

2021 Annual Report

Concord High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

It gives me great pleasure to present the 2021 Annual Report to our school community. 2021 was a complex year, with students across various parts of the state, including Concord High School learning from home for up to 15 weeks as a result of the Covid-19 pandemic. I was particularly proud of the ease with which our staff and students switched to online learning during this period and some normalcy was able to be maintained.

The pandemic also created a wide range of restrictions on schools and the ability for our school to run many programs. Some of these challenges continued into the early part of the 2022 school year. We were also restricted in regards to holding events and celebrations at the school; however, it was pleasing to see our milestone events for the HSC Class of 2021 were still able to proceed, with the Year 12 Graduation and Formal celebrating the completion of 13 years of formal education for our students.

The graduating class of 2021 were rewarded with HSC results that were well above State Average, with James Angelopoulos being recognised as the School Dux and James also making the NSW All Rounder Merit list for students achieving top band results in all HSC courses. These results are a testimony to the resilience of this group, being impacted by the Covid pandemic in both their preliminary and HSC years.

2021 also saw some exciting announcements for the physical space of the school, with funding approval received for the upgrade of our school oval and surrounding landscaping and student seating. This project was due for completion in April 2022, however, has been significantly delayed by poor weather and now has a completion date of August 2022.

The report that follows provides an accurate reflection of the progress of Concord High School over the past 12 months

School vision

At Concord High School every student and staff member will be known, valued, cared for and supported to achieve their full potential within a culture of high expectations.

School context

Concord High School is a dynamic 7-12 comprehensive co-educational school of nearly 1300 students, including 70% 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.

The School Plan has been developed following an extensive situational analysis involving data analysis from a range of sources and consultation with the staff, students and broader Concord High School community. The result of this consultation has been the development of the three strategic directions outlined in the plan. Student growth and attainment, Student engagement and empowerment, and Developing professional practice.

The schools focus in this planning period are to improve student growth and attainment through the embedding of a culture of high expectation for student success across the school driven by consistent, high impact teaching and learning strategies delivered by a collaborative and reflective teaching staff, to an engaged and empowered student community.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 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

Strategic Direction 1: Student growth and attainment

Purpose

To improve the academic outcomes of all students at the school by ensuring high impact teaching strategies are delivered with a culture of high expectations in a positive learning climate.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole school literacy and numeracy project team
- High expectations project
- Middle school initiative

Resources allocated to this strategic direction

Aboriginal background: \$22,424.00

English language proficiency: \$458,104.80

Professional learning: \$6,500.00

Summary of progress

Strategic direction 1 had three initiatives to improve student growth and attainment. At the end of the year there was improvement in all progress measures except an uplift of 40% of students achieving in the top two bands for Year 9 NAPLAN reading. The initiatives in place should see this measure improve in coming testing cycles.

The whole school literacy and numeracy project team in 2021 focused on analysing literacy data as a starting point. The data was used for each year group to identify and trial literacy strategies for each year cohort. These strategies were first explicitly used in the English faculty with staff then professionally developing colleagues in other faculties. For 2022 a wide reading program will be included in English periods and the project team will then look to include numeracy data to begin a whole school numeracy program.

In 2021 the high expectations project focused on the subject selection process for Year 10 into 11. Due to covid lockdowns this process pivoted to online. A revised timeline for student and family participation in the process was trialed. The school set entry requirements for each senior course and used goal setting with students to ensure they had staff feedback and clear goals in order to reach the required skill level for success as a senior student. The process by the end of the year showed marked improvement in fewer students making changes to course selections.

