SCHOOL CONTEXT STATEMENT

Concord High School is a comprehensive co-educational high school set in park-like surroundings in a residential area. Students are drawn from the full spectrum of social, economic, educational and cultural backgrounds and school numbers are growing.

As the only public comprehensive and coeducational school in the area, Concord High School plays an important role in the community by providing quality teaching which leads to positive learning experiences and encouraging student involvement in sport, music and community activities.

Core values of the school include integrity, striving for personal excellence, mutual respect and caring for others. The school has a strong academic focus supported by a broad curriculum and innovative structures which enable students of all abilities and interests to achieve their potential.

A Gifted and Talented program provides competitively selected classes Yrs 7-10 and opportunities for further extension. In particular, an after-school HOTS (Higher Order Thinking) Program is designed to offer cross-curricular, problem-solving and creative activities to extend students’ intellectual progress and engagement with learning.

Some unique features of Concord High School include a student-produced school newspaper distributed throughout the local community and a wide range of extra-curricular activities, sports and tutoring. The school has an extensive technology network. Independent and cooperative learning are encouraged in classes and in the senior learning centre. Innovation and Quality Teaching also help to maximise learning for the diverse backgrounds and capabilities of students.

The school offers a broad, engaging and balanced curriculum that meets the varied needs, goals and interests of our student population. To ensure the quality delivery of this staff are engaged in an ongoing and comprehensive program of professional development and learning.

PRINCIPAL’S MESSAGE

As each year passes Concord High School keeps moving forward to meet the changing needs of our community and our learners. 2014 saw many successes and many innovations in our school. These changes mirrored and in many ways responded to larger changes in society and in the current approaches to education. We are blessed to have many talents among our students and staff and the opportunities to develop these.

Academic results for the HSC cohort of 2014 were again a cause for celebration. Our Dux of the school achieved an amazing ATAR of 99.7 and he was in good company, with more than 10% of the cohort gaining ATARS greater than 90 and 33% over 80. In all, Concord High students achieved 60 mentions in the Distinguished Achievers List (for Band 6 results). 75% of the cohort have been offered university places and another 14% have gone on to TAFE or private colleges for further training. Once again the HSC results reflect the comprehensive nature of our school, which assists students of all abilities and interests to achieve their best.

The results also reflected the broad curriculum offered in the school, the benefits of our learning
support programs such as GATs, the ATAR Club, study skills programs, welfare programs and careers guidance. The broad range of extracurricular programs also helped students to connect to their school and engage in their studies. Activities such as the Robotics club have been very popular this year.

In other successes, NAPLAN results in 2014 also continued to place our students well above State and Regional averages. A number of very talented individuals represented the school and themselves in some prestigious competitions. We had representation in the National Art School, winners in the National History Challenge, and a very exciting win in the Mental Health Public Speaking Challenge for our talented and passionate team.

2014 saw our newly appointed House Captains play an increasingly strong role in motivating and leading students in the sporting arena. Students displayed some fantastic house spirit at the school swimming and athletics carnivals. In addition to the success of many Grade sport teams, there were some outstanding personal sporting achievements. These include a Zone Sporting Blue for Oliver Flack, Combined CHS honours in water polo for Phoebe Pride and Cooper Steen, Combined CHS success in rowing for Max Brenner and Lloyd Caetano and National Weightlifting success for Hamish Adam, to mention only a few.

The Arts also featured some talented young people, with representatives in the NSW Public Schools Sinfonia, the Symphonia Jubilate (including a tour to China for two students) and many enjoyable performance by our students at MAD Nights and concerts.

The school’s focus on continual improvement in teaching and learning has been reflected in the further development of staff Professional Learning Teams. These enabled teachers to utilise research, collegial discussion and experimentation in exploring innovative aspects of pedagogy. We were able to share some of the benefits of this approach through a presentation to the State Secondary Principals at their annual conference during the year. Other innovations in teaching included some Project Based Learning, the introduction of interactive televisions and of course the introduction of the BYOD program to Year 9. While this program initially threw up some challenges to staff, students and even parents, it has evolved to take advantage of the most current technology for students and is being expanded to most of the school for the subsequent year.

One of the greatest highlights of 2014 was the school trip to Japan in September. Led by a trio of dedicated and energetic teachers, the group of 20 students had the incredible chance to experience another culture at first hand through their visits to cultural sites, schools and different regions of Japan. This trip reflected the school’s commitment to developing students who are global citizens with a strong understanding of other cultures and the skills to operate in the wider world. It complemented other international experiences which included a visit from a Japanese school district, links with Korea through the Principal, the first steps in our links with the Confucius Classroom program and of course the ongoing integration of our International students.

