

2020 Annual Report

Concord High School



8535

Introduction

The Annual Report for 2020 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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Message from the principal

I am pleased to provide this 2020 Annual Report as evidence of the progress and achievement of Concord High School over the past 12 months.

Victor Newby

Principal

School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 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	Delivering
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

The school underwent external validation in Term 4 - 2020. The school's self assessment was externally validated in all 14 elements of the School Excellence Framework.

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%.

Overall summary of progress

2020 was a complex year as a result of the Covid-19 pandemic. These complexities interrupted the normal operations of the school with students learning from home for a period of 7 weeks in late term 1 and early term 2 and an extended period of uncertainty following this time. As a result NAPLAN assessment did not proceed, attendance data was measured differently, HSC Examinations were conducted under different conditions and disruptions to learning occurred to varying degrees across the school population. The data and outcomes in this report should be interpreted with caution as a result of these changes.

The standard measures of literacy and numeracy growth (NAPLAN Data) was not available during 2020. The school did however continue with a focus on literacy and numeracy and all students sitting the 2020 HSC had met the HSC Minimum Standards prior to the commencement of examinations. The introduction of the Middle School model in 2020 saw all Year 7 Wellbeing data increase significantly, including the students sense of belonging to the school which increased to 77% (exceeding the target). The attendance targets around lateness and whole day attendance were also exceeded.

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>There was no NAPLAN assessment in 2020. Hence formal measures for expected growth are not available.</p> <p>Across the 2017-2020 School Plan, the percentage of students who achieved expected growth in Reading increased from a baseline of 60% in 2017 to an average of 66.5%.</p> <p>Across the 2017-2020 School Plan, the percentage of students who achieved expected growth in Writing decreased from a baseline of 63% in 2017 to an average of 61%.</p> <p>Across the 2017-2020 School Plan, the percentage of students who achieved expected growth in Numeracy decreased from a baseline of 74% in 2017 to an average of 59.5%</p> <p>All students who sat the 2020 HSC exams had reached the HSC Minimum Standards in Literacy and Numeracy.</p>	<p>In 2020 the school established an additional faculty area with a focus on student literacy and the development of a whole school literacy program. This was established during the year and was led by an additional Head Teacher English and a team of staff who targeted the 70% of students in the school from a non-English speaking background.</p> <p>The school also employed a 1.0 equivalent SLSO to support the Mathematics faculty in the development of student Numeracy skills.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• English language proficiency

Progress towards achieving improvement measures

There was no NAPLAN assessment in 2020. Hence formal measures for expected growth are not available.

(\$300000.00)

- Literacy and numeracy (\$50000.00)

Across the 2017-2020 School Plan, the percentage of students who achieved expected growth in Reading increased from a baseline of 60% in 2017 to an average of 66.5%.

Across the 2017-2020 School Plan, the percentage of students who achieved expected growth in Writing decreased from a baseline of 63% in 2017 to an average of 61%.

Across the 2017-2020 School Plan, the percentage of students who achieved expected growth in Numeracy decreased from a baseline of 74% in 2017 to an average of 59.5%

All students who sat the 2020 HSC exams had reached the HSC Minimum Standards in Literacy and Numeracy.

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 percentage of students who attended school at least 90% of the time rose from a baseline of 59.9% in 2019 to 72.6% in 2020. These attendance levels are significantly above the State (59.9%) and SSSG (53.2%).</p> <p>The percentage of students who were late to school 3 or more times a term decreased from a baseline of 23.3% in 2019 to 17.0% in 2020.</p> <p>The number of students demonstrating chronic lateness (defined as 10+ days per term) also decreased from a baseline of 73 students in 2019 to 35 students in 2020 (52% reduction).</p>	