Throughout 2021 the middle school initiative benefited from having an acting head teacher role created to oversee this initiative. The role created added credibility and oversight of the cross curricular nature of the initiative improving decision making and collaboration amongst the school executive. For 2022 the next steps appear to be to refine the Humanities and STEM courses and develop staff capacity. The Health component will also be a priority to embed the student leadership and goal setting program into class practice.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An uplift of 4.0% of students achieving in the top two bands for Year 9 NAPLAN reading.	• NAPLAN scores indicate a decrease of 7.2% in the percentage of students in the top two skill bands for reading.
An uplift of 2.2% of students achieving in the top two bands for Year 9 NAPLAN numeracy.	• NAPLAN scores indicate a decrease of 9.1% in the percentage of students in the top two skill bands for numeracy. Progress towards this target is yet to be seen.
An uplift of 2.6% of HSC course results in the top three bands.	• 66.2% of students attained results in the top three bands demonstrating positive progress toward the lower bound target.

An uplift of 1.5% of students achieving expected growth from Year 7 to Year 9 in NAPLAN reading.	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading increased to 63.8% indicating progress toward the lower bound target.
An uplift of 1.8% of students achieving expected growth from Year 7 to Year 9 in NAPLAN numeracy.	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in numeracy increased to 47.9% indicating progress toward the lower bound target.

Strategic Direction 2: Student engagement and empowerment

Purpose

To improve the level of student engagement in their education, with the view to improving intrinsic motivation to succeed in a supportive and well managed learning environment that supports students to deeply engage with their learning in a meaningful way.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Enhanced Student wellbeing and resilience
- Enhancing and embedding Positive Behavior for Learning
- Student learning culture

Resources allocated to this strategic direction

Integration funding support: \$37,789.00

School support allocation (principal support): \$17,000.00

Socio-economic background: \$77,284.66

Summary of progress

Enhanced Student wellbeing and resilience

Our focus for 2021 was on the creation of highly effective resilience programs, which were to be delivered to welfare personnel, followed by teaching staff to enhance student resilience. This involved an external agency being responsible in the delivery of a 3 day Mental First Aid training course. This was accomplished through 24 staff members, who identified as Welfare personnel (Year Advisors, Head Teachers and Deputy's) to help start a dialogue about a new approach and new language to be used to develop staff in understanding mental health and resilience among school students. Professional development of staff is currently in progress through the Student Support Officer (SSO), who will be training staff in dealing with language utilised in the classroom, to promote and enhance resilience.

Enhancing and embedding Positive Behavior for Learning

In assessing data, it was evident that in 2021 there was an increase in negative incidents, despite a focus on PB4L lessons being constructed to focus on correcting these common behaviours. As a result, the team formed a preventative measure through the introduction of a new merit system. This system replaced the old system, which was primarily focused on rewarding students for academic progress or achievements. The Vic Coins (Victory coins) have now been implemented to reward students for various activities such as academic achievement, school citizenship, sporting and extra curricular achievements. In effect, these points are accumulated. These Vic Coins were further embedded into a school spirit reward, by administering Vic Coins into not only individual points, but house points. Our Rewards Day system has also been altered to reward the top ten students in each house, to attend the Rewards Day.

Student learning culture

The focus for 2021 was on establishing a new student leadership structure. This was accomplished through the students electing a Year 7-10 leadership body incorporating class captains for Year 7-10. Students provided a voice to teacher professional learning during project team meetings which informed the activities of the teams. Student voice sessions were led by student captains in the classrooms. Student voice will be further expanded across the school in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
1. An uplift in the percentage of students attending >90% of the time by at least 3%	• The percentage of students attending greater than 90% of the time or more has increased from 64.9% (2019) to 65.5%. An increase of 0.6%

2. An uplift in the percentage of students reporting a positive sense of wellbeing (as measured in the Tell Them From Me Survey) by at least 1.5%	<ul style="list-style-type: none"> • 69.7% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating an increase of 4.6% and achievement of this progress measure.
3. An uplift in the percentage of students reporting in the TTFM survey they experience a positive learning climate by at least 0.1 scaled points	<ul style="list-style-type: none"> • TTFM Student Survey data indicated a scaled score of 6.2 with students reporting that they experience a positive learning climate at the school. Demonstrating a 0.1 scaled point increase and achievement of this school-based progress measure.
4. An uplift in student TTFM survey Data by at least 2% in the high skills/high challenge quadrant.	<ul style="list-style-type: none"> • 39% of students indicated experiencing a high skills/high challenge experience in their learning demonstrating an increase of 4.0% and achievement of this progress measure.

