

2022 Annual Report

Concord High School



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Introduction

The Annual Report for 2022 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

I am pleased to present the 2022 Annual Report to the Concord High community. 2022 has been a year of growth and transformation at Concord High School, with many improvements and enhancements coming to fruition in the physical environment of our school. The school also achieving pleasing growth in academic achievement and the opportunities for our students to participate and excel outside of the classroom has grown considerably following the impact of the recent pandemic. I believe this annual report is an accurate reflection of the progress and achievements at the school over the past 12 months.

Victor Newby
Principal

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	2022 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	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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

Socio-economic background: \$77,979.31

English language proficiency: \$55,965.95

: \$550.00

Summary of progress

1. In 2022 the whole school literacy and numeracy project team focused on the development and implementation of the next stages of the whole school literacy plan. This included embedding wide reading and explicit literacy periods in junior English classes. The main focus of the year was however improving students writing. A pilot program called verb of the fortnight was trialled to determine success criteria for future use.

The school numeracy team worked collaboratively with the lead secondary numeracy specialist to develop a whole school numeracy plan for implementation in 2023. NAPLAN and Best start data was used to determine focus areas for each year group and stage. The school continued to provide additional resources in a numeracy SLSO and additional periods for the numeracy coordinator.

2. In 2022 the High Expectations project focused on consolidating the subject selection process for Year 10 into 11. A High Expectations matrix was developed to ensure consistency across a variety of administrative and High expectations processes and initiatives. This linked reporting cycles, Year 10 and 11 Transition programs, subject selection processes and messaging to parents. The project also focused on developing 2 transition weeks -Term 3 week 10 for Year 11 into 12 and Term 4 week 8 for Year 10 into 11. These programs targeted the specific needs of students in those years and provided a range of mandatory and student choice workshops and presentations to increase skills and abilities across a range of critical elements. These programs also had a positive impact on student engagement at school.

3. In 2022 the Middle School initiative followed recommendations from staff feedback in consolidating staff expertise in utilising appropriately trained English and History staff for the delivery of Humanities. The Geography component of the stage 4 curriculum has been moved into the year 8 teaching and learning program. Focus continued on the STEM component with staff cross faculty meetings and staff PL to assist syllabus implementation and use of resources. In evaluation of the class teacher mentor role it was determined that the teacher mentor must be one of the core teachers to have the planned impact on student sense of belonging.

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 5.2% of students achieving in the top two bands for Year 9 NAPLAN numeracy.	<ul style="list-style-type: none">• NAPLAN scores indicate an increase of 3% in the percentage of students in the top two skill bands for numeracy. Demonstrating positive progress toward the lower bound target.• NAPLAN scores also indicate a significant decrease of 8% in the percentage of students in the bottom three skill bands for numeracy.
An uplift of 9.3% of students achieving in the top two bands for Year 9	<ul style="list-style-type: none">• NAPLAN scores indicate a decrease of 2% in the percentage of students in the top two skill bands for reading.

NAPLAN reading.	<ul style="list-style-type: none"> • NAPLAN scores also indicate a significant decrease of 33% in the percentage of students in the bottom three skill bands for reading.
An uplift of 5.6% of HSC course results in the top three bands.	<ul style="list-style-type: none"> • Despite an increase in the course average HSC mark of students in the 2022 HSC the percentage of students in the top 3 bands remained steady
An uplift of 2.5% of students achieving expected growth from Year 7 to Year 9 in NAPLAN reading.	<ul style="list-style-type: none"> • As the NAPLAN assessments in Year 7 - 2020 were disrupted by Covid-19, there is no growth data available for Year 9 - 2022
An uplift of 2.8% of students achieving expected growth from Year 7 to Year 9 in NAPLAN numeracy.	<ul style="list-style-type: none"> • As the NAPLAN assessments in Year 7 - 2020 were disrupted by Covid-19, there is no growth data available for Year 9 - 2022

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

School support allocation (principal support): \$8,800.00

Student support officer (SSO): \$96,058.00

Summary of progress

The focus for 2022 was to build student capacity in the management of change and promote resiliency of every student, enhance student attendance and engagement and promote student engagement in leadership, student voice and self advocacy.