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>Parent, Staff and Student feedback regarding adjustments made by the school to accommodate online learning, communication and celebrations were overwhelmingly positive.</p> <p>92.5% of staff indicated they would happily continue to use Zoom as a platform for parent teacher meetings, with only 19% indicating a preference to return to face to face meetings when possible</p> <p>96.8% of Parents and Carers surveyed indicated that the guide produced by the school was easy to follow, with 98% indicating they would be happy to use Zoom again for further interviews and only 19.8% of parents indicating they would prefer to move back to face to face meetings when possible.</p>	<p>Funding used to support students and staff with hardware, software, training and support in the use of online learning technologies and platforms.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$100000.00) • Professional learning (\$40000.00)

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 school completed an extensive evaluation of the Middle School program in Nov/Dec - 2020. This evaluation involved surveys and focus group discussions with Students, Staff and Parents. The evaluation also included the analysis of data from a range of sources included Sentral database,</p>	<p>Concessional release time you Class Mentors to support Year 7 students in the transition process. (\$50K)</p>

Progress towards achieving improvement measures

TTFM survey, attendance lateness data and suspension data.

The percentage of Year 7 students reporting a positive sense of belonging in the 2020 TTFM Survey increased from a baseline average of 74.5% to 77%

The number of Year 7 negative incidents recorded on the Sentral database decreased by 23% from 2019 to 2020

The number of Year 7 short suspensions recorded on the Sentral database decreased by 64.7% from 2019 to 2020

Funding Sources:

- Professional learning (\$20000.00)

Process 5: High Potential and Gifted Education: School to review processes around the selection of students and delivery of curriculum for student identified as gifted to incorporate the new HPGE policy guidelines

Evaluation	Funds Expended (Resources)
A thorough evaluation of the HPGE program (previously GATS) was completed at the end of 2019. As a result of that evaluation and the new HPGE policy implementation, a series of structural changes occurred in 2020 to the schools HPGE Program. All HPGE students had an individual learning plan established. The previous Higher Order Thinking (HOT's) program was replaced by an enrichment model within the existing HPGE teaching program and the model used for selecting students into the program was modified in an effort to make the program less "test" focused and more holistic.	Release time for a HPGE Coordinator to support the creation and monitoring of individual learning plans for students Release time for the HPGE team to evaluate program applications for entry to the program
The changes have seen the number of students engaging with the HPGE program increase with 2 classes established for Year 7 in 2021.	Total Release - \$12,000

Next Steps

A thorough situational analysis completed across the school in 2020 has identified need to change focus in some of these areas.

The school remains committed to improving literacy and numeracy growth for students and ensuring that all students achieve the HSC Minimum Standards prior to the completion of Year 12.

Attendance and lateness remains a high priority with the school employing an additional Head Teacher Administration with a focus on student attendance and lateness.

The Middle School model will continue in its current format in 2021 with Year 7 continuing to engage with this model. There will be a consultation process during 2021 regarding the continuation and/or extension of this model in 2022

The HPGE program is now embedded and supported by the implementation of the new HPGE policy.

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%.

Overall summary of progress

All students in Year 12 are working together with a teacher mentor to establish and track achievement goals through the schools ATAR Club. Students with individual learning plans (HPGE, Indigenous, Disability Support) all have learning goals established and monitored in their plans and supported by various school staff and embedded programs to achieve these goals.

All staff have a Performance and Development Plan that is developed and monitored with their Line Manager. This plan is designed to inform professional development and reflection on areas for ongoing learning, meeting the improvement measure goal.

The percentage of students who indicated that they valued school outcomes rose from 63% to 65% in 2020, hence achieving the target. This was largely due to an increase in the Year 7 cohort who engaged positively with the Middle School model.

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)
Assessment Validity Rubric and CHS Assessment task Checklist has been developed and uploaded on Sentral. Professional learning with staff has been completed in 2020 and members of the assessment validity project team have taken individual responsibility for ensuring ongoing application in faculties across the school	

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)
The percentage of students reporting they valued school outcomes in the TTFM survey increased from a baseline of 63% to 65% in 2020, meeting the improvement goal. This increase was driven by strong student responses in Year 7 who were engaged with the Middle School model.	