Strategic Direction 3: Developing professional practice

Purpose

To pursue excellence in teacher capacity, to engage student learners and improve educational outcomes through a collaborative and reflective culture that encourages all teaching staff to reflect regularly on their practice and identify opportunities for consistent, high impact practices in all classrooms

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative and Reflective Practice
- Assessment
- Effective Use of Technology

Resources allocated to this strategic direction

Beginning teacher support: \$56,058.00

Professional learning: \$99,632.00

Summary of progress

A formal coaching/ mentoring program was introduced to support beginning teachers at Concord High School in 2021. All beginning teachers are provided with an experienced teacher who volunteers to mentor them with regular meetings occurring every fortnight. Mentoring/coaching skills professional learning was provided to all participants led by advisors from the Teaching Quality and Impact Directorate. Regular support and guidance is provided to mentors and mentees from the head teacher teaching and learning.

A diverse group of thirty five cross curricular teachers participated in Collaborative Learning rounds in 2021. During first semester, six teams completed one round. The extended lock down period in the second half of 2021 prevented the completion of the second round necessitating an extension into 2022.

The assessment professional learning team have continued to train more teachers to use the assessment validity template and checklist. In the process the team have seen the need for the template to be simplified. Staff were surveyed as to what assessment resources were being used. As a result assessment resources and the standardised assessment template are now easily accessible on central. The assessment team have identified a need for a whole school assessment process that would oversee the individual faculty assessment policies. This will be the focus in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Development and implementation of a supportive peer coaching/mentoring program engaging 30% of teaching staff A consistent school-wide approach to effective and positive classroom practice is developed through consultation and put into practice with the collaborative and reflective practice team evidencing this in their daily classroom practice. Support is provided to beginning teachers where needed, ensuring optimum learning.	30% of teaching staff are engaged in the coaching/mentoring program, indicating that the plan target has been reached.
A culture of collaboration is created through the implementation of the	35 of 88 (40%) teaching staff participated in the pilot Collaborative and Reflective practice program based on the Instructional Teaching Rounds

<p>Collaborative Peer Learning Program engaging 20 % of cross-curricular teaching staff.</p> <p>The school's curriculum provision and evidence-based teaching practices including the Collaborative Peer learning program provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.</p>	<p>Model with emphasis on the What Works Best research and the schools negotiated Standard Expectation of Classroom Practice, indicating this school based target has been exceeded.</p>
<p>Evaluation and review of school-wide practices for assessment ensuring that there is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.</p>	<p>2021 self-assessment against School Excellence Framework of Assessment as Sustaining and Growing.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$367,435.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Concord High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhanced Student wellbeing and resilience • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$77,284.66</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Concord High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student learning culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • engage with external providers to support student engagement and retention • providing students without economic support for educational materials, uniform, equipment and other items • Employment of an additional Deputy Principal to provide additional support to high need students across the school • Employment of a Head Teacher Student Leadership, to provide student voice and leadership opportunities to students from a wide range of cultural and socio-economic backgrounds <p>The allocation of this funding has resulted in: A higher level of student support at Senior Executive level through the funding of an additional Deputy Principal Additional advocacy for students and a vehicle for student voice across the school and for representation of this voice at Executive level.</p>