This was to be achieved through the development and implementation of pro-active, structured welfare programs, promoting a classroom learning climate that supports positive learning outcomes for all students and opportunities for student leadership and voice across the school.

In 2022 there was continued implementation of resilience activities using external guest speakers to benefit the school community. Professional development of the welfare team took place through the Be You Modules, supported by the Student Support Officer (SSO) and Raise mentoring was introduced in 2022 to support small groups of students with resilience and wellbeing. The Pulse App was trialed with the Year 12 cohort to support student connection and feedback and external providers Enlighten Education and Mancave presented to the year 8 cohort to promote healthy conversations and behaviors, wellbeing and resilience. In 2022 the welfare team developed a structured approach to year group meetings with an individualised and focused scope and sequence for each cohort. This process developed the capacity of year advisers, specifically focused on improving their knowledge and ability to cater for the needs of their specific grades. In 2023 the focus will be on the continuation of the year group scope and sequences, internal staff professional development through the Student Support Officer (SSO) and external wellbeing programs to support the development of student resilience and change management.

In 2022 the Victory Coins continued to be implemented as the rewards system across Concord High School, with PB4L lessons implemented and Rewards excursions occurring bi-annually. The success of this rewards system varied, as did the implementation of the PB4L lessons, leading to a review of the processes and practices in 2023.

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 in the percentage of students attending >90% of the time by at least 6.4%	There is no attendance data available for 2022. Due to Covid-19 isolation requirements and health advice during 2022, internal school data shows an overall drop in student attendance.
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 3.5%	• Although this target was achieved in 2021, the 2022 data identifies continued areas of focus.

<p>An uplift in student TTFM survey Data by at least 4% in the high skills/high challenge quadrant.</p>	<ul style="list-style-type: none"> • 33% of students indicated experiencing a high skills/high challenge experience in their learning demonstrating a decrease of 6.0%. Indicating that despite an improvement in 2021, this measure continues to be a targeted area of focus.
<p>An uplift in the percentage of students reporting in the TTFM survey they experience a positive learning climate by at least 0.2 scaled points</p>	<ul style="list-style-type: none"> • TTFM Student Survey data indicated a scaled score of 6.3 with students reporting that they experience a positive learning climate at the school. Demonstrating a 0.2 scaled point increase and achievement of this school-based 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

Professional learning: \$99,374.50

Summary of progress

At Concord High School a culture of collaboration and support is provided through coaching/mentoring of all new and beginning teachers. Experienced teachers' from across the school are partnered with new and beginning teachers to share curriculum knowledge, data, feedback and advice focused on effective classroom practice. The mentors/coaches share their repertoire of strategies for classroom management, promotion of student engagement and curriculum knowledge and skills. This is a highly successful program which is valued by the mentors, mentees and supervising Head Teachers.

The curriculum is enhanced by learning alliances with cross-curricular teachers evidenced in the Collaborative Peer Learning program. Focus has been on ensuring whole school effective classroom practice are consistently occurring across the school. The learning rounds support teachers in understanding student learning and in developing their practice individually and collectively. A combination of Covid-19 disruption and ongoing staffing shortages have significantly hampered the growth of this program during 2022. It is anticipated the Collaborative Peer Learning Program will be able to progress with minimal disruptions in 2023.

A whole school assessment validity checklist has been developed and reviewed to ensure consistency in the structure of Preliminary and HSC assessment tasks across the school. In 2023, the assessment project team members will professionally develop all staff to use the assessment validity tools.

In 2022 the technology focus was on the professional development of staff in the use of online programs to support student learning and engagement. How to guides were created and published for a range of online programs, including Google Classroom, Microsoft Teams and Blooket. This focus has been achieved and is reflected in the increased skills in technology developed across the staff.

