by parents and community members from all language backgrounds through, school events and phone calls. They also play a role as Interpreters and are utilised frequently to enhance communication with parents and to support the achievement of student learning outcomes.

### Wellbeing

The Wellbeing Framework supports Concord High School to create teaching and learning environments that enable students to be healthy, happy, engaged and successful. Welfare is embedded into the school using a whole school approach and numerous wellbeing activities. The Welfare team also access external agencies to deliver high quality programs to support our students.

In 2018, issues such as bullying, cyber safety, study skills, mental health, trauma and stress management were some of the topics addressed.

Wellbeing is dynamic and is integral to learning. Welfare at Concord support students at each stage of their development through quality teaching, learning and engagement. This work is underpinned by our Positive Behaviour for Learning (PB4L), high standards, clear expectations and productive relationships which support students in their learning.

### Other school programs

#### Creative and Performing Arts

##### Encore

Senior music student Marian Known performed a composition on the violin; string quartet titled El Vestido Rojo at the HSC Encore Concert at the Sydney Opera House.

##### NSW Arts Unit Senior Drama Ensembles

Jasmine Smith (Year 10) and Trinity Santos (Year 11) who were both successful candidates for the NSW Arts Unit Senior Drama Ensembles Program. Both students

were required to perform a 2 – 3 minute monologue as part of the audition process as well as segments from a play to work with on the day of auditions. Jasmine and Trinity are now committed to attending a rehearsal once a week at the Arts Unit.

### **School Spectacular**

Mitchell Potter–Rose in year 11 was a successful applicant for the 2018 Schools Spectacular as a Featured Dance Ensemble member.

The Year 11 Drama ensemble led by Ms Lombardo were successful applicants of combined drama in the School Spectacular in 2018.

### **Festival of Instrumental Music**

Aleyna Oner in year 9 was selected to perform in a string ensemble as part of the Festival of Instrumental Music.

### **Year 8 Young Archie's competition**

In term 1 as a part of the curriculum, year 8 Visual Arts students participated in the Young Archie's Competition. Students were required to create a mixed media portrait of someone they had a meaningful relationship with i.e. parent, sibling or mentor. The top three portraits from the People's Choice Award received a prize from S & S wholesale Art Supplies. The top three prize winners were, Hana Hwang, Belle Gallen and Anna Dey.

### **National Art School (NAS) HSC Intensive Studio Practice Course**

Lindsay Campbell was a successful applicant for the NAS HSC Intensive Studio Practice Course.

### **National Art School Dobell Drawing Workshop**

Year 11 Art students, Renee Ridley, Lindsay Campbell and Emiliano Neroni were successful applied and participated in the Sir William Dobell Drawing Workshop at the National Art School. The works that they students produced were put on display in an art exhibition.

### **Arts Unit Boys Group**

Taliesin Law, Year 7 was accepted into the Arts Unit Boys Vocal Group as well as the NSW State Band camp.

### **NSW School Band Festival**

Concord High School Concert Band performed at the NSW School Band Festival at the Sydney Conservatorium of Music – Verbrugghen Hall. The festival caters for bands of all ability levels, from beginner bands to the most accomplished school ensembles in NSW. For a third year in a row, students were awarded a rating of Gold for their performance.

### **The Environment Club**

The environment club that was established in 2017 has continued to draw student interest, with a loyal group of student advocates volunteering their time to participate in initiatives such as Clean Up Australia Day, Working Bee's to ensure the 600m2 wildlife corridor on school grounds is maintained and watered. An additional 50 trees were planted in the 2018 Schools Plant a Tree Day event.

The environment group also continues to maintain the large veggie/herb garden outside of common 7 and has sought out a collaborative partnership with the TAS department, namely Hospitality, working on the concept of "Paddock to Plate". Environment club members have shown a strong interest in looking further into the preservation of local Fauna, with community links between Concord High School and WIRES to be established in 2019

### **Primary Links**

Strong and continued focus of the science faculty was the community links program. This involved the collaboration of the faculty with 7 local feeder primary schools and the delivery of targeted stage 3 lessons to year 5 students, including a focus on robotics and real-life applications of science.

### **Sporting Achievements**

#### **Summer grade sport**

20 teams competed in the Zone competition, 19 teams competed in Grade Finals and 4 teams were victorious – 14's Boys Touch Football, 15's Boys Touch Football, Open Boys Touch Football and Open Boys Cricket.

#### **Winter grade sport**

20 teams competed in the Zone competition, 15 teams competed in Grade Finals and 4 teams were victorious – 14's Boys Soccer, 15's Boys Soccer, 15's Girls Soccer and Open Boys Soccer.

### **Swimming**

50 students represented Concord High School at Zone Carnival.

23 students competed at Regional Carnival (including 6 relay teams).

Students competing at Combined High School (CHS) carnival:

Benjamin Comer year 10

15 boys 200m Freestyle

15 boys 100m Freestyle

15 boys 50m Freestyle

15 boys 100m Breaststroke

Ben competed at All Schools Championships and finished 3rd in the 15–16 boys 50m freestyle. This

resulted in this student qualifying to represent NSW in Tasmania at school nationals where he was part of the NSW team who won a silver medal in the 15–16 year old boys 4x50m freestyle.