<p>Socio-economic background</p> <p>\$77,284.66</p>	<p>After evaluation, the next steps to support our students with this funding will be: This funding will continue in 2022, with a broadening of the Student Leadership role to allow for more student voice and student advocacy opportunities</p>
<p>Aboriginal background</p> <p>\$22,424.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Concord High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school literacy and numeracy project team <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staffing release to work as a Literacy and Numeracy mentor under the Norta Norta program with Aboriginal students • Staffing release to deliver personalised mentoring support for Aboriginal students • Staffing release to support development and implementation of Personalised Learning Plans for all Aboriginal students • Staffing release to engage Aboriginal students in cultural opportunities • Staffing release to provide teaching staff with professional development opportunities to better understand Aboriginal culture and the learning needs of Aboriginal students <p>The allocation of this funding has resulted in: All Aboriginal students being supported by the development of a Personalised Learning Plan that is regularly monitored, discussed, and updated All Aboriginal students having the opportunity to be actively involved in the organisation and deliver of landmark events, including Sorry Day, NAIDOC Week and National Reconciliation Week. 53% of Aboriginal students reporting in the most recent Tell Them From Me student survey, that they feel either positive or very positive about their culture while at school. 75% of Aboriginal students achieving expected growth in NAPLAN reading from Year 7 to Year 9.</p> <p>After evaluation, the next steps to support our students with this funding will be: A continuation of the current Norta Norta individual tutoring and mentoring program A continuation of ensuring that all Aboriginal students are supported by a Personalised Learning Plan The allocation of an additional concessional period allowance for a staff member to support cultural experiences for Aboriginal students and the broader student population</p>
<p>English language proficiency</p> <p>\$458,104.80</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Concord High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school literacy and numeracy project team <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive

<p>English language proficiency</p> <p>\$458,104.80</p>	<p>support for all students from EAL/D backgrounds</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff • engagement of EAL/D specialist teachers to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: All students identified as emerging or developing on the EAL/D progressions provided with separate class placement in Years 7-10 to target specialist support in English lessons All students eligible for the Stage 6 EAL/D English course enrolled in this course and supported by an EAL/D specialist teacher In class support provided to emerging and developing students in non-English classes Class teachers provided with professional development by EAL/D specialists in how best to modify instruction to meet the needs of EAL/D students Students in the English EAL/D English course scored results above the State Average in the 2021 Higher School Certificate 73% of students with developing or consolidating EAL/D skills achieved expected growth in the 2021 NAPLAN Literacy domain</p> <p>After evaluation, the next steps to support our students with this funding will be: A continuation of the current program structure of providing specialist English classes for students in Year 7-12 A continuation of the current program structure of providing specialist Stage 6 EAL/D English courses for eligible students in Years 11-12 A continuation of the current program of providing in-class and small group withdrawal support for students in non-English KLA classes</p>
<p>Low level adjustment for disability</p> <p>\$216,279.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Concord High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • support for students in the development of Individual Learning Plans/Profiles and HSC Special Provisions support • employment of 0.4 additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. • Employment of an additional 0.4 Careers and Transition support staff member to support students in Year 11 and 12 develop careers and transition plans • Employment of a full-time Academic Coach to provide senior students with additional support in organisation, engagement, assessment task completion, study skills and meeting senior academic standards <p>The allocation of this funding has resulted in: All identified students being supported by the development of and Individual Learning Plan that is shared with class teachers and updated annually Students with additional needs have their learning assessed by a specialist support teacher to assist in the development of learning plans In class support and professional learning provided by learning support specialists to class teachers on how best to meet individual student needs All students in Year 11 and Year 12 being interviewed by a qualified Careers Adviser as a progression of the Year 10 Careers program, to track career progression and support the development of a transition pathway.</p>