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
Increase the percentage of teaching staff engaged in peer coaching/mentoring from 30% to 40 %.	In 2022, 35% of staff were involved in the coaching/mentoring program at Concord High School, indicating positive progress towards this target. Teachers collaborated across faculties to share curriculum knowledge, data, feedback and advice focused on effective classroom practice.
Classroom management is assessed at sustaining and growing. A school-wide approach to effective and positive classroom management is evident with the majority of teachers evidencing this in their daily classroom practice.	

<p>An increase from 25% to 40 % of teachers engaged in the Collaborative Peer Learning program.</p> <p>The school's curriculum provision is assessed at sustaining and growing and supports high expectations for student learning. The curriculum is enhanced by learning alliances with cross-curricular teachers evidenced in the Collaborative Peer Learning program.</p>	<p>A combination of Covid-19 disruption and ongoing staffing shortages have targeted focus. Whilst many of the Collaborative Learning Rounds were unable to occur due to the inability of staff to be released from class, the Collaborative and Reflective Practice Project team were able to still meet regularly with a focus on effective classroom practice.</p> <p>The schools internal self assessment in the area of Curriculum (Schools Excellence Framework) has been assessed at Sustaining and Growing. Representing achievement of this school based target.</p>
<p>Development, implementation and review of assessment practices and proformas 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>A whole school assessment validity checklist has been developed and reviewed to ensure consistency in the structure of Preliminary and HSC assessment tasks across the school. The use of the assessment validity checklist has been trialled by the teachers in the assessment project team on some assessment tasks with their senior classes and all staff will be professionally developed on using the assessment validity checklist in 2023.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$460,000.00</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"> • 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) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Students with a range of moderate to severe learning needs have been accommodated in a mainstream school without the need for application to specialist settings</p> <p>After evaluation, the next steps to support our students will be: Continuation with current support strategies</p>
<p>Socio-economic background</p> <p>\$77,979.31</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"> • 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"> • employment of additional staff to support literacy program implementation. • providing students without economic support for educational materials, uniform, equipment and other items through the student assistance program • resourcing to increase equitability of resources and services including the staffing of a senior learning centre offering academic and tutoring support for students of low socio-economic backgrounds <p>The allocation of this funding has resulted in the following impact: Providing additional support to students at the lower end of academic achievement. The positive impact of this strategy is reflected in a reduction in the percentage of students achieving below national minimum standards. This funding has also allowed for the staffing of a senior study with an Academic Coach to support students in Stage 6 with study skills, assessment requirements and organisation.</p> <p>After evaluation, the next steps to support our students will be: The Academic Coach role will be extended into 2023</p>
<p>Aboriginal background</p> <p>\$22,822.78</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</p>

<p>Aboriginal background</p> <p>\$22,822.78</p>	<p>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"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: All Aboriginal students at Concord High School have a personalised learning pathway planned and monitored with the Aboriginal Education Coordinator, who has time made available to support these students. The coordinator also meets regularly with the students to monitor progress of their plans and mentor the students for success. The statistically small number of Aboriginal students at the school make quantitative assessment of impact difficult.</p> <p>After evaluation, the next steps to support our students will be: A continuation of the concessional period arrangement to support the Aboriginal Education Coordinator role.</p>
<p>English language proficiency</p> <p>\$400,728.95</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 • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • 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 support for all students from EAL/D backgrounds • 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 an EAL/D specialist teacher 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 the following impact: All EAL/D students in Stage 4 and 5 are placed into dedicated support classes for English and other core KLA areas. This allows the targeting of support and differentiation. All EAL/D students in Year 12 met the HSC minimum standards in literacy and numeracy successfully.</p> <p>After evaluation, the next steps to support our students will be: A continuation of the in-class support model to support students and develop capacity of staff in the delivery of EAL/D support.</p>
<p>Low level adjustment for disability</p> <p>\$126,413.10</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>Low level adjustment for disability</p> <p>\$126,413.10</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of 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 a School Nurse to provide intervention programs that support student needs <p>The allocation of this funding has resulted in the following impact: The funding has allowed for the creation of smaller class numbers in Stage 4 to facilitate a smoother primary to high school transition for students with lower academic ability. There is also the provision for a more highly supported learning support class in Stage 4. The funding also allows for a wider range of Stage 6 non-ATAR options to be provided in the curriculum pattern for students with lower academic ability.</p> <p>After evaluation, the next steps to support our students will be: A continuation of current support arrangements.</p>
<p>Professional learning</p> <p>\$99,374.50</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"> • Collaborative and Reflective Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Whole school collaborative and reflective practice model allowing for shared lesson design, delivery and reflection • Engagement with professional learning around HSC High Leverage teaching strategies. • Providing opportunity for beginning teachers to work with an experienced mentor and HT Teaching and Learning to support initial accreditation and career development <p>The allocation of this funding has resulted in the following impact: All beginning teachers achieved proficient accreditation with support from HT Teaching and Learning. All early careers teachers supported with a formal mentoring program. All new teachers supported through a formal induction program. The collaborative and reflective practice program was stalled in 2022 due to high rates of Covid related absences and staffing limitations.</p> <p>After evaluation, the next steps to support our students will be: A continuation of the current support arrangements for beginning teachers. The collaborative and reflective practice program has re-commenced in 2023.</p>
<p>COVID ILSP</p> <p>\$112,395.00</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 2022.</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

