

# Concord High School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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.

#### Improvement Measures

Increased proportion of students achieving expected growth in literacy and numeracy.

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.

Improvement in student partial and whole day attendance through formalised processes and procedures. Increase of students attending school 90% of time from 73% to 79%.

An increase of students in Year 7 with a positive sense of belonging from 74.5% average to 76.5%.

#### Progress towards achieving improvement measures

**Process 1: Literacy:** Staff Develop and implement whole school literacy and numeracy plans and provide quality feedback and guidance to enhance students' literacy and numeracy skills.

Evaluation	Funds Expended (Resources)
<p>Staff have continued to develop a scaffold and build staff capacity for the introduction of a whole school literacy and numeracy plan. Data and activities have been introduced and consolidated to provide quality feedback and guidance to enhance students literacy and numeracy skills. The Concord High School Literacy team implemented Best Start testing for Year 7 students. The data was used to inform staff of student ability based on learning progressions. Professional learning was provided for all staff on learning progressions as well as NAPLAN marking. Students had NAPLAN experiences provided during class time. The literacy program of Wordflyers was reviewed and extended throughout English classes. A consistent approach to spelling and writing strategies was discussed by the executive with further work planned for 2020. Teacher release time was provided to plan literacy for the introduction of a middle school model for Year 7 2020.</p> <p>The Concord High School Numeracy team implemented Best Start testing for Year 7 students. The data was used to inform staff of student ability based on learning progressions. Professional learning was provided for all staff on learning progressions as well as NAPLAN marking. Students had NAPLAN experiences provided during class time. Numeracy Lessons were planned and conducted (once a fortnight) for Year 8. Numeracy support was provided in years 7–9 classes. Students at risk of not meeting Year 10 and 11 Minimum standards in numeracy were provided withdrawal. All faculties participated in a numeracy day, Year 8 participated in a Numeracy Ninja (Year 8) class competition. Extensive time was provided to plan for the introduction of a middle school model for Year 7 2020. A student Numeracy Club operated during term 1 for year 9 and 7 students to provide numeracy extension and enrichment activities.</p>	<p>Release time provided for staff collaboration</p> <p>School funding of literacy and numeracy co ordinators positions.</p> <p>Professional Learning for all staff</p>

**Process 2: Attendance:** Staff will review and analyse student lateness data in order to identify student engagement and monitor student learning and progress.

Evaluation	Funds Expended (Resources)
<p>The Concord High School Attendance Team successfully implemented an attendance and lateness procedure at the start of 2019 with the aim of</p>	<p>Staff release time for collaboration</p>

## Progress towards achieving improvement measures

improving attendance (2018 – 91%), lateness and consequently student engagement. This procedure was done in consultation with the Principal, Senior Executive, Wellbeing Team and Head Teacher Administration. The procedure was implemented successfully and there was noticeable improvements in student lateness due to the red lateness cards Assistant Year Advisors were using and monitoring with students. Unfortunately, whole school attendance did not improve with the mid-year review standing at 90%. The attendance team believe that there is scope for improvement in the procedures introduced at the beginning of the year and believe there needs to be greater awareness and consistency from all teachers in order to improve attendance in 2020.

Professional learning time for all staff

**Process 3: Effective use of technology:** Develop student and staff confidence, knowledge and capacity in effectively integrating technologies in everyday practice to enhance student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>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. Three further recommendations were implemented in 2019. These recommendations continued the focus on online learning and communication, Technology and Cognitive load theory and using technology based on Concord High School positive behaviour for learning principles.</p> <p>The Concord High School Technology Team delivered a range of professional learning to build the capacity of teachers to implement research informed strategies into their teaching, including cognitive load theory, dual coding theory, digital writing and using technology to improve feedback and formative assessment. The team also transitioned the school to a common learning platform (Google Classroom) and rolled out Google Classroom Guardian across the school to further enhance school/parent partnerships.</p> <p>As a result of school participation in an Agile leadership program a project team was created that focused on improving student learning based on cognitive load theory. Staff professional learning was developed and delivered to increase effective use of technology for student learning.</p> <p>Concord High Schools positive behaviour for learning principles underpinned the collation of resources on responsible and respectful use of technology. The positive behaviour for learning team developed a timeline and created a series of lessons for students as well as online resources for teachers and parents to access.</p>	<p>Staff release time for collaboration</p> <p>Professional learning time for all staff</p>

**Process 4: Middle School Program:** School identified Middle School Team will lead, develop and embed quality systems to ensure the development of high quality practice in planning, programming, assessment and reporting procedures.

Evaluation	Funds Expended (Resources)
<p>The Middle School Team was formed in 2019 to lead, develop and embed quality systems for the introduction of a middle school model for Year 7 2020. The team was able to identify and develop staff capacity to teach combined courses as well as developing student welfare and teacher mentor roles. Staff were provided time to visit other schools that use a similar model with best practice ideas applied to the Concord High School setting.</p> <p>High quality practice in planning, programming and assessment was developed collaboratively across faculties and by staff who volunteered to join the program. Data was accessed from previous Tell Them From Me surveys to determine areas that could be improved and the methods to implement for Year 7 2020. Concord High School formed three streams of</p>	<p>Staff release time for collaboration</p> <p>Professional learning time for all staff</p>

### Progress towards achieving improvement measures

combined curriculum and ensured that each class would have a maximum of six classroom teachers for 2020.

Staff collaboration was one of the highly effective features of the planning process.

## 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.

#### Improvement Measures

Increased proportion of students setting goals to maximise achievement.

100 % of staff involved in ongoing professional learning and reflection, using the Australian Professional Standards for Teachers as reference

Increase in the percentage of students who indicate through the Tell Them From Me Survey that they value school outcomes from 63% average to 65%.

#### Progress towards achieving improvement measures

**Process 1: Assessment:** Staff utilise a checklist (whole school) and rubric to create or modify assessment tasks so that they are valid

Evaluation	Funds Expended (Resources)
In 2019, the Assessment for Learning team established an Assessment for Learning information pack for all staff. This was a follow up from 2018 in which the team provided professional learning sessions at staff meetings to educate staff on the benefits and practicalities of implementing Assessment for Learning. The packs given to each faculty included strategies for staff to implement Assessment for Learning and academic readings for further clarification and professional learning on the teaching strategies. The staff were encouraged to implement these strategies in their classrooms, and data has been collected to compare pre and post implementation. Survey's were also provided for students to reflect on their learning.	Assessment for Learning professional learning team which met 3 times a term.  Assessment for Learning information pack.

**Process 2: High expectations for students:** Students explicitly taught how to study effectively and how to reflect on areas of improvement before, during and at the completion of assessment tasks. Students setting goals and reflecting on their learning and areas of improvement.

Evaluation	Funds Expended (Resources)
A pilot group of Stage 6 students were introduced to retrieval practice strategies, how to effectively reflect on their learning, set goals and study effectively.  A whole school approach was developed for students to set goals and reflect on their learning through the use of retrieval practice with the ultimate goal of achieving high expectations and improved HSC results across all KLA's. HSC achievement in the Mathematics faculty was used as a model of best practice.  In 2020, the Senior Study will be re-structured to support the implementation of these explicit strategies, promote high expectations and improve engagement with the ultimate goal of maximising students HSC achievement.	Staff release time for professional learning and collaboration.

**Process 3: High expectations for teachers:** Quality professional learning for teachers to build capacity through collaborative and reflective practice.

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

A study was undertaken focusing on sustained high HSC achievement in English Advanced, English Standard and Mathematics from 2015–2018. Concurrently CESE had identified Concord High School for sustained and high achievement in HSC Mathematics courses and some levels of English over the same 3 year period and we worked together to provide valuable input into the CESE study. An evaluation of the Mathematics faculty was completed to identify indicators for HSC success.

Common themes to emerge from the CESE and CHS studies included; strong faculty leadership, meaningful faculty collaboration, explicitly teaching students how to be successful, making feedback effective, using data to monitor student progress and modify teaching practice, setting up for HSC success in Years 7–10 and creating and sustaining a positive learning culture.