<p>Low level adjustment for disability</p> <p>\$216,279.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: A continuation of the current program</p>
<p>Professional learning</p> <p>\$106,132.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Concord High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High expectations project • Collaborative and Reflective Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • A school wide program of Collaborative and Reflective practice which is based on the Learning Rounds model. Allowing class teachers to collaboratively plan, deliver, observe and reflect on teaching practice <p>The allocation of this funding has resulted in: The school plan target of at least 30% of teaching staff engaging in this program has been reached</p> <p>After evaluation, the next steps to support our students with this funding will be: This program was significantly impacted in semester 2 of 2021 by learning from home as a result of the Covid-19 pandemic Program to be reactivated in 2022 with the aim of including all beginning teachers and increasing the participation rate beyond 30%</p>
<p>Beginning teacher support</p> <p>\$56,058.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Concord High School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative and Reflective Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Establishment of a formal structured mentoring and coaching program to support teachers in their first 2 years of teaching together with teachers who have identified specific areas for ongoing support. • Head Teacher Teaching and Learning delivering an induction with mentees about roles and responsibilities • Mentor and mentees to set SMART goals and progress towards achievement through fortnightly meetings (with specific areas of focus) • All beginning teachers engaged with the whole school Collaborative and Reflective Practice Program • All beginning teachers provided with concessional period release to complete professional learning with individual faculty Head Teacher and HT Teaching and Learning <p>The allocation of this funding has resulted in: All Beginning Teachers being supported in the first 2 years of their teaching careers through a 1:1 mentoring program and a whole school collaborative and reflective practice program</p> <p>After evaluation, the next steps to support our students with this funding will be: Following pandemic disruptions to the Collaborative and Reflective Practice Program, all Beginning Teachers will be re-engaged. All new Beginning Teachers in 2022 will be inducted into the support programs</p>

<p>COVID ILSP</p> <p>\$93,633.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition in literacy and numeracy • releasing staff to analyse school and student data to identify students for small group tuition groups • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in:</p> <p>A total of 40 students who were identified as having been negatively impacted by pandemic lock downs in 2020 were supported through an intensive literacy and numeracy withdrawal program.</p> <p>The program was further impacted by a 15 week lock down (and associated learning from home) in the second half of 2021, where many of the students being supported were again negatively impacted. as a result the impact from this program was disappointing 35% of students engaged in the program improved their literacy and numeracy outcomes beyond stage level, as measured by the literacy and numeracy progressions. A further 30% were able to maintain their stage level progress.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>A stabilisation of this program in 2022 with a hope of no further learning from home to impact these disadvantaged students</p> <p>Check-in assessment data used to re-identify students who are struggling to meet stage level outcomes in literacy and numeracy</p> <p>Ongoing employment of Literacy and Numeracy tutors to support a small group withdrawal, intensive literacy and numeracy program</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	747	783	796	777
Girls	419	446	466	482

Student attendance profile

School				
Year	2018	2019	2020	2021
7	93.7	92.8	95.5	93
8	92.4	92.1	94	92.3
9	91.3	91.4	93.7	89.9
10	89.6	90	92.2	87.9
11	89.5	89.2	91.2	89.8
12	92.3	89.6	93.3	89.4
All Years	91.5	90.9	93.4	90.5
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	0	2
Employment	1	1	3
TAFE entry	2	3	12
University Entry	0	0	67
Other	3	1	1
Unknown	2	2	15

Year 12 students undertaking vocational or trade training

15.34% of Year 12 students at Concord High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

96.4% of all Year 12 students at Concord High School expected to complete Year 12 in 2021 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)	14
Classroom Teacher(s)	63.2
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.4
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	14.57
Other Positions	1.2

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,354,455
Revenue	14,838,321
Appropriation	13,968,014
Sale of Goods and Services	299,496
Grants and contributions	369,014
Investment income	1,948
Other revenue	199,849
Expenses	-15,027,102
Employee related	-13,442,986
Operating expenses	-1,584,116
Surplus / deficit for the year	-188,781
Closing Balance	1,165,674

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.