<p>COVID ILSP</p> <p>\$112,395.00</p>	<ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy. • providing intensive small group tuition for identified students who were struggling to achieve literacy and numeracy growth. • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: The impact based on internal school data showed that students achieved an increase in confidence and scored at a higher level than prior to the tutoring. Students in Years 7, 8 and 9 will have external data from NAPLAN in term 2 2023 to triangulate impact. Students involved in the tutoring showed an increase in school attendance as well as positive engagement with staff.</p> <p>After evaluation, the next steps to support our students will be: All students will benefit from the whole school literacy and numeracy program. This is based on external data sources and is resourced with strategies and resources from the universal learning hub. Staff have undertaken extensive professional learning in the use of data.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Enhanced Student wellbeing and resilience <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Professional learning to the welfare team to develop their skills in working 1-1 with students • Development and facilitation of whole school programs including SOUP, Reconnect and Games Club • Working with students 1-1 to support social interactions, social issues and wellbeing. <p>The allocation of this funding has resulted in the following impact: Students are able to access wellbeing support through whole school programs, targeted programs or 1-1 support, leading to improvement and engagement across the school. The Student Support Officer has supported welfare staff in developing their skills in providing 1-1 support to students, leading to an improved understanding of the needs of their cohorts.</p> <p>After evaluation, the next steps to support our students will be: The Student Support Officer will continue to develop their capacity in facilitating whole school wellbeing programs through engaging in training for Love Bites and other specific wellbeing training. The Student Support Officer will also engage in a local support network to increase capacity and share practice across similar schools.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	783	796	777	767
Girls	446	466	482	478

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.8	95.5	93.0	89.0
8	92.1	94.0	92.3	85.3
9	91.4	93.7	89.9	86.5
10	90.0	92.2	87.9	83.2
11	89.2	91.2	89.8	83.6
12	89.6	93.3	89.4	87.7
All Years	90.9	93.4	90.5	85.8
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	2.5	2.26	1.7
Employment	0	0	7.6
TAFE entry	2.94	6.21	18.4
University Entry	0	0	60.0
Other	9.8	8.47	7.6
Unknown	1.0	1.7	4.7

Year 12 students undertaking vocational or trade training

18.92% of Year 12 students at Concord High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

97.6% of all Year 12 students at Concord High School expected to complete Year 12 in 2022 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)	59.5
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher ESL	3
School Counsellor	2
School Administration and Support Staff	14.77
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,148,352
Revenue	15,548,956
Appropriation	14,299,127
Sale of Goods and Services	322,586
Grants and contributions	824,404
Investment income	19,010
Other revenue	83,830
Expenses	-15,537,367
Employee related	-13,870,694
Operating expenses	-1,666,673
Surplus / deficit for the year	11,589
Closing Balance	1,159,942

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.