A pilot project team consisting of teachers from the Science and HSIE faculties was formed with the primary improvement objective of achieving more equitable HSC results across KLA's.

The pilot group of Science and HSIE teachers were taught how to use retrieval practice to improve student learning and share progress, work samples, wins and challenges with the group. These teachers provided mentoring to their senior students and professionally developed them how to study effectively, engage students in decision making, use meaningful goal setting and reflection to improve student outcomes. They engaged their senior students in frequent testing and regular feedback.

Staff release time for professional learning and collaboration.

**Process 4: Leadership:** School based systems encourage leadership. All leadership positions have a shadow or second in charge to develop capacity. Aspiring leaders engage in leadership programs including the Aspiring Head Teacher Program and Higher Accreditation workshops

Evaluation	Funds Expended (Resources)
<p>100% of teachers are actively engaged in their professional learning and maintenance of teacher accreditation.</p> <p>In 2018, a partnership was set up with Strathfield South HS (SSHS) focusing on building the capacity of aspiring head teachers through fortnightly meetings held at SSHS and CHS. These meetings continued throughout 2019 with 15 teachers from both schools regularly attending the meetings. At the conclusion of 2019, 2 of these teachers were successful in applying for and attaining EOI Head Teacher positions.</p> <p>A Higher Accreditation network was initiated by Concord High School and set up with interested teachers attending regular meetings throughout 2019 to work towards highly accomplished and lead levels of accreditation.</p> <p>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 to maximise student learning.</p> <p>In 2019, All leaders in the school collaborated with the staff they supervise to create a shadow or second in charge position to develop leadership capacity. In 2020, these positions will be formalised with role statements and period allowances.</p>	<p>Staff release time for professional learning.</p>

**Process 5:** Staff to empower students with the skills, knowledge and mindset to self-regulate their own learning.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

The Concord High School Growth Mindset Team worked throughout 2018–19 to implement a straightforward and informative feedback and reflection system. The goal of this idea was to improve student understanding of the work they put in to tasks as well as improve focus on their resilience and 'personal best'. This reflection system and accompanying question bank was trialled by the team across multiple KLAs, year groups and task types. One of the main things that was found by all teachers in the team was that students were very honest with their reflection on their work, and were able to be more articulate with their answers as they continued the process across multiple tasks. At the end of 2019, the question bank covering multiple task types and time of reflection (before/after task) was sent to staff in the hope of reflective practice for students being embedded in all programs. The 2019 student results from the TTFM survey indicate that the percentage of students who value schooling has remained consistent at 63 %. The 2020 results should indicate further improvement due to the implementation of the Growth mindset strategies in 2019.

Staff release time for professional learning.

## 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.

#### Improvement Measures

Increased rates of participation of students in extra-curricular activities offered through the school.

All forms of school communication are used to build stronger community connections.

Effective use of Positive Behaviour for Learning (PB4L) through the reduced number of students transitioning from a level 1 to level 2 & 3.

#### Progress towards achieving improvement measures

**Process 1: Staff empowerment and capability:** Staff are supported in their participation and leadership of a range of wellbeing initiatives.

Additional training and support is provided to staff in order to further community development.

Collaboration between staff and community to provide authentic learning experiences and showcase student work.

Evaluation	Funds Expended (Resources)
<p>The senior executive have implemented an initiative where professional development afternoons were created to empower staff to participate in and lead whole school wellbeing initiatives. Project Teams were designed to align with the School Plan 2018–2020 to oversee areas such as literacy, numeracy, community links and welfare. Non executive staff were encouraged to become leaders and undertake the task of leading staff towards projects within the school and community to strength link.</p> <p>In empowering staff and their capabilities, co advisors were created within the existing Welfare team to assist with the administrative tasks and welfare issues, due to increasing student number within each year group. A four period allowance was provided for each year advisor, allowing for even distributing of the year groups. Furthermore, in developing staff capabilities, a recommendation has been made by the senior executive in creating a formalised 2IC position within the Welfare team.</p> <p>A Girls and Boys advisor was also created to developed staff and tailor a welfare aspect that catered to males and females. This allowed for more distributing of students who required a mentor of the same gender, who would actively supervise and advise these students for the duration of the year.</p> <p>In assessing our Tell them from me survey, there was enough evidence to suggest that Year 7 students required a lesser amount of split classes and more time with a smaller amount of teachers in their first year. As a result, the development of our Year 7 Middle School further developed the staff capabilities, where staff volunteered to become mentors for students across all KLA's. Further recommendations have been made to continue with the Middle School program as a Stage 4 initiative, further developing the capabilities of staff.</p> <p>Learning and Well Being meets were also developed to strengthen links between parents, students and staff. Each year group has been overseen by</p>	<p>Staff release time to discuss progress of Middle School, Project Teams and Co Advisors</p> <p>Professional development was provided for staff</p> <p>Timetabling of staff to allow for meeting times</p> <p>Collaboration with the NRL Harmony Day organising in the creation of an itinerary</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul>

## Progress towards achieving improvement measures

a fortnightly meeting with the Year Advisors, the Head of Welfare and the Deputy Principal of the year group. This meeting was designed to strengthen communication regarding students at risk, students who require welfare support and attendance concerns. Support was provided to students by various members of the Welfare team, who were in regular contact with parents and care givers regarding the progress of their child. Furthermore, information from this meeting has then been communicated to the HISLO officer, who continued to support both student and parents, where student attendance was of concern.

**Process 2: Student empowerment:** Recognition and promotion of talent and inclusion through a range of programs and activities.

Evaluation	Funds Expended (Resources)
<p>In focusing on the 2018–2020 whole school systems has been developed and implemented to focus on recognising students participation and achievement in extra–curricular activities beyond the classroom.</p> <p>In celebrating our Harmony Day and NRL Harmony Day, Concord High School developed a plan to engage with the local community by developing our students in representing the school.</p> <p>Our Harmony Day planning was designed to encourage local businesses to partake in our annual event, where students displayed their cultural talents, as well as experiencing various cultural foods and traditions.</p> <p>Our NRL Harmony Day program created a link between Concord High School and the NRL organisation, where students who displayed sporting talents, participated in a training program with various members of NRL clubs. This program created a stronger link between the two parties and is the second year of the program, allowing students to stay engage in sporting activities.</p> <p>The Peer Support program has been designed to empower Year 10 students to participate in leadership positions within the school, whilst also developing a peer mentoring and buddy system to assist Year 7 in their transition into high school. Students participated in a three day training program which included the development of student confidence in delivering activities designed to create unity and solidarity. Furthermore, Year 10 students took responsibility for the Year 7 students in our annual Year 7 camp at Stanwell Tops facility, where they continued to nurture their relationships with their peers.</p> <p>As part of our education towards empowering our female population, the Girls on the Block project encouraged female students to participate in the designing and renovating our existing female toilets. Students were responsible for the creation of a cleaner environment that would further encourage other students to take responsibility of the hygiene and upkeep of the female toilets. Recommendations have been made in continuing with empowerment of female students with the planning of Girls in Property, which seeks to promote females in various career paths such as town planning, interior design, property development and acquisitions.</p> <p>Our election of our Student Representative Council (SRC) and Prefect Body have also demonstrated our capacity to empower students in partaking in community projects, as well as being the voice for our student population. Students were self nominated and were part of a ballot, where students were elected by their cohort. As a result, these newly elected students are now actively involved in community projects such as legacy day, Breakfast Club and bake sales where proceeds are donated to various charities within the community. Students are also responsible for being an active voice of the student body, regularly meeting with the SRC coordinator in voicing student concerns and future projects in enhancing a sense of belonging within the</p>	<p>Release time provided for student collaboration</p> <p>Release time for staff monitoring student training</p> <p>Allowance periods provided for coordinators for Prefect Body and SRC</p>

## Progress towards achieving improvement measures

Concord High School community.

