

# 2023 Annual Report

## Concord High School



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# Introduction

The Annual Report for 2023 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.

## School contact details

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## Message from the principal

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2023 has been a year of continual growth and achievement at Concord High School. The third year of the school plan was completed, with our focus remaining on improving academic outcomes, promoting student voice and improving the capacity of our teaching staff. The HSC class of 2023 achieved outstanding HSC results, placing the school in the top 200 schools in NSW list for the first time in many years. These results were a testament to the resilience and hard work of both our students and their teachers.

As we move to 2024, our data tells us that further room for improvement exists in the area of critical and evaluative writing and we will be focusing on a consistent, school-wide approach to improving our students skills in this area.

2024 also holds a great sense of anticipation, as our major building program is poised to commence, providing the school with new teaching spaces, sporting facilities, creative and performing arts spaces and a new school hall.

I am proud to present the 2023 Annual Report for Concord High as a true and accurate record of progress and achievement in a high quality public school.

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	2023 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	Excelling
LEARNING: Student growth and performance	Sustaining and Growing
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

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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

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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.

- High Achievement Project
- Whole school literacy and numeracy project team
- Middle school initiative
- Growth goal setting
- Numeracy

### Resources allocated to this strategic direction

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**Refugee Student Support**

**Literacy and numeracy**

**Professional learning**

**English language proficiency**

**Low level adjustment for disability**

### Summary of progress

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**High Achievement Project-** In 2023 the High Achievement project focused on upskilling staff and improving student outcomes through the development and implementation of a program based on elements including goals setting, feedback, effective study, note taking and checkpoints. The project team was critical in the development of a faculty spreadsheet to assist in implementation of PL bites and feedback. Underpinning this strategy was extensive staff professional learning. The focus areas of this program included the development and engagement of staff in High Leverage Strategies through the development and implementation of HSC Strategy PL bites and the evaluation and continuation of student transition programs in Years 10 and 11. The focus areas of the PL Bites were Classroom climate, Building understanding- Steps towards understanding, Building Understanding- Using student responses and note making. The Project team members developed Professional Learning Bites for distribution to faculties and this process was implemented in faculty meetings from Term 2. To ensure consistency and ongoing engagement this was amended late in term 2 and presented in whole staff meetings. The High Achievement team continued their work on the Year 10 and 11 transition programs - continuing to target 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.

**Whole school literacy and numeracy project-** In 2023 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 the development of the verb of the fortnight strategy. The main focus of the year was however improving students writing by using HSC verbs and text types to improve extended writing. This main implementation strategy was through explicit literacy lessons and the book work initiative to achieve consistency in written note taking activities.

**Middle School Initiative-** In 2023 the Middle School initiative followed recommendations from staff feedback in the introduction of initiatives that promote student team building, and a positive sense of wellbeing to support the Wellbeing team. Goal setting was introduced to the Middle school program for the purpose of supporting student's reflection and parent engagement throughout 2023. The student's final reflection on their progress in their first year of high school was added to their Semester 2 report to further develop connections between the school and our community. Professional development was provided for middle school teachers to support the development of new programs and assessments for English and Mathematics to ensure understanding and compliance with new syllabus'. A Level 2 Middle School was added to the schools Positive learning framework to support students and staff within the middle school program with any behaviour or social concerns. Positive and professional relationships were developed with our feeder primary schools to support student skill development, transition from primary school to high school. This was centered around mathematics and professional learning was provided by the high school and primary schools to support teaching of specific concepts and enhance delivery of stage 3 and 4 mathematics curriculum. Collaborative discussions and mapping out of assessment tasks for middle school, as well as the development of detailed and explicit scope and sequence for the entire year, resulted in greater consistency in the classroom and improved student wellbeing. The team introduced consistent reflection practices in the collation of quarterly reflection data and teacher feedback from existing Year 7 programs to document the changes that they would like to see implemented in Year 7 programs across STEM

and Humanities. Mentor teachers received wellbeing professional learning to support students and evaluate the mentor program.