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

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
The Collaborative and Reflective practice initiative was delayed in 2020 as a result of Covid-19 restrictions. The school replaced this initiative with the successful trial of a Beginning Teacher Mentor program. This program supported teachers in their first 2 years of teaching with classroom practice and attainment of accreditation	Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$50000.00)

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>During 2020 an Executive Development Program was developed in preparation for implementation in 2021. This program involved the recruitment and training of a 2-IC for all executive positions across the school. The successful candidates were then trained through a 5 week Aspiring Head Teacher program to ready them for the role. Role Descriptions were co-designed between the 2-IC, Head Teacher and Supervising Deputy Principal and concessional periods were allocated to the 2021 timetable to allow time for staff to develop and practice in the role.</p> <p>The Higher Accreditation Workshops were unable to be conducted in 2020 due to Covid-19 restrictions.</p>	<p>Aspiring Head Teacher program</p> Funding Sources: <ul style="list-style-type: none">• Professional learning (\$10000.00)

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.

Overall summary of progress

Opportunities for building and enhancing community linkages were severely disrupted by the restrictions required to stem the spread of the Covid-19 pandemic. The school did however respond quickly and effectively to the changes required to support our school community during this time.

The school moved to online learning using Google classroom as a learning platform and teaching staff quickly engaged students with online learning experiences via Zoom. The school communicated with students and their families on a regular basis using a combination of email, newsletters, and written updates to ensure that our community maintained connection to the school and were well informed regarding changes to attendance and restriction guidelines.

The school moved to an online (Zoom) platform for parent teacher communication and was acknowledged state wide as an exemplar model for online parent teacher interviews, which went ahead in 2020 as scheduled.

The Positive Behaviour for Learning model continued to be the cornerstone of the schools student management system. Staff were regularly supported with professional learning during the year to ensure a consistent approach from all staff.

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 school restructured professional learning teams in 2020, with a view to developing a closer alignment with the school plan. All staff were engaged in one of these teams and leadership opportunities were provided to non-executive staff to lead these teams with the support of an executive member.</p> <p>The Middle School model provided additional leadership opportunities for staff with the establishment of 9 Class Mentors roles for Year 7 teachers to become the first point of academic and wellbeing support for their class.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$10000.00)• Socio-economic background (\$50000.00)

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

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

The school appointed an Acting Head Teacher Student Leadership in 2020 who was tasked with reviewing and enhancing the schools leadership framework, with a view to creating opportunities across the school for authentic student voice.

A Leadership booklet and awards system has been implemented and this was supported by a leadership training day during 2020 where in excess of 80 students across the school attended.

SRC Action teams have completed 2 projects based around student voice and the school has increased Indigenous representation within our SRC.

Funding Sources:

- Socio-economic background (\$40000.00)

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)
A prospectus was developed in 2020 to provide local feeder Primary Schools with a suite of activities for engaging students in the many areas that Concord High School has to offer and allowing them to have a mini taster course within a variety of options from various KLA's. unfortunately due to pandemic restrictions on students visiting our school that was unable to be implemented in 2020	

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>The platforms for supporting communication with the community changed significantly during 2020 in response to the Covid-19 pandemic. The school expended significant funds to support online learning with an extension of the technology budget designed to ensure all students and staff were provided the tools required to deliver engaging and effective learning experiences online.</p> <p>The school also communicated regularly with the community electronically. The success of this communication was reflected in the very positive in the 2020 - TTFM Parent Survey, where communication with the school featured as the most highly rated measure by our parent community.</p> <p>The school pioneered online parent teacher interviews, subject information nights, orientation events, Graduation ceremonies and Presentation Day events during the year. All these events were extensively and favorably evaluated with student, staff and parents surveys</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$100000.00)

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)
Staff and students actively engaged in and implemented Positive Behaviour for Learning practices and core values. This was supported by professional learning opportunities across the year	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$5000.00)

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)
The numbers of female students and the female to male ratio of students at the school has continued to improve. Enrolment numbers for Year 7 in 2021	

Progress towards achieving improvement measures

reflects this ongoing change, with 44:56 female to male ratio compared to a 38:62 ratio across the senior years of the school.