**Process 3: Community Partnership:** Working collaboratively with local and global community partnerships to develop a strong understanding of students' cultures and backgrounds.

Evaluation	Funds Expended (Resources)
<p>The Concord High School senior executive have seen the need for a Head Teacher position catering to the development of staff interested in pursuing a stronger understanding of student cultures and backgrounds. This led to the appointment of a HT Student Leadership who was devised to specifically focused on gender, cultures and backgrounds. In developing this role, there was a clear incentive in delivering better quality in the education of 28 students from a Aboriginal or Torres Strait Islander background. In collaboration with the ATSI coordinator, a focus was implemented in conjunction with National Aboriginal and Torres Strait Islander Education Strategy 2015. Students participated in local community projects such as dance and Aboriginal art, in enhancing their understanding and knowledge of their cultural heritage. Furthermore, the ongoing monitoring of student PLP's (Personalised Learning Plans) has also been a priority in engaging Aboriginal or Torres Strait Islander in the classroom, to ensure a successful future in tertiary education or engagement with the employment sector.</p> <p>To further develop an understanding of student cultures and backgrounds, the collaboration with the regional HISLO Officer has also been implemented. Regular meetings have been organised to help senior executive and the Welfare team have a better understanding of how best to assist students coming from various socio-economic and cultural backgrounds. This helped to assist in the support required for these students and parents/care givers who may require extra assistance from internal and external welfare providers.</p> <p>In identifying students at risk, Concord High School developed a community link with our local command police liaison officer, who assisted in a program with students from dysfunctional family backgrounds or in the low socio-economic range, who may be disengaged with the local community.</p> <p>Students were chosen in conjunction with recommendations made by the Welfare team and the local command and were enrolled in an 8 week PCYC program where students were encouraged to understand the concepts of rules, values and ethics. Students in this program also successfully completed a First Aid course, White card and barista certificate, whilst also undertaking a rigorous four day course in the construction of a resumes, interview skills and resources utilised in gaining future employment.</p>	<p>Development of Student Leadership Head Teacher (Aboriginal Education) and ATSI Coordinator</p> <p>Release time for staff who are meeting with HISLO officer</p> <p>Release time with staff liaising with Police Liason Officer</p>

**Process 4: Communication:** 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.

Evaluation	Funds Expended (Resources)
<p>To initiate and develop ongoing and meaningful links with local primary feeder schools. To achieve this, the primary focus was to produce a brochure that can be distributed to each of the local primary feeder schools that contains details of all initiatives and lessons offered by different KLA at CHS and instructions on how to proceed with bookings.</p> <p>To achieve this outcome, representatives from each KLA provided information on relevant lessons that they would be willing to contribute to the project. This information was then collated by the PLT and included in the brochure. After presenting to staff and principal approval the brochure was added to the school website, distributed to each local primary feeder school and the principals of these schools contacted to discuss.</p>	<p>Admin staff support to bulk print and fold and send to primary schools</p> <p>Release time for SASS staff in construction of fortnightly newsletter</p> <p>Release time for staff to redesign school website and Google Classroom website</p> <p>Professional development of staff in the implementation of School Bytes</p>

## Progress towards achieving improvement measures

The proposed future directions from 2020 will be a focus on producing an online booking system that can be accessed by local primary feeder schools. Furthermore, an inclusion of further lessons targeting GATS and female students from local primary feeder schools has also been advised.

In working collaboratively with the local and global community, the distribution of the KIT Newsletter has been an invaluable source in communicating to students, parents and the wider community. Our fortnightly distribution of the school's newsletter has actively highlighted the educational opportunities, school events, as well as the achievements of student and staff achievement. These events include our festivities with our local and international students, as well as our local council partnership through ongoing grants and scholarships. Our promotion of local community activities and businesses through advertising in the newsletter, has demonstrated an effective partnership and continuation of promotion of local events and amenities available to students and parents.

Our update of Concord High School's website in Assessments and Scheduling has provided a platform for students and parents to engage in the knowledge of student assessments and time management of tasks. This has allowed for all stakeholders to have access to the procedures and policies relating to the Stage 4–6 course requirements, as well as assistance which can be provided through our Illness and Misadventure policy for students unable to complete assessment tasks.

Concord High School has endeavoured to strengthen our communication with students and parents with the implementation of Google Classroom for Year 7–12 cohort. Through our Welfare team we have been able to successfully communicate important information relating to student welfare, upcoming sporting and academic events, whilst also recognising the achievements of students within each cohort.

In identifying a need to streamline our communication relating to finance, emailing systems and important school events, Concord High School have implemented the School Bytes system in 2020. This has allowed a more streamlined approach in allowing parents to pay school fees online in a more accessible manner. This system has also been set up to centralise the emailing list to enable a more effective manner of communicating school events, payment due dates and upcoming school excursions. Recommendations have been made to utilise School Bytes more effectively by implementing school excursion notes and important whole school information, which can be accessed by parents via email on one centralised data point.

**Process 5: Positive Behaviour for Learning (PB4L):** Staff and students actively engage in and implement Positive Behaviour for Learning practices and core values.

Evaluation	Funds Expended (Resources)
<p>Concord High Schools Positive Behaviour for Learning principles underpinned the collation of a team committed to the construction, implementation and evaluation of all PB4L lessons in 2020. The Positive Behaviour for Learning team developed a timeline and created a series of lessons for students as well as online resources for teachers and parents to access. This in effect led to a further development in a Project Based Learning team, where members of each KLA contributed to a whole school development of lessons which related to the Sentral negative incident database. The teams identified particular areas of the school where it was evident that minor and major behaviours were prevalent. Lessons were communicated to staff via email and were resourced as a one stop shop, to allow staff to confidently deliver these lessons.</p> <p>Further recommendations have been made to develop PB4L lessons tailored to particular stage groups, where certain behaviours were considered</p>	<p>Professional development of staff through external provider</p> <p>Staff release time to develop monitoring and evaluation system</p> <p>Sentral data utilised in construction of negative incident data</p>



## Progress towards achieving improvement measures

consistent and problematic.

A review of the level card system and flow chart was also conducted by the PB4L team, where data demonstrated that staff were not utilising the level system due to staff turnover or a lack of understanding in procedures. A professional in service was delivered to all staff in the minor and major behaviours demonstrated by students and linking this behaviour to one of the level systems.

Recommendations have been made to ensure that all new staff are professionally developed in the PB4L system to ensure consistency across the whole school.

**Process 6: Female education:** Staff to empower female students to be confident, resilient and positive partners in their learning with a focus on high expectations.