**Growth goal setting-** Growth goal setting was implemented for all Year 7 students in 2023. Students were explicitly taught the purpose of growth goal setting, how to set SMART goals and how to monitor the progress of achieving their goals. Extension activities were implemented for some students to build resilience and overcome setbacks. Microsoft OneNote was used as the platform to deliver the program to ensure consistency of delivery and implementation across the year group and to monitor teacher implementation to identify those who require additional support. These identified teachers were provided shoulder-to-shoulder, team teaching support from a teacher with expertise in the required areas.

Year 7 STEM and Humanities teachers worked collaboratively to deliver the explicit lessons and embedded time once a term for students to set and reflect on their goals. In Term 4, these teachers supported their students to reflect on their year's progress of their goals and write a reflective statement for their semester 2 academic reports. These statements enabled student voice to be included in academic reports for the first time at Concord High School.

Student responses in the pre and post-test surveys indicated growth in students' understanding of the features, purpose and importance of SMART goals.

HSC goal setting has been a relatively newly formed group, committed to developing strategies that cater to enhancing student results. The team has been working to develop a mentorship program for all students in Year 12, 2024 and a template guide, to assist with basic goal setting in relation to academic, personal and social goals for the duration of their HSC year. We are currently in the process of promoting the mentorship program to staff and attempt to match students who are interested in the program, with staff willing to undertake a fortnightly meeting with their allocated student.

**Numeracy-** The school numeracy team worked collaboratively with primary school colleagues to develop Strathfield Network numeracy activities to support numeracy initiatives including a Stage 3 Numeracy day. The school continued to provide additional resources in a numeracy SLSO and additional periods for the Numeracy Coordinator. The ALERT scaffold was implemented into Year 7 STEM following extensive staff professional learning.

### Progress towards achieving improvement measures

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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 6.6% of HSC course results in the top three bands.	70.5% of students achieved HSC results in the top 3 band of the 2023 HSC. This represented an increase of 6.5% from the previous year, indicating this target has been almost met.
To reduce the percentage of students in Year 10 continuing to work towards meeting HSC Minimum Standards in Numeracy from a baseline of 4.1% to 3.9%	3.5% of students in Year 10 were continuing to work towards meeting HSC Minimum Standards in Numeracy, indicating this target has been exceeded in 2023.
To reduce the percentage of students in Year 10 continuing to work towards meeting HSC Minimum Standards in Reading from a baseline of 1.0% to 0.8%	2.2% of students in Year 10 were continuing to work towards meeting HSC Minimum Standards in Reading, indicating a need for this target to continue to be an area of focus.

## 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

#### Socio-economic background Student Support Officer

### Summary of progress

**Enhanced Student wellbeing and resilience:** In 2023 the Welfare team continued to focus on the implementation of resilience activities to benefit the school community. The school engaged with RAISE Mentoring, Reconnect, the Police and Community Engagement Program, Bully Busters and Redfrogs. These programs supported student engagement and wellbeing across the school. An evaluation of the structure approach to year group meetings took place in 2023 and it was found that this approach was successful in ensuring consistency of topic and information for students and had developed the capacity of Year Advisers, improving their knowledge and ability to cater for the needs of their specific grades. The welfare team evaluated the scope and sequences for the year assemblies and found that the A proposal was successfully accepted by the school community regarding the implementation of set wellbeing periods for the 2024 school timetable. The aim of these periods is for students to stay actively connected to their learning, have positive and respectful relationship and experience a sense of belonging to Concord High School. The welfare team began to develop scope and sequences for these assemblies, with grade and stage-based themes for implementation in 2024.

**Enhancing and embedding Positive Behavior for Learning:** In 2023 the Positive Behaviour for learning team completed a review of the processes and practices of PB4L to support increased engagement in the system and rewards. The team developed and conducted surveys of staff including year advisers, classroom teachers and executive staff with results indicating that clarity and structural changes would be advantageous. The changes that the team undertook in 2023 included the re-branding from PB4L to Positive Learning, the Redevelopment of levels system including clearer guidelines and the implementation of the Level 2 Middle School, redevelopment of the reward system and the addition of reward options, the update of the Positive Learning handbook and the engagement of Welfare 2IC in rewards excursions. Professional learning about the updates to this structure were provided to teaching staff and SASS staff, with additional information shared with students and the school community. New signage was developed to show the positive updates to Positive Learning at Concord High School and the first Principals Morning tea was run with great success in Term 4. Ongoing evaluation of the new process will continue to take place throughout 2024 to ensure that the systems are working effectively and that school wide data is used to successfully implement evidence based whole school practices that enhance student's attendance and engagement.