Curtis Woodley year 10

16 boys 50m Freestyle

16 boys 100m Butterfly

### **Cross Country**

59 students represented Concord High School at Zone Carnival.

17 students competed at Regional Carnival. Jacob Leon (year 8) finished in first place in 14 boys category.

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

Jacob Leon and Taeyoung Yoon (year 8) in the 14 boys race. Jacob – 2nd place.

Max Trapnell (year 11) in the 16 boys race.

Jacob competed at All Schools Championships and finished 2nd in the 14 boys category!!

### **Athletics**

92 students represented Concord High School at Zone Carnival.

36 students competed at Regional Carnival including 5 relays.

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

Angus Gray – year 8

13 boys Shot Put and 13 boys 4x100m relay

Jacob Leon – year 8

14 boys 800m, 1500m & 3000m – second and third place results

Avele Jaucian–Alaalatoa – year 7

12 boys Discus and Shot Put

Thomas Comer – 8, Matthew Jurado Paez – 8 and Joel Weeks 7 – 4x100m relay – 13 boys – with Angus Gray.

Jacob Leon – 2nd at All Schools Championships at 1500m and 3rd in 3000m

### **Knockout**

12 teams entered in Sydney North Competition. Best result – Open girls volleyball – made it to the 5th round.

### **Talented Athletes**

Grace Kiefer – year 10

Continuing her affiliation with an AIS select team.

Winning GOLD at the state championships in the 15–17 year old age group. Therefore, she can be referred to as the best in NSW.

Winning SILVER at the national championships in the 15–17 year old age group. Therefore, she is can be referred to as second best in the country.

Also, earlier this year Grace represented Australia in the Netherlands and Belgium where she made the quarter finals of her competitions, which is a very impressive feat.

Hannah Kiefer– Year 7

In Taekwondo, this student has been part of the Emerging Athletes Program at the AIS, achieved a gold medal in the 12–14 age group at the state championships, ranking herself at number one in the state, and at the national championships she achieved an impressive fourth place finish in her age group.

### **2018 Combined High School (CHS) representatives:**

Ben Mastrogiannis – AFL

Kobi Slaats – Baseball

Alexander Deller – Cricket

Ben Comer – Swimming

Curtis Woodley – Swimming

Jacob Leon – Cross Country & Athletics

Max Trapnell – Cross Country

Taeyoung Yoon – Cross Country

Angus Gray – Athletics

Avele Jaucian–Alaalatoa – Athletics

Matthew Jurado Paez – Athletics

Thomas Comer – Athletics

Joel Weeks – Athletics

### **2018 NSW representatives:**

Grace Kiefer – taekwondo

Hannah Kiefer – taekwondo

Daniel Samuel – BMX

Ben Comer – Swimming

Curtis Woodley – Swimming

Jacob Leon – Cross Country & Athletics

Max Trapnell – Cross Country

Taeyoung Yoon – Cross Country

Angus Gray – Athletics

Avele Jaucian–Alaalatoa – Athletics

Matthew Jurado Paez – Athletics

Thomas Comer – Athletics

Joel Weeks – Athletics

### **2018 Australian representatives:**

Grace Kiefer – taekwondo

### **STEM/Future Focused initiatives**

Concord High School coordinated a STEM careers session for the students and parents/carers for all secondary schools in the community. Over 100 families attended this session to hear from STEM professional leaders who provided advice on education and careers opportunities in STEM. The session also focused on building the capacity of female students to enter STEM careers that are traditionally male dominated.

### **Student Leadership**

The Concord High School Prefect and Student Representative Committee (SRC) bodies saw a change in Leadership in 2018 with many staff members in new roles:

Ms Catherine Picone – Head Teacher (Student Leadership)

Ms Dee Santos – Prefect Coordinator

Ms Alison Armitage– SRC Fundraising Coordinator

Ms Danielle White – SRC Volunteering Coordinator

The 2018 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

The newly elected Prefect body meet fortnightly to develop initiatives and enhance student leadership qualities within the school. Sena Ozguven and Maximus Trapnell were elected as School Captains, with Emily–Rose McLauchlan and Koray Ozbay elected as Vice–Captains. Together they assisted with the Concord High School Prefect Afternoon Tea and also created the 'Humans of Concord' articles for the Keeping in Touch (KIT) newsletter.

The newly elected SRC team of thirty–four students meet fortnightly whereby the meetings are run by the students. Despina Papaioannou was selected as SRC President, with Saakshi Mal as Secretary. In 2018, 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. One of the other main events the SRC were involved in was the Farmers' Drought Relief Fundraiser where we raised just over \$3000 from our mufti day, bake sale and Confucius classroom stall.

The SRC also raised an amazing \$2000 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 2019.

To finish off the year, the SRC raised awareness and donations for the Youth Off the Streets Christmas Hamper Drive. By creating posters and taking the initiative we collected a significant amount of donations in order to provide disadvantaged youths and their families support during the holiday period.