Evaluation	Funds Expended (Resources)
<p>In analysing the school population of 1286 students, it was evident that Concord High School's female population only accounted for 38% of the total. This assessment led to a 1: 2.76 in female to male as a ratio. In 2020, the Learning and Wellbeing team has committed itself to ensuring that the level of female engagement is assessed based on the SMART data which identified that their growth rate and value added rate was not in line with the LSA's. This in effect led to the initiative where female students who appeared disengaged with their learning, were identified and allocated a year advisor, girls advisor or referral to the learning support team. The focus of this, was to target students who had identified as having literacy or numeracy needs. Stringent testing was implementing on these female students and results were communicated to parents, year advisors and the girls advisors, as well the executive staff for further action. Further recommendations have been made in creating a list of females at risk in disengagement with a further recommendation to create a Stage 5 CATS class for female students in 2021, who require more one on one assistance with staff from all KLA's.</p> <p>The Girls in Property initiative has been recommended in 2020 to assist female students in careers paths that would benefit them post secondary education. This project has been designed to allow students to participate with girls from various Sydney school's, who will embark on a seven day project which would see female students develop a property from scratch from a block of land into a premises designed to build and sell for a profit. The program is designed to introduce females to powerful and successful women in the field of town planning, realestate, property development, interior design and financial services. This project has been scheduled for 2021 due to the current COVID 19 period.</p>	<p>Professional development on staff in the analysis of SMART Data (growth and value added rates)</p> <p>Staff release time to allow development of Girls in Property project</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$23 015.00)</li> </ul>	<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, provide one-on-one tutoring, mentoring and wellbeing support. This has supported student attendance and academic progress, building confidence and resilience as well as providing a positive role model for students.</p> <p>The teacher mentor meets with each Aboriginal student regularly and is responsible for working with the students and their families in the development of an Individual Personalised Learning Pathway (PLP). All Aboriginal students have a PLP that was devised with family consultation. This has increased communication and connection between families and the school. There was a 100 % increase in parental engagement in the formulation of PLP's in 2019.</p> <p>Teaching staff continued to implement 8 Ways of Learning strategies in teaching and learning programs.</p> <p>The weekly breakfast club held on Wednesday morning has continued. This was originally implemented to support Aboriginal students but has extended to other vulnerable students across the school which has provided the opportunity for student collaboration and wellbeing support.</p>
<b>English language proficiency</b>	<p>EALD support provided through the employment of 2.6 FTE EALD teachers.</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$44 256.00)</li> </ul>	<p>During 2019, Concord High School supported EALD students with their studies through a variety of programs including: small group withdrawal, one-on-one instruction and support and help preparing for and completing assessment tasks.</p> <p>EALD 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 EALD Coordinator. New enrolments undergo testing to assess their writing, speaking and listening skills, which inform class placement and required support.</p> <p>The EALD faculty supported staff teaching EALD students in mainstream classes through team teaching, assistance with differentiating classwork, scaffolding assessment tasks and presenting lessons to classes across KLA's explaining and contextualising the metalanguage of specific subjects. Additional support was provided to Year 11 students enrolled in the English EAL/D course contributing to 4 periods a fortnight to support students with English as a second language to become proficient in English to enhance their personal,</p>



<b>English language proficiency</b>	<p>EALD support provided through the employment of 2.6 FTE EALD teachers.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$44 256.00)</li> </ul>	<p>educational, social and vocational lives.</p> <p>Staff across the school used a newly developed online referral system which will be evaluated in 2020. The online system enables staff to refer students needing additional support, requests for team teaching and seminars and assessment and class task modification.</p>
<b>Low level adjustment for disability</b>	<p>Support provided through 1.1 allocation of Learning and Support Teachers (LaSTs).</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$97 946.00)</li> </ul>	<p>Through the co-ordination of the Learning and Wellbeing team, Individualised Education Plans (IEP's) were written in collaboration and consultation with staff, students and parents/caregivers. By engaging all stakeholders in the process, the result is a plan that assists the students 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 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 Wellbeing team.</p> <p>Funding was utilised to employ School Learning Support Officers (SLSO's) and 1.1 Learning and Support Teachers (LaST's) to allocate both in class and individual support for students requiring assistance with literacy, numeracy and general learning skill support.</p> <p>The Learning and Wellbeing team monitors and supports students through weekly meetings and an annual review. All teachers have received professional learning focused on differentiating the curriculum to meet the individual needs of a diverse range of learnings.</p>
<b>Support for beginning teachers</b>	<p>Reduced teaching load for temporary and permanent beginning teachers within the school timetable.</p> <p>New and beginning teacher induction program resources.</p> <p>Explicit professional learning of staff \$89410.</p>	<p>Beginning teachers were supported through a formal induction program aligned to the Australian Professional Standards which ran on a weekly basis during term 1, 2019. This orientation program included orientation to the school, systems and procedures and key staff and their roles.</p> <p>The induction program was also made available to new staff that commenced their employment at Concord High School at the beginning of and throughout the year. An on-line Induction Program for new and beginning teachers has been developed for implementation and review in 2020.</p> <p>Funding was utilised to enable all temporary and permanent beginning teachers to have a reduced teaching allocation and access to the CHS beginning teacher accreditation program and individual support and guidance from the Head Teacher Teaching and Learning. The Head Teacher Teaching and Learning engaged in lesson observations and provided</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>New and beginning teacher induction program resources.</p> <p>Explicit professional learning of staff \$89410.</p>	<p>regular feedback.</p> <p>Beginning teachers were encouraged to engage in external professional learning focused on the needs of early career teachers and funding was made available for this.</p> <p>14 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 them 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			
	2016	2017	2018	2019
Boys	690	727	747	783
Girls	388	402	419	446

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.7	94.3	93.7	92.8
8	91.9	93.2	92.4	92.1
9	90.1	91.8	91.3	91.4
10	90.9	89.9	89.6	90
11	92.8	91.8	89.5	89.2
12	92.2	91.5	92.3	89.6
All Years	92.1	92.1	91.5	90.9
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	7
Employment	31	11	7
TAFE entry	36	43	20
University Entry	0	0	37
Other	12	30	5
Unknown	21	16	24

### Year 12 students undertaking vocational or trade training

8.93% of Year 12 students at Concord High School undertook vocational education and training in 2019.

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

96.8% of all Year 12 students at Concord High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	60.6
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	13.77
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,860,668
<b>Revenue</b>	13,259,830
Appropriation	12,266,724
Sale of Goods and Services	155,155
Grants and contributions	704,478
Investment income	14,720
Other revenue	118,752
<b>Expenses</b>	-13,193,103
Employee related	-11,416,199
Operating expenses	-1,776,904
<b>Surplus / deficit for the year</b>	66,726

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	273,238
<b>Equity Total</b>	621,605
Equity - Aboriginal	23,015
Equity - Socio-economic	61,539
Equity - Language	321,717
Equity - Disability	215,334
<b>Base Total</b>	10,685,153
Base - Per Capita	273,682
Base - Location	0
Base - Other	10,411,471
<b>Other Total</b>	459,622
<b>Grand Total</b>	12,039,618

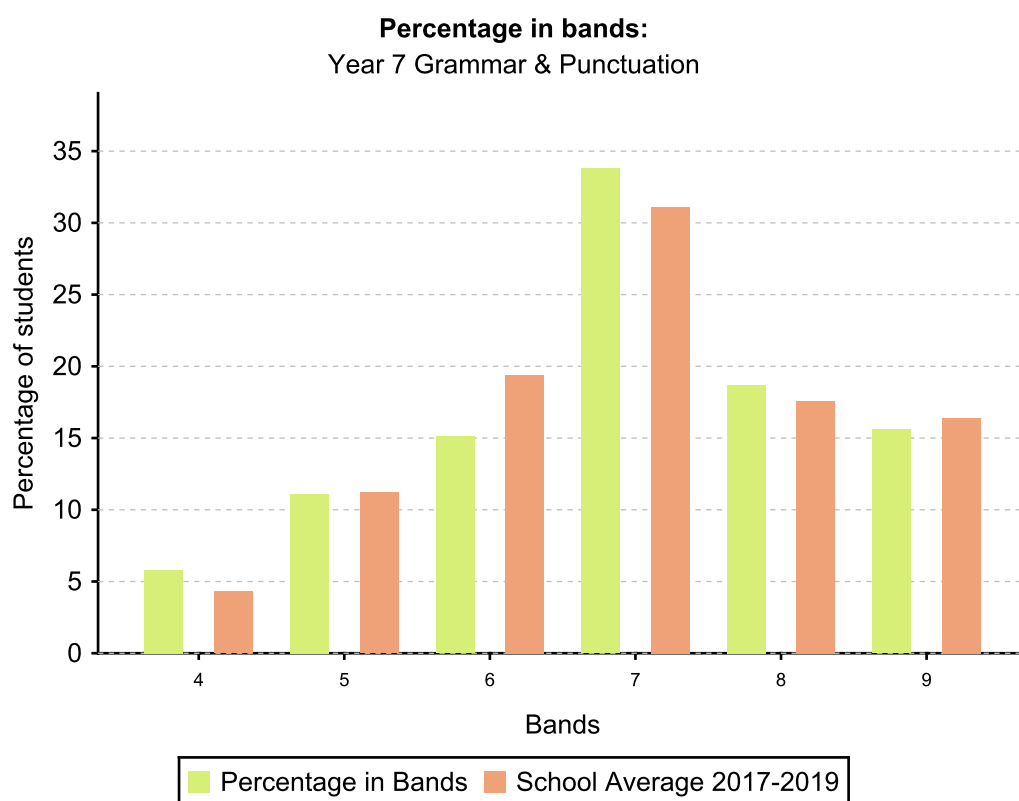
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