### 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%	The percentage of students attending >90% of the time has improved in 2023 with an uplift of 14.3% from 2022 data, indicating this target had been exceeded.
An uplift in the percentage of students reporting a positive sense of wellbeing (as measured in the Tell Them From	Despite being on target to meet this progress measure across 2020-2022, there has been a slight regression in 2023 data.



Me Survey) by at least 3.5%	
An uplift in student TTFM survey Data by at least 4% in the high skills/high challenge quadrant.	36% of students indicated experiencing a high skills/high challenge experience in their learning demonstrating an increase of 3.0%. Indicating that although a significant improvement, this measure continues to be a targeted area of focus.
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	Despite this target being met and exceeded in 2022, there was a slight regression in 2023, indicating this measure continues to be a targeted area of focus.

## 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**  
**Beginning teacher support**

### Summary of progress

At Concord High School a school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning. A set of standard classroom expectations have been collaboratively developed by students and teachers to ensure consistent and effective practice are evident across the school and in all classrooms.

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 practices are consistently occurring across the school. Collaborative Learning Rounds support teachers in understanding student learning and in developing their practice individually and collectively. A team of new and beginning teachers alongside highly experienced teachers have engaged in collaborative learning rounds throughout the year.

A whole school approach to standardising assessment continued in 2023 to ensure systematic, reliable and valid assessment processes are in place to support teachers' consistency with Stage 6 assessment tasks. The assessment team analysed sample assessment tasks in stage 6 and with a consultative approach, revised the current assessment task template.

### 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 %.  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.	In 2023, early career and new teachers comprised 15.05% of the permanent and temporary staff at Concord High School. 100% of these teachers, along with a further 25.58% of the existing staff were involved in the coaching/mentoring program. In total 37.63% of teachers across all faculties shared curriculum knowledge, professional readings, observation feedback, and strategies that fostered effective teaching practice. The total represents positive progress towards the school goal.

<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 <b>sustaining and growing</b> 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>In 2023, 35.48% of teaching staff at Concord High School participated in the Collaborative Learning Program. Participant feedback at the end of 2023 was extremely positive. The program's participants provided feedback on the program to all staff at the end of 2023. By sharing their experiences, the positive impact the program had on their teaching practice, and fostering a culture of Collaborative Peer Learning, these teachers indicated the positive progress being made towards meeting this target.</p> <p>The school's internal self-assessment in the area of Curriculum 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 approach to standardising assessment continued in 2023 with implementation of the assessment validity rubric in the creation and evaluation of assessment tasks across all courses in all stages. The assessment team analysed sample assessment tasks in stage 6 and with a consultative approach, revised the current assessment task template. The assessment team will work towards leading staff through the use of the validity rubric and release the revised assessment task template in 2024.</p> <p>Staff reported that they can now confidently use the assessment validity rubric to review their Stage 6 assessment tasks. 89% of staff surveyed identified that they understood the assessment validity process and how to use the assessment validity rubric.</p>

Funding sources	Impact achieved this year
Refugee Student Support	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school literacy and numeracy project team</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• strengthening orientation and transition program for identified students</li> <li>• additional staffing to map individual students against the EAL/D progressions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A very small number of refugee students have been supporting with their educational and well-being needs in the transition to Australian schooling.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A continuation of the current program of support.</p>
Integration funding support \$550,746.00	<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><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around behaviour interventions and curriculum adjustments</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students receiving Integration Funding Support have an Individual Education Plan developed and enacted. All teaching staff are professionally developed in accessing student IEP's and are provided with in class support in implementation strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A continuation of the current learning and support program with a combination of in class support and teacher professional development to meet the needs of these students.</p>
Socio-economic background \$78,376.80	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Enhanced Student wellbeing and resilience</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support the employment of an Academic Coach to run Senior Study program.</li> </ul>