The positive shift in female student enrolment numbers is reflected in the increased opportunities that the school is offering female students. A successful student run Girls Sport club was introduced in 2020 and continues in 2021. Female students have enthusiastically taken up the additional leadership and student voice opportunities across the school, where their participation rate makes them over represented in these areas.

The school completed a Girls Education survey in 2020, allowing for additional student voice and highlighting additional areas for the school to focus our efforts moving forward.

The school employs a Girls Adviser, engages with the Zonta organisation, actively participates in anti domestic violence initiatives and celebrates International Women's Day events.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$23 000.00) 	Students of Aboriginal background were supported by a designated staff member in 2020 with a period allowance. This staff member developed and documented a personalised learning pathway for all students and also had the role of providing individual and small group tutoring for our Aboriginal students in literacy and numeracy, as well as supporting the progress of their educational plan.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	727	747	783	796
Girls	402	419	446	466

Student attendance profile

School				
Year	2017	2018	2019	2020
7	94.3	93.7	92.8	95.5
8	93.2	92.4	92.1	94
9	91.8	91.3	91.4	93.7
10	89.9	89.6	90	92.2
11	91.8	89.5	89.2	91.2
12	91.5	92.3	89.6	93.3
All Years	92.1	91.5	90.9	93.4
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	1	2	8
Employment	1	2	13
TAFE entry	2	4	9
University Entry	0	0	57
Other	6	7	2
Unknown	1	0	11

Year 12 students undertaking vocational or trade training

21.08% of Year 12 students at Concord High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

96.6% of all Year 12 students at Concord High School expected to complete Year 12 in 2020 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)	13
Classroom Teacher(s)	63
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.4
Teacher ESL	3
School Counsellor	1
School Administration and Support Staff	14.17
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,927,394
Revenue	14,179,625
Appropriation	13,347,090
Sale of Goods and Services	313,510
Grants and contributions	374,569
Investment income	5,590
Other revenue	138,866
Expenses	-14,752,564
Employee related	-12,841,191
Operating expenses	-1,911,373
Surplus / deficit for the year	-572,939
Closing Balance	1,354,455

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.

	2020 Approved SBA (\$)
Targeted Total	297,474
Equity Total	698,967
Equity - Aboriginal	27,725
Equity - Socio-economic	74,825
Equity - Language	376,117
Equity - Disability	220,300
Base Total	11,481,986
Base - Per Capita	295,580
Base - Location	0
Base - Other	11,186,407
Other Total	430,397
Grand Total	12,908,825