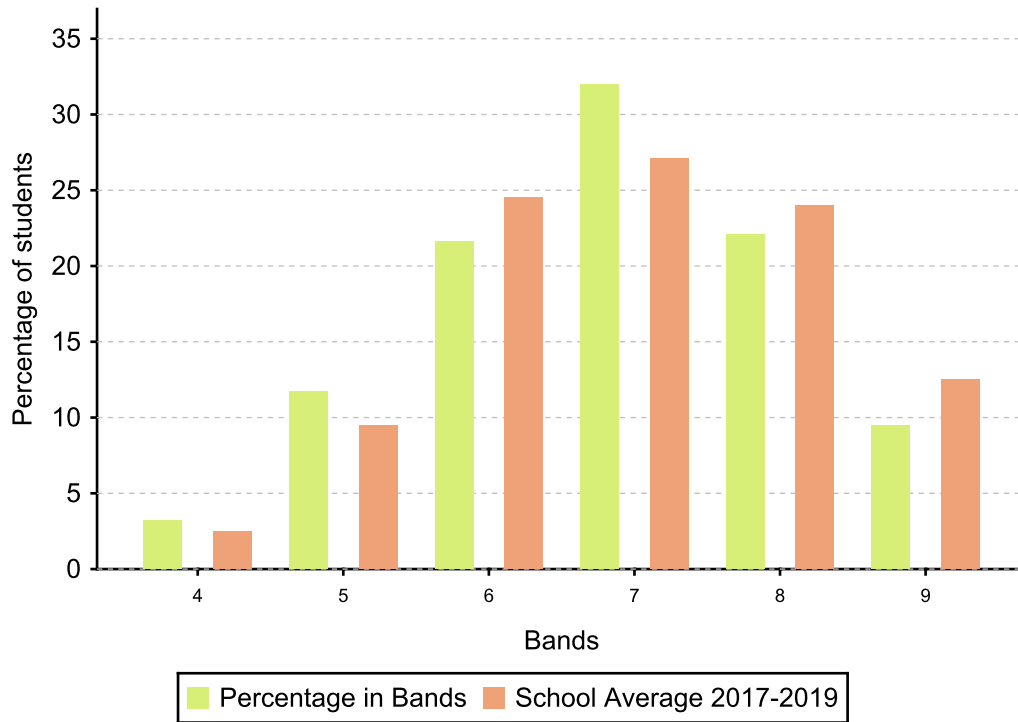
### Literacy and Numeracy Graphs



Band	4	5	6	7	8	9
Percentage of students	5.8	11.1	15.1	33.8	18.7	15.6
School avg 2017-2019	4.3	11.2	19.4	31.1	17.6	16.4

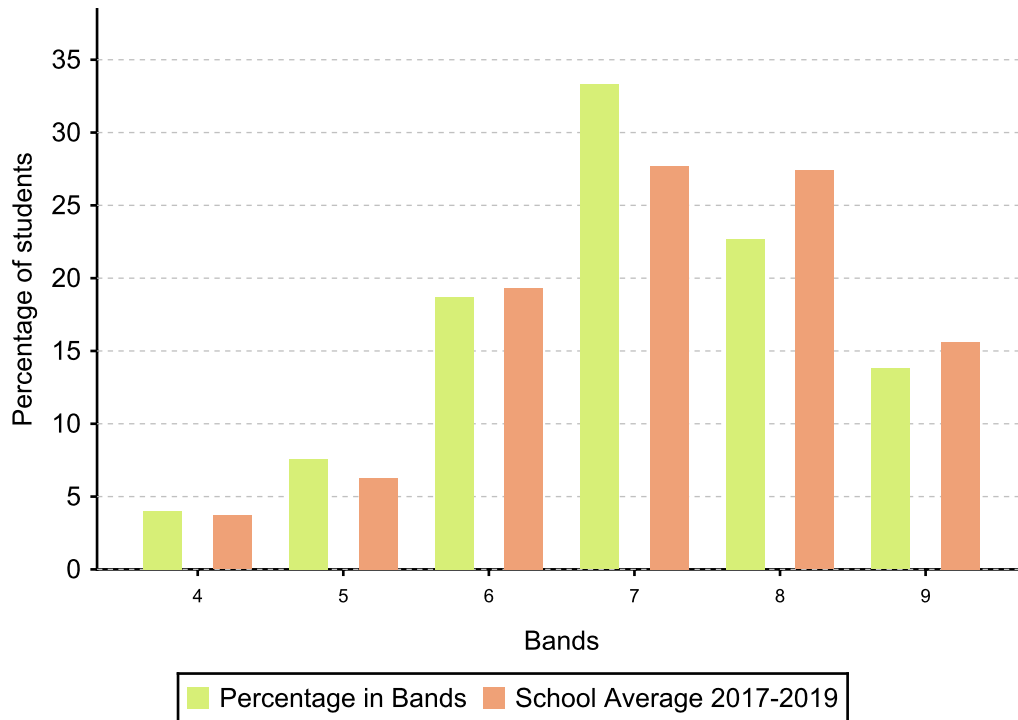


**Percentage in bands:**  
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	3.2	11.7	21.6	32.0	22.1	9.5
School avg 2017-2019	2.5	9.5	24.5	27.1	24	12.5

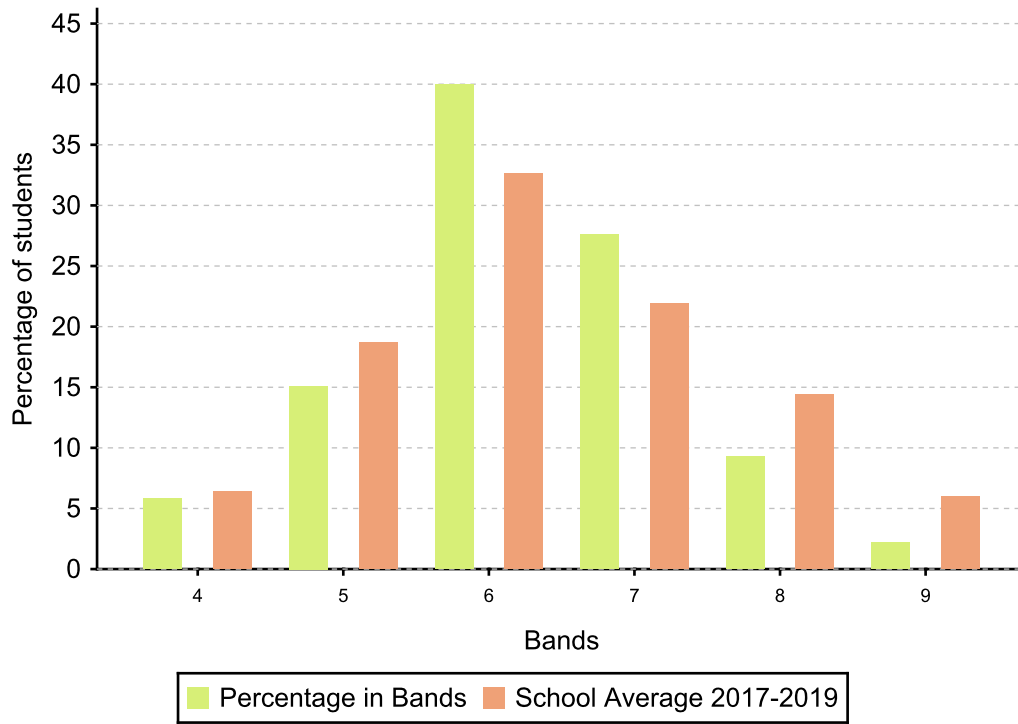
**Percentage in bands:**  
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	4.0	7.6	18.7	33.3	22.7	13.8
School avg 2017-2019	3.7	6.3	19.3	27.7	27.4	15.6