<p>Socio-economic background</p> <p>\$78,376.80</p>	<p><b>The allocation of this funding has resulted in the following impact:</b>  All senior students have access to a structured support program during study periods. The Academic Coach provides guidance around goal setting, study skills, resolution of non-completion warnings and completion of assessment tasks, including exam preparation.  This program has resulted in a continual and significant increase in average course mark in the HSC since its inception in 2020. This program has also seen a significant decline in the number of students achieving Band 1 and 2 results, as well as the number of students failing to complete a HSC course.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  A continuation of the current program with a stronger emphasis towards the "middle and top" achievement band students.</p>
<p>Aboriginal background</p> <p>\$21,754.11</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><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  All students with an Aboriginal background have a Personalised Learning Pathway documented and implemented. All students are supported through the schools Norta Norta tutoring program, providing additional support in literacy, numeracy, goal setting and individualised wellbeing support.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  A continuation of the current program in 2024.</p>
<p>English language proficiency</p> <p>\$363,152.82</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Achievement Project</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> <li>• employment of additional bilingual staff to support communication</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  All EAL/D students are tracked via the English Language Progressions. EAL/D students are supported with a specialist teacher in their English class. These students are grouped in other (non-English) mainstream classes to allow for additional language support and professional development of teaching staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  A continuation of the current program of in-class support</p>
<p>Low level adjustment for disability</p> <p>\$325,705.13</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</p>

<p>Low level adjustment for disability</p> <p>\$325,705.13</p>	<p>their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Achievement Project</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of a School Nurse with additional adolescent mental health skills to provide intervention programs that support student needs</li> <li>• employment of additional staff to support teachers to differentiate and broaden the curriculum, create smaller class sizes, develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• engaging an additional Deputy Principal to increase the level of executive leadership and support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A comprehensive, wrap-around student wellbeing program that is well resourced and capable of meeting the additional needs of a broad range of students across the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A continuation of the current approach and level of resourcing.</p>
<p>Professional learning</p> <p>\$103,214.35</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school literacy and numeracy project team</li> <li>• High Achievement Project</li> <li>• Collaborative and Reflective Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• teacher relief to engage staff in mandatory curriculum implementation</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school was well positioned to implement the new NSW syllabus changes in 2024, with all staff having access to time and resources needed. Funding allowed for the school to employ external examination supervisors during the senior formal examination periods, allowing staff release time to provide students with detailed, targeted feedback on opportunities to improve HSC exam performance and complete practical projects to a high standard. This impact was evident in improved HSC results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A continuation of the current approach, with a focus on improving staff capacity to support students to develop their analytical writing skills across all curriculum areas using the ALARM scaffold.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Concord High School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school literacy and numeracy project team</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>Literacy and numeracy</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional literacy and numeracy funding is not provided in secondary school settings</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funding not provided.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Funding not provided.</p>
<p>COVID ILSP</p> <p>\$84,295.95</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 2023.</p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Opportunity to support a targeted group of students through in class literacy and numeracy intervention.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A continuation of small group, targeted in-class support.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Concord High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Enhanced Student wellbeing and resilience</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</li> <li>• working collaboratively with external and other government agencies in their support of students and their families.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The impact of the Student Support Officer role has been impacted by staffing shortages in 2023. The school's SSO spent the second half of 2023 on maternity leave and the school experienced difficulty filling the position. The Student Support Officer role compliments the school existing well-being structures, providing one-to-one student support, small group support activities, and supporting acceptance and diversity across the student population with a range of whole school activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The position has been temporarily filled for 2024. The relieving SSO will continue with the current program, with a renewed emphasis on small group withdrawal activities to support student resilience and well-being.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	796	777	767	762
Girls	466	482	478	460

## Student attendance profile

School				
Year	2020	2021	2022	2023
7	95.5	93.0	89.0	91.1
8	94.0	92.3	85.3	88.6
9	93.7	89.9	86.5	86.6
10	92.2	87.9	83.2	86.0
11	91.2	89.8	83.6	86.0
12	93.3	89.4	87.7	87.8
All Years	93.4	90.5	85.8	87.6
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	1.3
Employment	0	1	3.9
TAFE entry	1	1.6	13
University Entry	0	0	69
Other	6.2	1.6	10
Unknown	2	2	2

## Year 12 students undertaking vocational or trade training

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20.56% of Year 12 students at Concord High School undertook vocational education and training in 2023.