	2022 SBAR Adjustments (\$)
Targeted Total	458,465
Equity Total	738,840
Equity - Aboriginal	22,823
Equity - Socio-economic	77,979
Equity - Language	400,729
Equity - Disability	237,309
Base Total	11,659,381
Base - Per Capita	318,073
Base - Location	0
Base - Other	11,341,308
Other Total	765,368
Grand Total	13,622,054

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

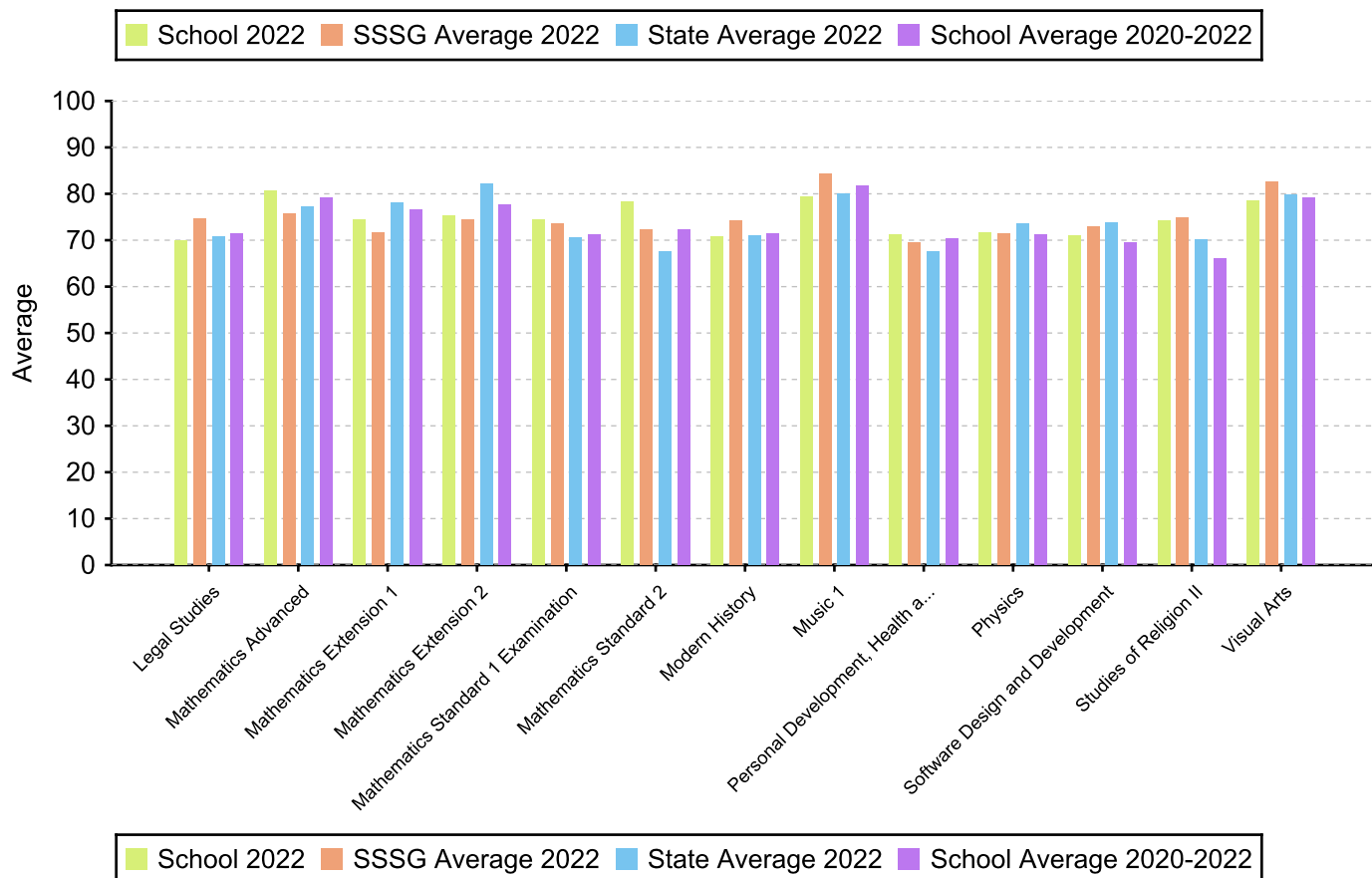
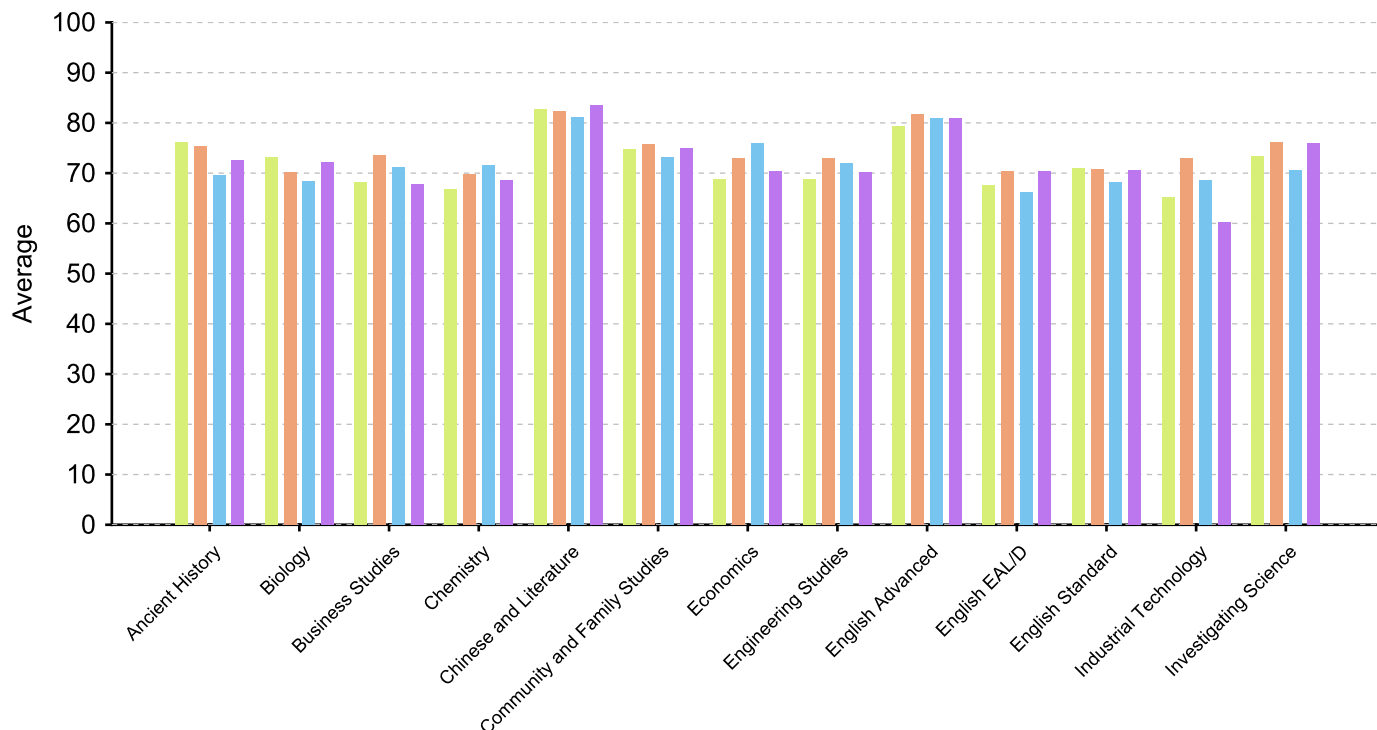
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Ancient History	76.1	75.3	69.6	72.5
Biology	73.1	70.2	68.5	72.2
Business Studies	68.1	73.6	71.2	67.7
Chemistry	66.7	69.8	71.7	68.6
Chinese and Literature	82.7	82.4	81.2	83.6
Community and Family Studies	74.8	75.7	73.2	75.0
Economics	68.7	73.0	76.0	70.3
Engineering Studies	68.7	73.0	72.0	70.1
English Advanced	79.3	81.6	81.0	81.0
English EAL/D	67.6	70.3	66.1	70.4
English Standard	71.0	70.7	68.1	70.6
Industrial Technology	65.1	72.9	68.6	60.2
Investigating Science	73.3	76.2	70.6	75.9
Legal Studies	70.0	74.7	70.8	71.3
Mathematics Advanced	80.6	75.8	77.1	79.2
Mathematics Extension 1	74.4	71.7	78.0	76.7
Mathematics Extension 2	75.2	74.4	82.2	77.6
Mathematics Standard 1 Examination	74.4	73.6	70.5	71.1
Mathematics Standard 2	78.3	72.2	67.6	72.3
Modern History	70.7	74.2	70.9	71.4
Music 1	79.4	84.4	79.9	81.8
Personal Development, Health and Physical Education	71.3	69.5	67.5	70.3
Physics	71.6	71.4	73.5	71.2
Software Design and Development	70.9	73.0	73.7	69.6
Studies of Religion II	74.2	74.8	70.1	66.0
Visual Arts	78.5	82.5	79.8	79.2