### Percentage in bands:

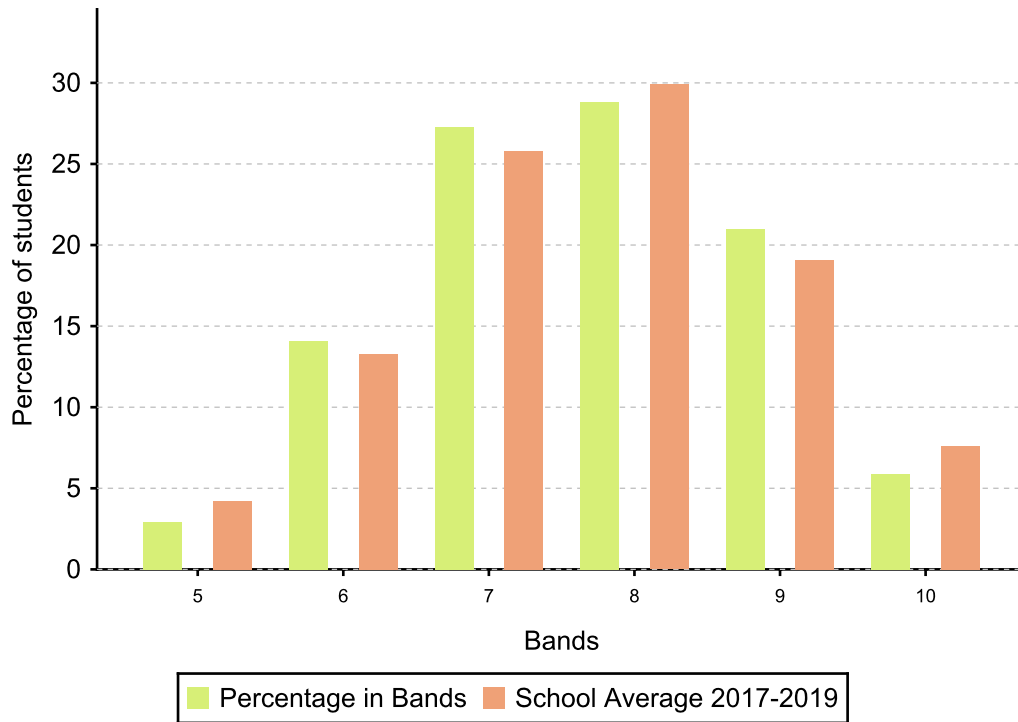
#### Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	5.8	15.1	40.0	27.6	9.3	2.2
School avg 2017-2019	6.4	18.7	32.6	21.9	14.4	6

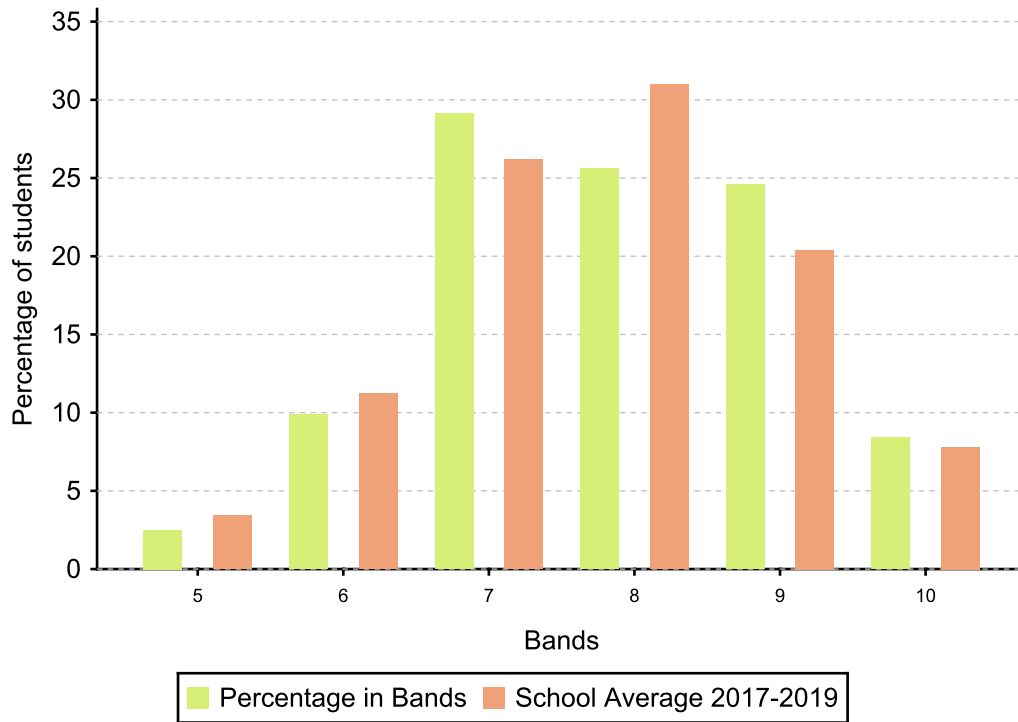
### Percentage in bands:

#### Year 9 Grammar & Punctuation



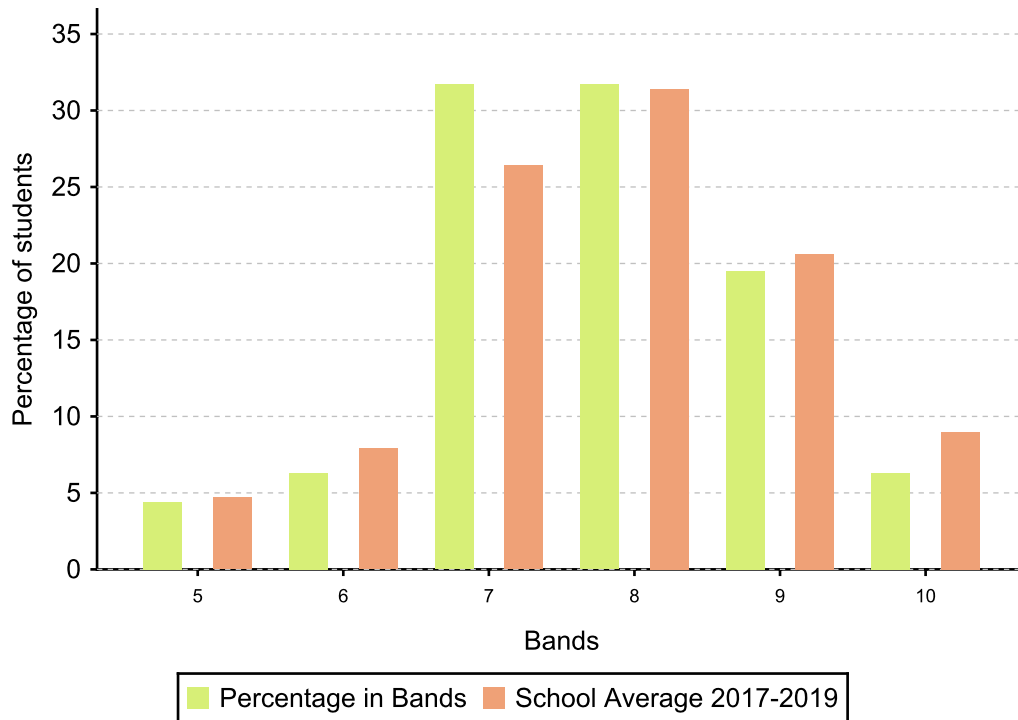
Band	5	6	7	8	9	10
Percentage of students	2.9	14.1	27.3	28.8	21.0	5.9
School avg 2017-2019	4.2	13.3	25.8	29.9	19.1	7.6