	2021 SBAR Adjustments (\$)
Targeted Total	367,435
Equity Total	785,580
Equity - Aboriginal	20,794
Equity - Socio-economic	77,285
Equity - Language	464,193
Equity - Disability	223,307
Base Total	11,920,787
Base - Per Capita	311,104
Base - Location	0
Base - Other	11,609,683
Other Total	553,058
Grand Total	13,626,859

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

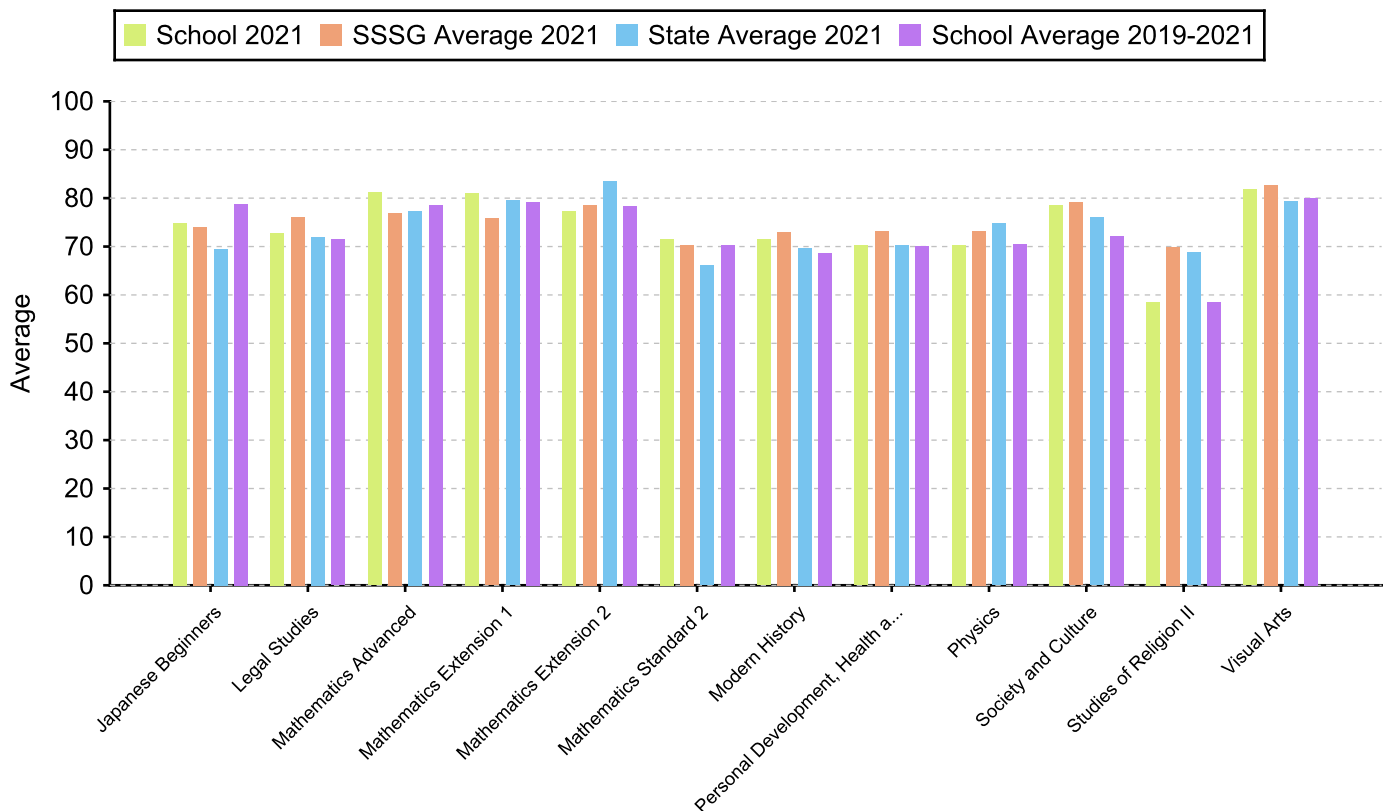
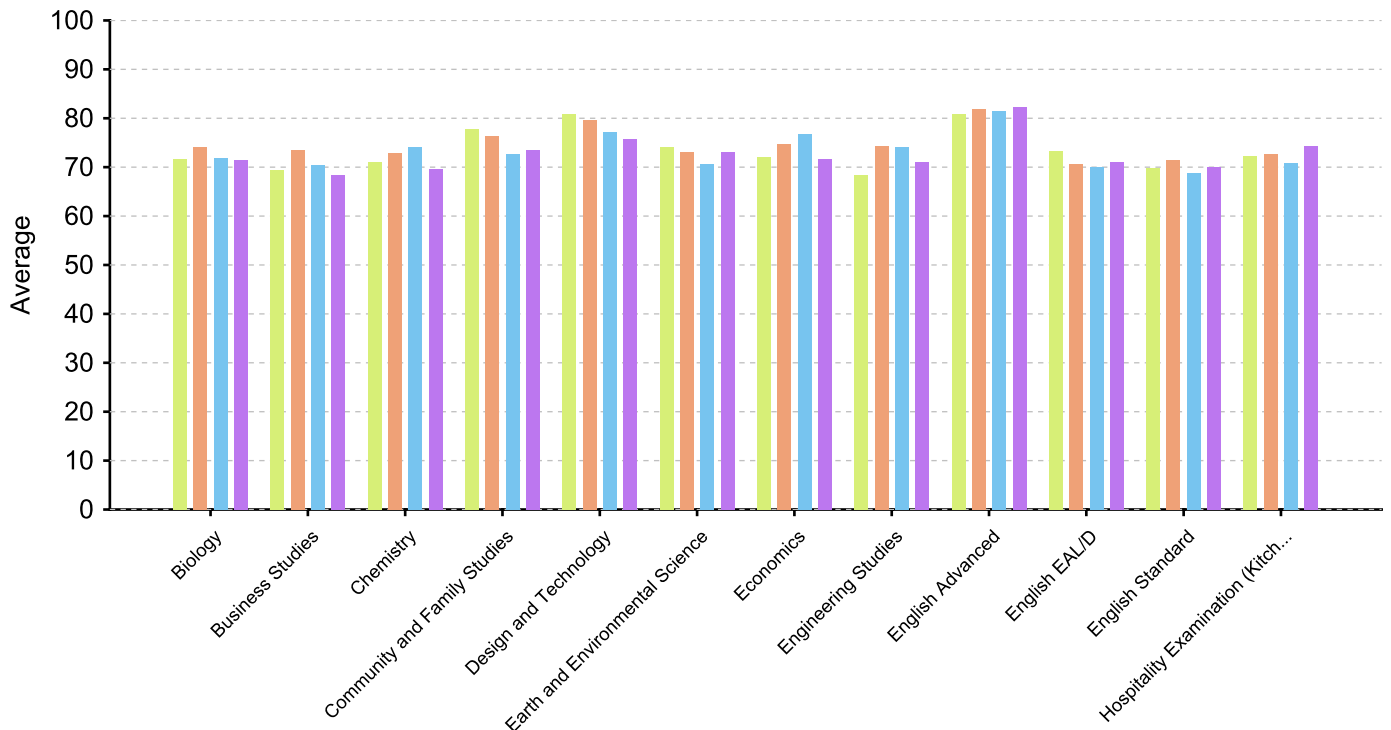
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Biology	71.6	74.2	71.9	71.4
Business Studies	69.4	73.6	70.4	68.3
Chemistry	71.0	72.9	74.1	69.7
Community and Family Studies	77.8	76.4	72.7	73.4
Design and Technology	80.8	79.7	77.2	75.7
Earth and Environmental Science	74.2	73.1	70.6	73.0
Economics	72.1	74.8	76.7	71.7
Engineering Studies	68.3	74.4	74.1	71.0
English Advanced	80.8	81.8	81.4	82.4
English EAL/D	73.4	70.6	70.0	71.1
English Standard	69.9	71.4	68.8	70.1
Hospitality Examination (Kitchen Operations and Cookery)	72.3	72.7	70.8	74.4
Japanese Beginners	74.9	74.0	69.5	78.8
Legal Studies	72.8	76.2	72.0	71.4
Mathematics Advanced	81.2	76.9	77.4	78.6
Mathematics Extension 1	81.1	75.8	79.5	79.2
Mathematics Extension 2	77.3	78.6	83.5	78.3
Mathematics Standard 2	71.6	70.3	66.1	70.3
Modern History	71.5	73.0	69.7	68.7
Personal Development, Health and Physical Education	70.2	73.3	70.3	70.0
Physics	70.3	73.2	74.8	70.5
Society and Culture	78.6	79.1	76.0	72.2
Studies of Religion II	58.5	69.9	68.8	58.5
Visual Arts	81.8	82.8	79.4	80.0