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

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97.7% of all Year 12 students at Concord High School expected to complete Year 12 in 2023 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)	59.9
Learning and Support Teacher(s)	1.8
Teacher Librarian	1.2
Teacher EAL/D	2.6
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 2023, 2.5% 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	1,159,941.62
<b>Revenue</b>	16,102,708.43
Appropriation	15,019,392.66
Sale of Goods and Services	140,721.93
Grants and contributions	794,636.74
Investment income	54,683.35
Other revenue	93,273.75
<b>Expenses</b>	-16,079,409.55
Employee related	-14,412,612.60
Operating expenses	-1,666,796.95
<b>Surplus / deficit for the year</b>	23,298.88
<b>Closing Balance</b>	1,183,240.50

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

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	539,450
<b>Equity Total</b>	788,989
Equity - Aboriginal	21,754
Equity - Socio-economic	78,377
Equity - Language	363,153
Equity - Disability	325,705
<b>Base Total</b>	12,049,857
Base - Per Capita	323,972
Base - Location	0
Base - Other	11,725,885
<b>Other Total</b>	793,419
<b>Grand Total</b>	14,171,715

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

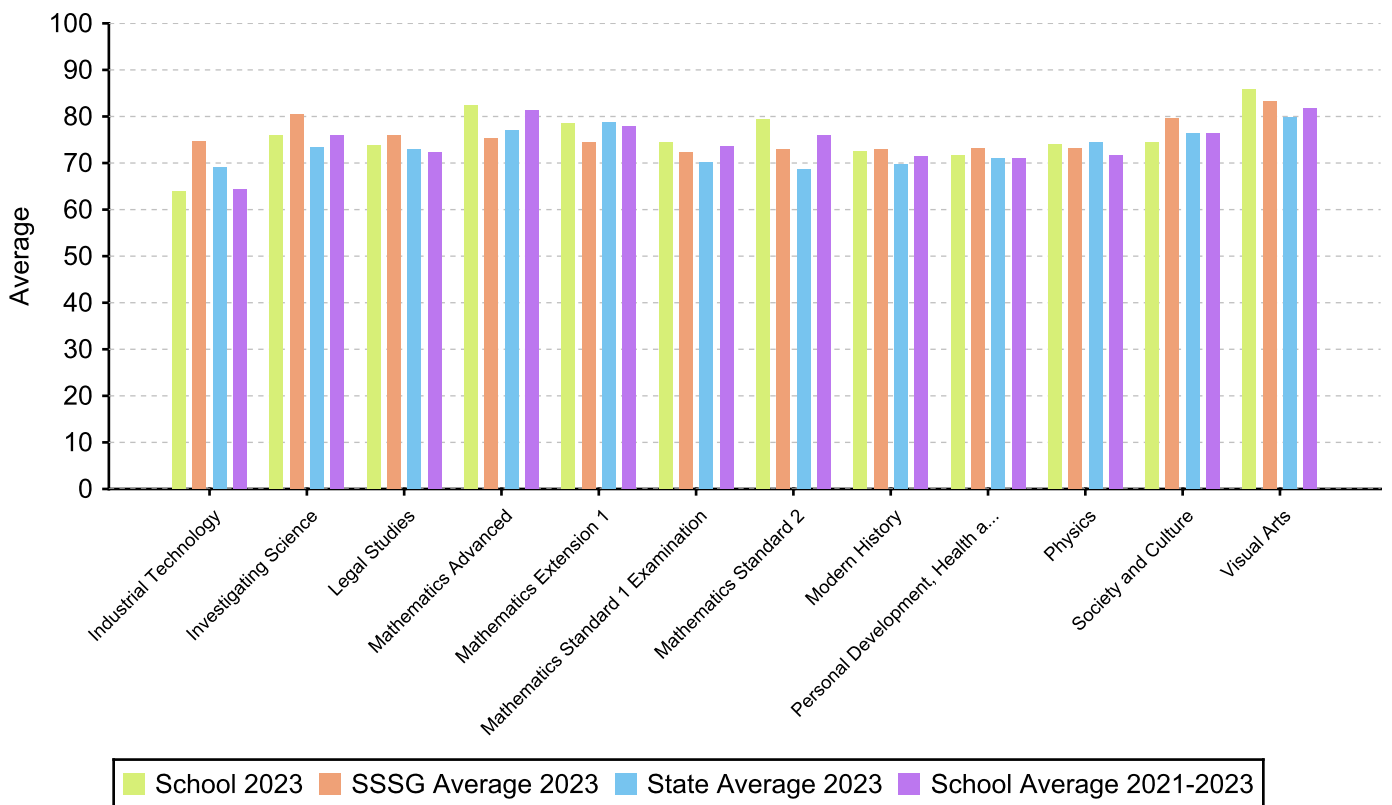
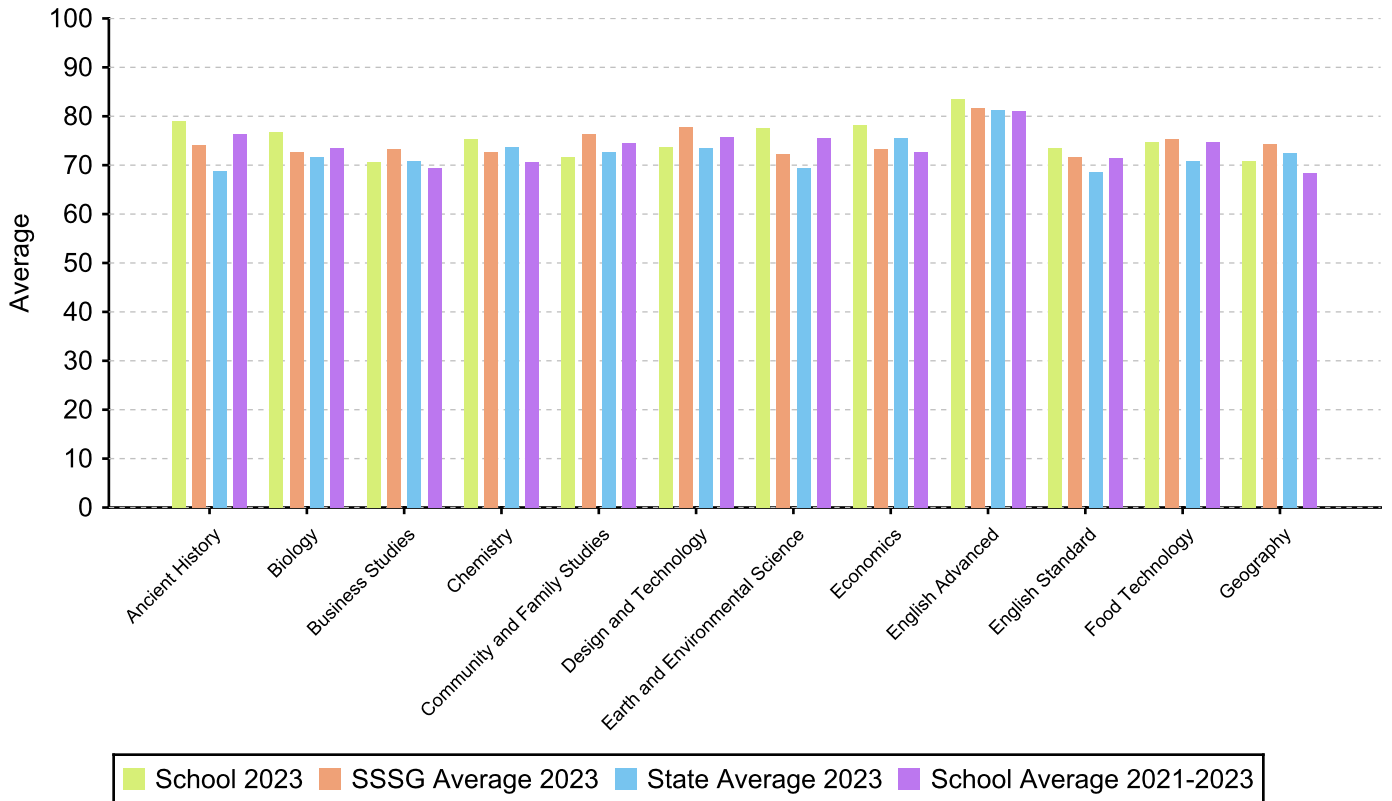
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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.