**Percentage in bands:**  
Year 9 Reading



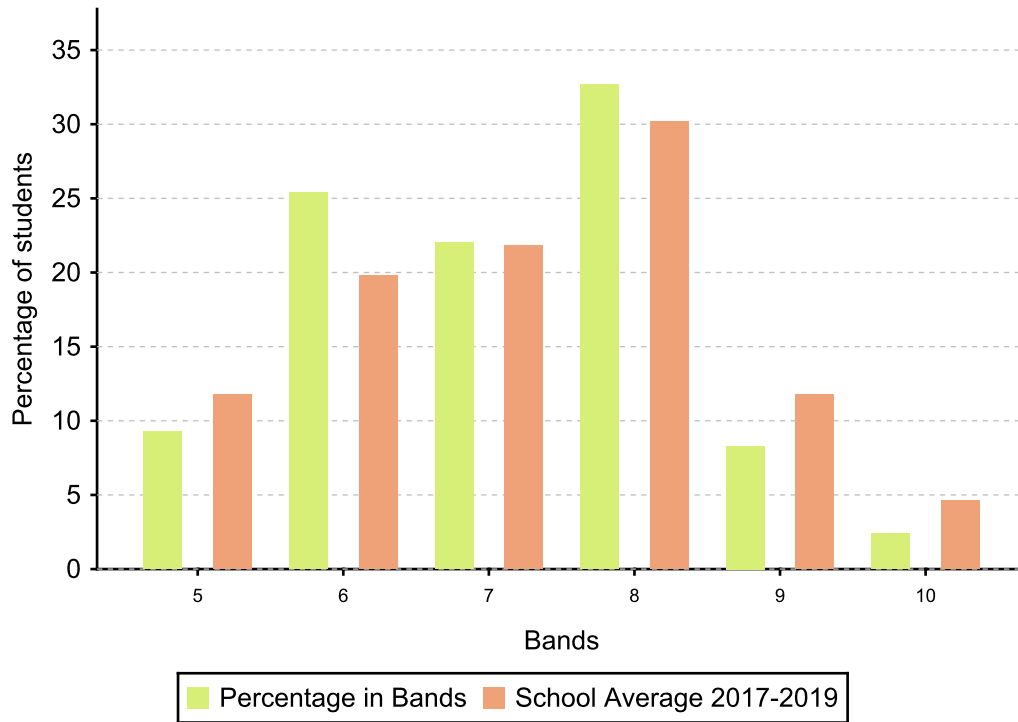
Band	5	6	7	8	9	10
Percentage of students	2.5	9.9	29.1	25.6	24.6	8.4
School avg 2017-2019	3.4	11.2	26.2	31	20.4	7.8

**Percentage in bands:**  
Year 9 Spelling



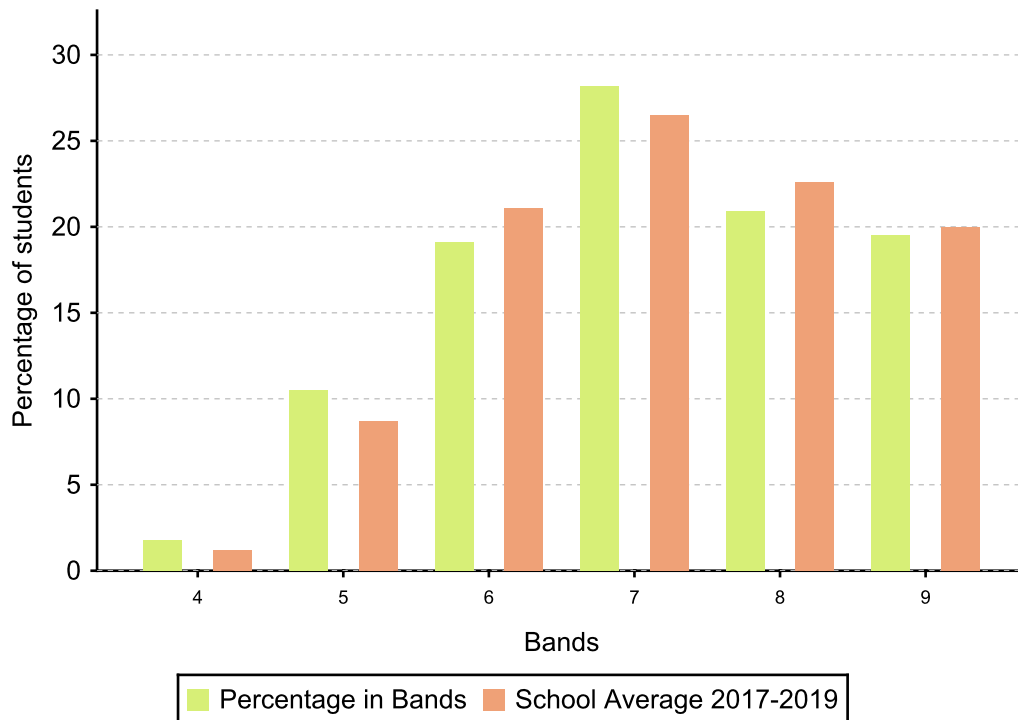
Band	5	6	7	8	9	10
Percentage of students	4.4	6.3	31.7	31.7	19.5	6.3
School avg 2017-2019	4.7	7.9	26.4	31.4	20.6	9

**Percentage in bands:**  
Year 9 Writing



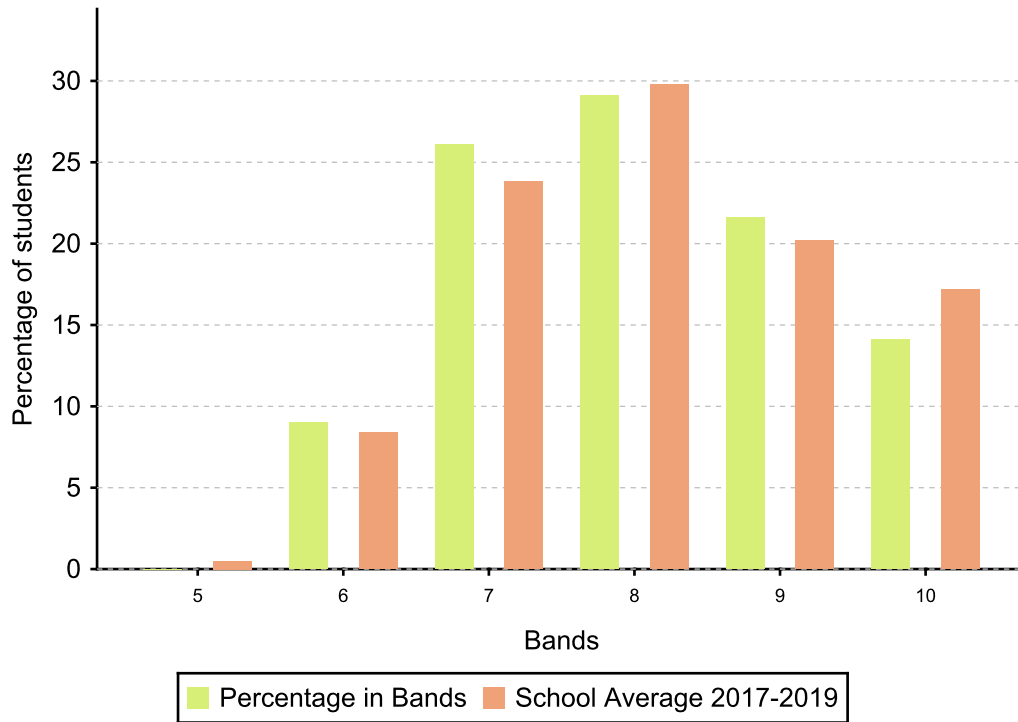
Band	5	6	7	8	9	10
Percentage of students	9.3	25.4	22.0	32.7	8.3	2.4
School avg 2017-2019	11.8	19.8	21.8	30.2	11.8	4.6

**Percentage in bands:**  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	1.8	10.5	19.1	28.2	20.9	19.5
School avg 2017-2019	1.2	8.7	21.1	26.5	22.6	20

**Percentage in bands:**  
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	0.0	9.0	26.1	29.1	21.6	14.1
School avg 2017-2019	0.5	8.4	23.8	29.8	20.2	17.2

## Year 7

Concord High School's Year 7 students again outperformed the state in all areas of assessment in NAPLAN. Students in Year 7 achieved expected growth either at or above the state level, continuing our success in this area and reflecting the student's capabilities. Concord High School continued to achieve strong results in the top 2 bands, with 31% of students in this range.