Parent/caregiver, student, teacher satisfaction

The school conducted the Tell Them From Me survey platforms for student and parent feedback in 2021. Due to the nature of lock downs and staff working from home for extended periods during the year, the school worked in collaboration with a diverse group of teaching staff (including NSW Teachers Federation Representatives) to develop an internal survey that specifically targeted staff satisfaction around working from home and the schools adjustments to the Covid pandemic.

The school also conducted parent, student and staff surveys during 2021 to monitor our response to the Covid-19 learning from home arrangements and to modify our practices to meet need.

Tell Them From Me - Student Survey

The targets established in the 2021-4 School Plan focused on increasing the percentage of students reporting a positive sense of wellbeing, increasing the percentage of students indicating they experience a positive learning climate and increasing the percentage of students indicating they experience a high level of challenge in their learning that is matched by their high skill level. All of these measures increased in 2021, and the school targets were reached or exceeded.

The survey also revealed that students reported significantly above state average measures in the following areas:

- Positive Teacher - student relations
- Positive learning climate
- Effective learning time
- Positive behaviour at school

The areas for further development include:

- Students with a positive sense of belonging
- Students that value schooling outcomes
- Students who are interested and motivated

Tell them From Me - Partners in Learning Parent Survey

The 2021 Parent survey was completed by 104 respondents in Term 4 - 2021. The survey was completed following a 15 week period of learning from home following a pandemic related lock down.

The survey revealed the following areas of strength:

- 74% of respondents were satisfied or highly satisfied with the general communication from the school. With an above average number of parents indicating that communication from the school is "written in clear, plain language"
- 75% of respondents either agreed or strongly agreed that the resources supplied by the school during the learning from home experience met their students needs
- 66% of respondents would recommend, or strongly recommend Concord High School to parents of primary school students as a high school destination

The areas for further development include:

- 31% of parents indicated they would like to be better informed of activities at the school through a greater online and social media presence
- 30% of parents indicated that the physical environment of the school is not welcoming and requires a greater level of aesthetic and maintenance
- Parents reported below state average responses to the way in which the school is supportive and inclusive of students with additional learning and support needs

Internal Teacher Satisfaction Survey

Due to the unusual nature of school operations in 2021, an internal survey was developed with a cross-section of staff to gain information about the areas that the school could better support staff and students as changes were occurring in relation to the Covid-19 pandemic and the school and system responses. This survey highlighted:

- The need to reduce the administrative burden on teaching staff, which was perceived to have increased during the learning from home phase
- Difficulties of some teaching staff balancing parental and teaching responsibilities in a learning from home setting
- Concerns with the the high level of uncertainty and rate of change with pandemic related operational guidelines and their implementation

Operational adjustments were made in response to this feedback, with a shifting of some tasks from the teaching staff to the support and administration team, greater flexibility for teaching staff working from home, and more regular emailed updates to staff on operational changes and the reasons behind them.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.