<b>Subject</b>	<b>School 2023</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2021-2023</b>
Ancient History	79.0	74.0	68.7	76.3
Biology	76.7	72.8	71.8	73.6
Business Studies	70.6	73.3	70.9	69.4
Chemistry	75.3	72.7	73.7	70.6
Community and Family Studies	71.6	76.3	72.7	74.6
Design and Technology	73.8	77.8	73.6	75.8
Earth and Environmental Science	77.5	72.4	69.4	75.6
Economics	78.3	73.4	75.5	72.7
English Advanced	83.5	81.6	81.2	81.1
English Standard	73.6	71.7	68.5	71.4
Food Technology	74.8	75.4	70.8	74.8
Geography	70.8	74.3	72.5	68.4
Industrial Technology	63.9	74.7	69.1	64.3
Investigating Science	76.0	80.5	73.4	76.0
Legal Studies	73.7	76.0	72.9	72.4
Mathematics Advanced	82.4	75.3	77.0	81.3
Mathematics Extension 1	78.5	74.4	78.7	77.8
Mathematics Standard 1 Examination	74.4	72.3	70.1	73.6
Mathematics Standard 2	79.4	73.0	68.7	76.0
Modern History	72.5	72.9	69.6	71.5
Personal Development, Health and Physical Education	71.6	73.1	71.0	71.0
Physics	73.9	73.2	74.4	71.6
Society and Culture	74.4	79.5	76.3	76.4
Visual Arts	85.8	83.3	79.8	81.6

## Parent/caregiver, student, teacher satisfaction

Each year the school is required to seek the opinions of parents, students and teachers about the school. Schools use appropriate evaluation instruments to collect relevant data. Strategies include interview schedules, focus groups and survey instruments (e.g. Tell Them from Me survey data).

The school completed Tell Them From Me survey's with staff, students and parents in 2023. Over 70 parents responded to the Parent survey in 2023, with parents reporting positively on the schools written information keeping them well informed and written in clear, plain language. Parents also indicated that their children are clear regarding school rules and that teaching staff have high expectations around attention and behavior in class. A high proportion of parents indicated their child felt safe at school and going to and from school. The majority of parents responding to the survey indicated they felt the school had a strong reputation in the local community and that they would recommend the school to parents of primary school aged children. The greatest area of improvement in the parental survey was around the schools inclusive practices, with parents indicating the school could develop an increased understanding of students with additional learning needs. This will be an area for focus and development in 2024.

The teacher survey was completed by 45 teaching staff (representing a little under half of the teacher workforce). Teachers reported well above state norm responses in their confidence in using interactive technology in the classroom and student use of technology to support their learning. Teaching staff also reported highly on their use of multiple, quality teaching strategies in the presentation of new concepts to students and their use of effective feedback mechanisms. Staff also reported positively in their use of data from formal and informal student assessment to inform their teaching practice. The greatest areas for improvement were around improving the level of collaboration between different curriculum areas and improving the level of engagement of students in classes. Staff also reported a below average level of engagement with parents in relation to student progress and learning goals.

Almost 900 students across all year groups completed the student Tell Them From Me survey in 2023. Students reported positively (well above state norms) in the areas of classrooms having a positive learning environment, where students feel the rules are clear and the teacher has high expectations of student success. Positive responses were also received in the area of positive student teacher relationships, the effective use of learning time in the classroom, and that student behavior is positive and allows for effective use of class time. There were a range of metrics in the student survey around students level of interest, motivation and valuing of school outcomes that were below the state norms and required further investigation. These measures appeared to be of greatest concern in Year 7 and 8.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.