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

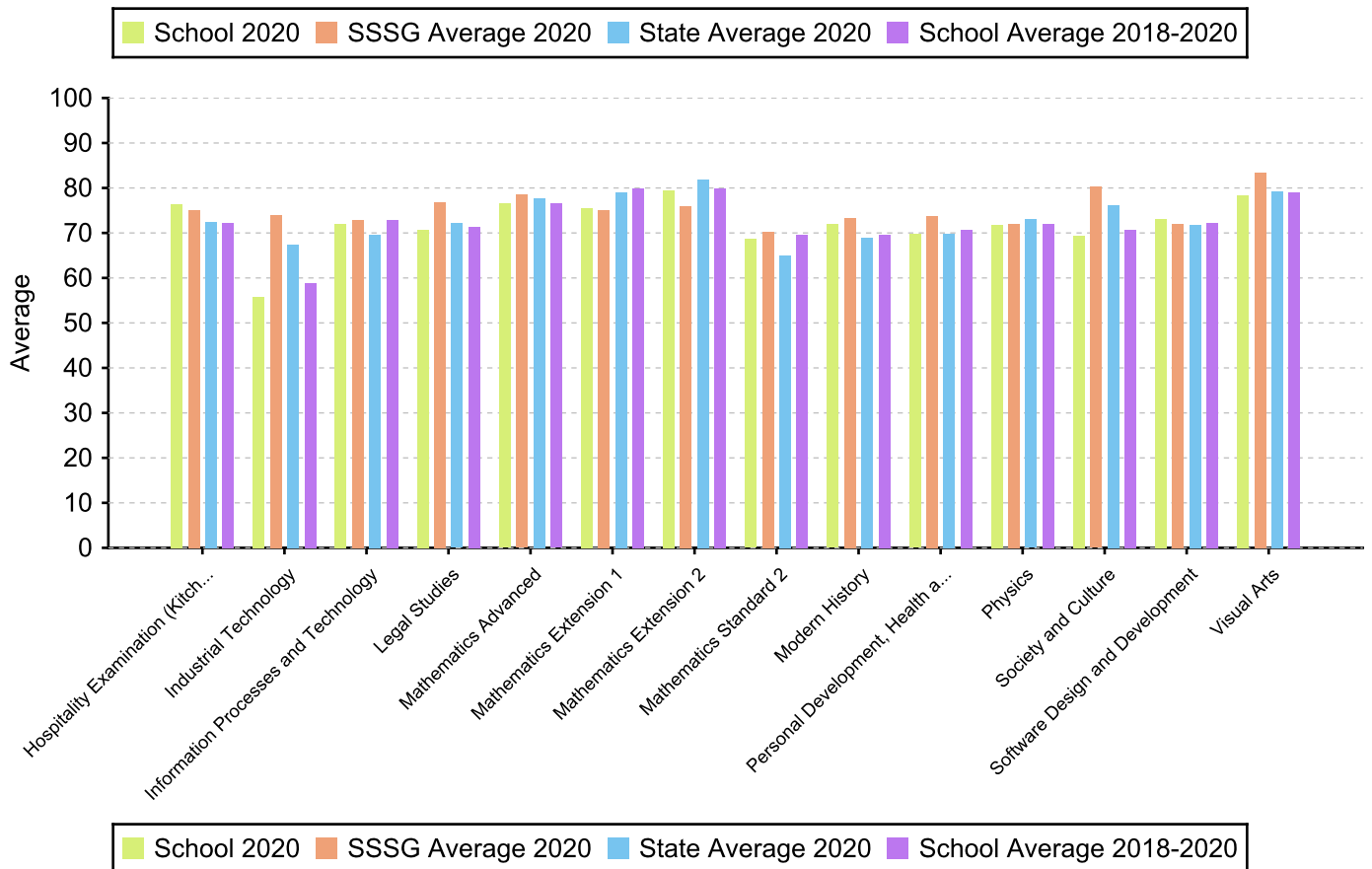
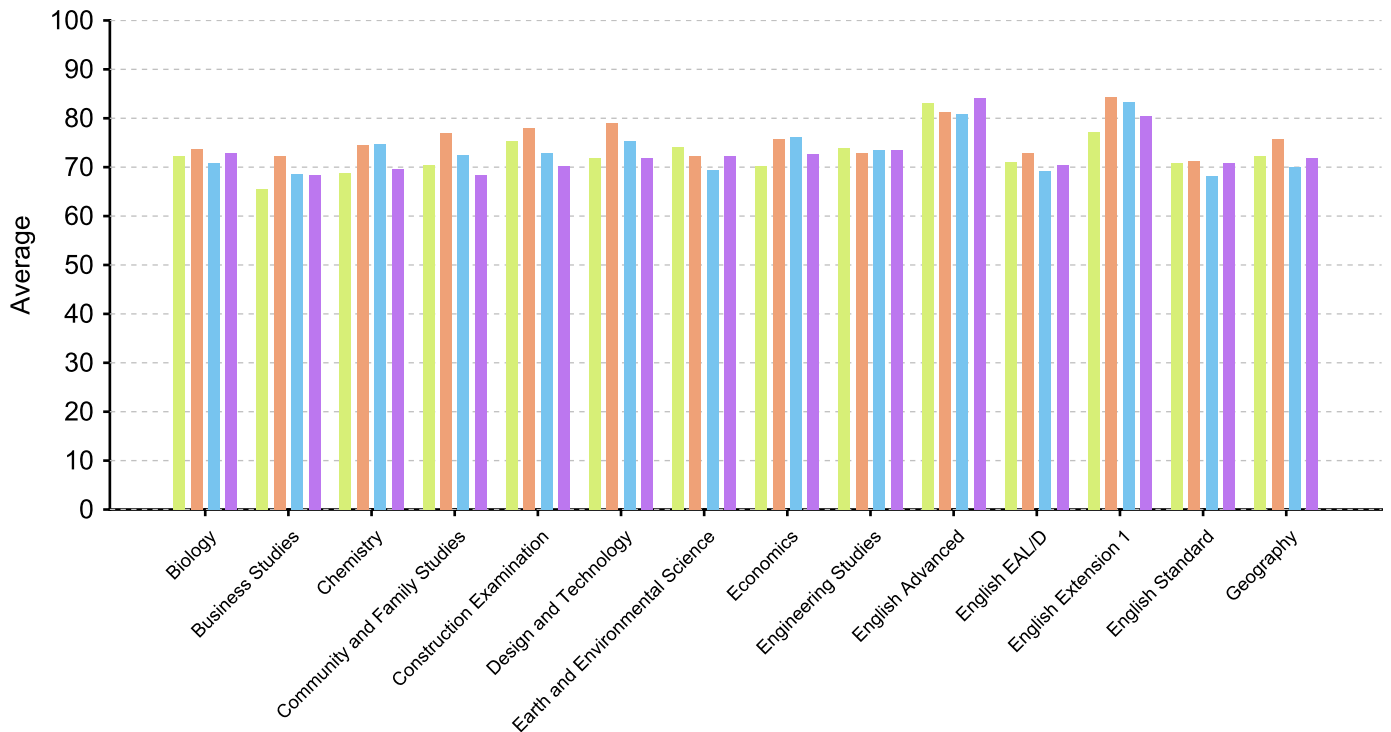
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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.



Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	72.2	73.7	70.8	73.0
Business Studies	65.5	72.3	68.6	68.4
Chemistry	68.9	74.4	74.8	69.6
Community and Family Studies	70.5	76.9	72.4	68.4
Construction Examination	75.3	77.9	72.8	70.2
Design and Technology	71.9	79.0	75.4	71.8
Earth and Environmental Science	74.2	72.3	69.5	72.3
Economics	70.2	75.8	76.1	72.7
Engineering Studies	73.9	72.9	73.6	73.6
English Advanced	83.2	81.3	80.8	84.2
English EAL/D	71.0	72.9	69.3	70.4
English Extension 1	77.2	84.3	83.4	80.5
English Standard	70.8	71.2	68.1	70.8
Geography	72.2	75.8	70.1	72.0
Hospitality Examination (Kitchen Operations and Cookery)	76.4	75.1	72.5	72.3
Industrial Technology	55.7	73.9	67.5	58.8
Information Processes and Technology	72.1	72.8	69.6	72.9
Legal Studies	70.7	76.8	72.1	71.3
Mathematics Advanced	76.5	78.5	77.7	76.5
Mathematics Extension 1	75.6	75.1	79.1	79.8
Mathematics Extension 2	79.4	76.0	81.8	79.8
Mathematics Standard 2	68.6	70.2	64.9	69.6
Modern History	71.9	73.3	68.9	69.6
Personal Development, Health and Physical Education	69.7	73.8	69.9	70.8
Physics	71.8	72.0	73.0	72.1
Society and Culture	69.3	80.2	76.2	70.8
Software Design and Development	73.1	72.0	71.8	72.2
Visual Arts	78.3	83.4	79.2	79.1

Parent/caregiver, student, teacher satisfaction

The school conducted survey data around school satisfaction from students and parents via the Tell Them from Me survey tools in 2020. Additional feedback was also received through a range of evaluations throughout the year, including the evaluation of the Middle School Model, evaluation of online events, evaluation of the schools responsiveness to the shift to online learning

73% of parents reported in the TTFM survey that they would recommend, or highly recommend CHS to parents of primary school students, with 82% being satisfied or highly satisfied with the level of general communication from the school.

Parents told us through the TTFM survey that they wished for more regular feedback regarding their child's social and emotional progress at school, as well as more information around post school destinations for their children.

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.

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.