Student achieved consistent results in the Reading domain, with 23% achieving Band 8. Year 7 achieved success in the Grammar and Punctuation domain, with 32% of students achieving in the top two bands. Numeracy saw a significant increase year on year, with 47% of students achieving in the top two bands in this domain.

## Year 9

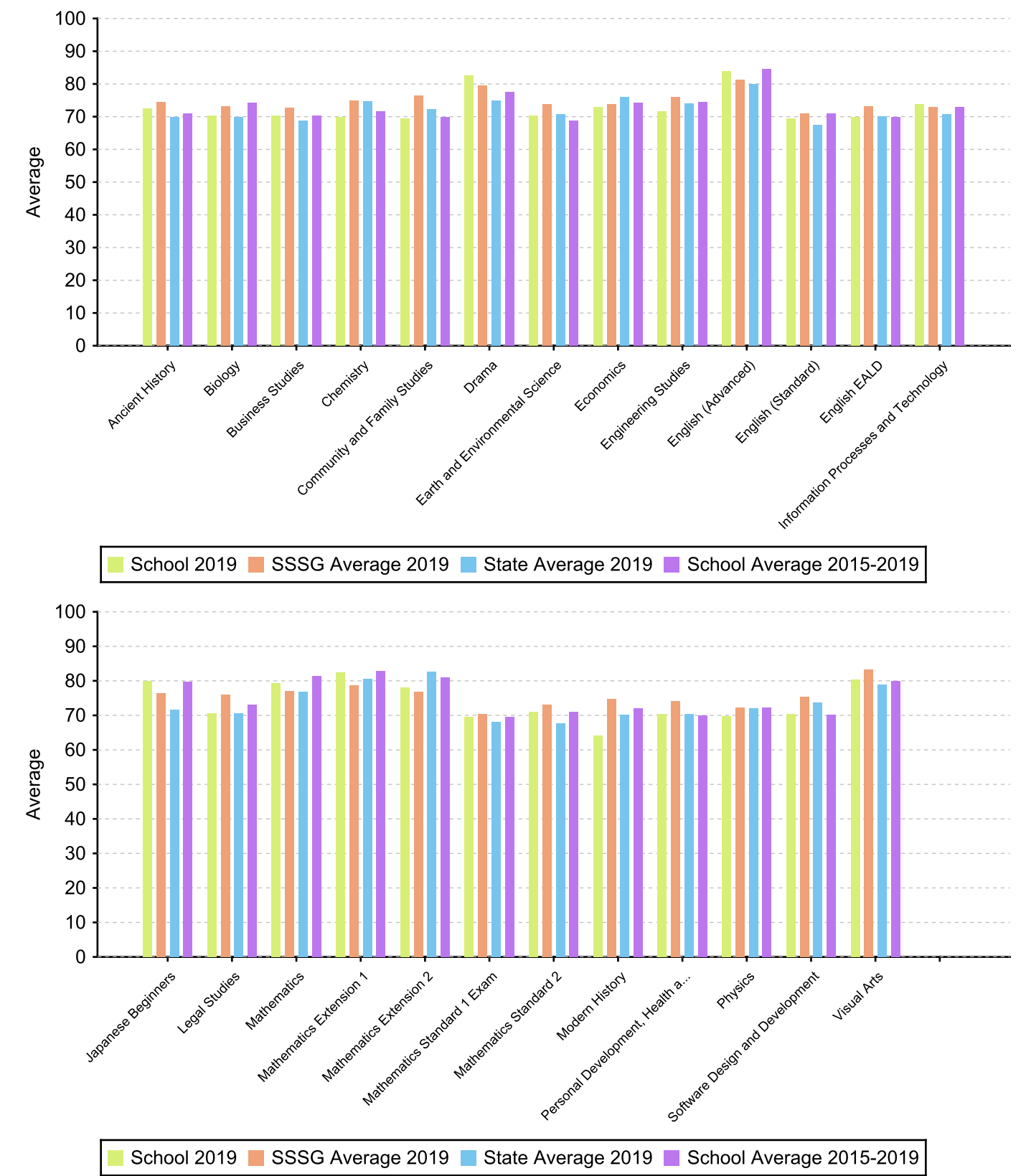
Year 9 students at Concord High School achieved well above the state in all domains, and above similarly profiled schools in both Numeracy and Grammar and Punctuation. Students achieved above expected growth in all areas of literacy, and outperformed the state in this metric. Concord High School's Year 9 cohort continued to achieve strong results, with 33% of students achieving in the top two bands.

Students results increased year on year in both the Numeracy and Reading domains, with Reading increasing to 32% of students achieving Bands 9 and 10. The Spelling and Grammar and Punctuation domains saw strong results in Bands 9 and 10 also.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



<b>Subject</b>	<b>School 2019</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2015-2019</b>
Ancient History	72.4	74.5	69.9	70.9
Biology	70.3	73.2	69.9	74.3
Business Studies	70.2	72.7	68.6	70.2
Chemistry	69.8	75.0	74.7	71.6
Community and Family Studies	69.3	76.3	72.2	69.9
Drama	82.5	79.5	75.0	77.6
Earth and Environmental Science	70.3	73.9	70.6	68.8
Economics	72.9	73.8	75.9	74.1
Engineering Studies	71.6	75.9	73.9	74.4
English (Advanced)	83.8	81.2	80.0	84.6
English (Standard)	69.5	71.0	67.3	71.0
English EALD	69.8	73.1	70.0	69.8
Information Processes and Technology	73.7	73.0	70.8	72.9
Japanese Beginners	79.9	76.4	71.6	79.7
Legal Studies	70.6	76.0	70.6	73.0
Mathematics	79.3	76.9	76.9	81.3
Mathematics Extension 1	82.5	78.7	80.6	82.8
Mathematics Extension 2	78.1	76.9	82.7	81.1
Mathematics Standard 1 Exam	69.6	70.3	68.1	69.6
Mathematics Standard 2	71.0	73.1	67.7	71.0
Modern History	64.1	74.8	70.2	72.0
Personal Development, Health and Physical Education	70.4	74.1	70.5	69.9
Physics	69.8	72.3	72.1	72.3
Software Design and Development	70.4	75.5	73.8	70.1
Visual Arts	80.4	83.2	78.8	80.0

## Parent/caregiver, student, teacher satisfaction

In 2019 the school participated in the Tell Them From Me survey in Term 1 to gain student feedback on a wide range of measures related to school engagement and satisfaction with school life. 928 students (76% of the student population) completed this survey across all year groups 7–12. The schools results were consistently very close to the NSW Government School norms in most measures. Concord High students reported significantly higher outcomes for Advocacy Outside of School, Positive Learning Climate, and Positive Student–Teacher Relationships.

The "Partners in Learning" Parent Survey was also conducted by the school in September 2019. Unfortunately, a small number (21) of families responded to this survey and this did not provide a statistically significant sample size to draw conclusions around this data.

The school staff were surveyed via the "Focus on Learning" Teacher Survey as well as the People Matter Survey in 2019. These surveys strongly reinforced the schools use of data to inform teaching practice, the excellent technology available at the school and the schools strong focus on innovation and change management to drive a cycle of continued improvement.



# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

The Anti-Racism Contact Officer (ARCO) role at Concord High School 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.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Teaching and learning programs and extra-curricular activities implemented by Concord High School and external providers promote intercultural understanding and skills. In 2019, these included In League In Harmony Program, Whanau group and Harmony day.. These initiatives and activities enabled students to understand, celebrate and understand more about their cultural heritage.

In 2019, 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.