Parent/caregiver, student, teacher satisfaction

The school engaged with a range of platforms in 2022 to monitor parent, student and staff feedback.

Parent Feedback was obtained through the Tell Them From Me (TTFM) platform in 2022, together with regular feedback and correspondence through an active school P&C.

Highlights include:

A high level of parent engagement through both platforms with open lines of communication

Parents generally felt that communication from the school was clear and easily understood

Parents generally felt that their child's class teachers were accessible and the information on their child's progress through verbal and written correspondence was clear

Parent feedback expressed that the teaching staff show a high level of interest in their child learning and have high expectations of success

Areas for further investigation include:

A group of parents surveyed expressed concerns around the level of safety at school for their children

Parents felt that they would like to be better informed regarding their child's social and emotional development

Parents expressed that they would like the school to take a broader view of their child's needs, abilities and talents within and outside the classroom

Students across all year groups completed the TTFM survey in Week 4 - Term 2. This data is shared with the School Wellbeing Team and School Executive.

Highlights include:

The percentage of Senior Students who are engaged and find learning interesting, enjoyable and relevant is 5% above State Average

The percentage of students reporting positive behaviour at school is 7% above State Average

The percentage of students who report that Class time is used effectively and that important concepts are taught well is 8% above State Average

The percentage of students who feel the school and their teachers are responsive to their needs is 12% above State Average

The percentage of students who report there is a positive and productive learning environment in their classroom is 13% above State Average

The percentage of students who feel they have strong advocacy outside of school is 27% above State Average

Areas for Further Investigation include:

Students across all year groups reporting 10% below State Average results that schooling is useful in their everyday lives and will have a strong bearing on their future

Multiple measures of intellectual engagement in Year 7 - 2022 are below State norms and previous school measures.

A reduction in the High Skills/High Challenge quadrant following positive trends over the past 2 years.

The percentage of students with a positive growth orientation (set challenging goals and aim to do their best) is 11% below State Average

Staff feedback in 2022 was drawn from the School Climate Survey conducted in Term 4. 60 members of the teaching staff responded to this survey

Highlights include:

Over 90% of staff report feeling safe at school, in their classrooms and in the playground

80% of staff feel confident in effectively communicating with parents and carers when they have concerns regarding students

80% of staff report positively regarding the inclusive nature of the school and the acceptance of different abilities, genders, culture and background

80% of staff report positively regarding the schools goals and values and actively set out to help the school achieve these aims

75% of staff report feeling proud of the work they do at the school and are pleased that this is their chosen work place

Areas for Further Investigation include:

A majority of staff feel that the school facilities are overcrowded and in need of updating or refurbishment

53% of teaching staff feel they rarely or never have sufficient time to improve their teaching practice

30% of teaching staff indicated they would like to have greater consultation and input into whole school decision making

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.