The successes and strong educational offerings at Concord High School have led to a steady increase in the student population. Moving from 2014 to 2015 this has led to some additional staffing positions, including the provision of an additional executive position. The school will utilise this position of Head Teacher Secondary Studies to support a range of cross curricular programs. As usual there have been a small number of other staff movements and in particular we congratulated our Deputy Principal Mr Hopwood as he moved on to become a Principal.

I would like to acknowledge and congratulate all of the students, the hard-working staff and the parent body who have again helped to make Concord High School a dynamic and high achieving school in 2014.

Jacqueline Koob, Principal
PARENTS AND CITIZENS MESSAGE

The Parents and Citizens Association (P & C) of Concord High School is a group of parents who see the importance of supporting their children and promoting a strong high school community.

The Concord High School P & C meetings are held in weeks 2 & 8 each term and each meeting the parents address important education topics that affect our teenagers.

The P & C also conduct several fund raising and community activities. A very successful trivia night was held for the school with both parents and staff contributing to a successful fundraising. The uniform shop is run by the P & C keeping prices affordable for students and raising funds for the school. For the past 3 years we have also introduced a voluntary fundraising levy for parents who may not be able to participate in fundraising activities, so they can still support the school.

As a result of all these activities, the P & C was able to provide financial support for a number of projects at CHS such as supporting students in need to access tutoring and the Before and After School Sport program. A camera was also purchased for the Journalism classes to support the production of the school newspaper and other publications as well as many other contributions to the school.

Some parents have been part of the selection committees for the hiring of new teachers and administrative staff at the school. This ensures that the parents’ voice is heard in partnership with the teaching staff for high quality service delivery to our students. Participation by parents and citizens in supporting the school in kind and financially help us strengthen our school community and the service the school provides.

We welcome all parents to become part of the team this year in 2015, and we thank the parents who have worked hard at supporting the school and all students and staff throughout the past year.

Michelle Schofield, President of CHS Parents and Citizens Association

STUDENT REPRESENTATIVE’S MESSAGE

2014 has seen the re-launch of the SRC as a platform for the development of student leadership at Concord High School. Elections were held across all year groups and the newly elected team now meets fortnightly. A formal constitution was adopted and the students are running their own meetings. Natalie Polito (Year 11) was elected as Chairperson and Lauren Perrin (Year 11) was elected as Secretary.

Apart from learning to move and argue motions, students are developing strong skills in leadership, public speaking, organisation and have been involved in designing the school management plan.

In October the SRC and the prefects attended the GRIP Leadership Conference. This was an inspirational experience for both students and staff alike. The enthusiasm generated from this conference is now being focused into new activities for 2015.

The SRC’s Fundraising Action Team has been involved in events including Bandana Day for Canteen (where approximately $2800 was raised), the World Vision 40 Hour Famine and Cupcake Day for the RSPCA. The group raised an amazing $4,777.77 for Legacy selling badges around the Concord and Burwood areas. The SRC also ran BBQs at the Concord High Open Night and the Athletics Carnival, raising funds for the SRC’s World Vision sponsor child.

Mrs Fiona Payne, SRC Coordinator
STUDENT INFORMATION

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Concord High school has continued to deliver a diverse curriculum to meet the needs of students. Confidence and trust in the school on its ability to deliver high academic results and create a caring learning environment has resulted in increased numbers of students applying for enrolment. There continues to be an increase in enrolment and retention rates across all year levels.

Student Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>91.8</td>
<td>96.2</td>
<td>95.6</td>
<td>95.6</td>
<td>96.9</td>
<td>96.5</td>
<td>95.5</td>
</tr>
<tr>
<td>State DEC</td>
<td>91.0</td>
<td>92.7</td>
<td>93.6</td>
<td>94.0</td>
<td>92.6</td>
<td>94.7</td>
<td>94.7</td>
</tr>
<tr>
<td>Total</td>
<td>91.4</td>
<td>90.4</td>
<td>92.1</td>
<td>92.4</td>
<td>92.7</td>
<td>92.8</td>
<td>93.1</td>
</tr>
</tbody>
</table>

Retention Year 10 to 12

Year 10

In 2014, 166 students started Year 10. During the year, 4 students left Concord High School to pursue a range of vocational and employment opportunities. Three students enrolled in TAFE and one student started a plumbing apprenticeship.

Year 11

In 2014, 150 students started Year 11. During the year, three students left the school. One student took up an apprenticeship, one moved interstate to attend another school and it is unknown what the third student is doing.

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2014, 133 students started Year 12. During the year, 8 students left Concord High School to pursue a range of vocational and employment opportunities according to their interests and needs. In 2014, 125 students attained their HSC.

Post School Destinations

(-Based on 125 students). 93 students were successfully placed at university, 10 students at TAFE, 7 students in private and university
colleges, 2 employed, 3 unemployed, 3 apprenticeships, 1 returned overseas and 4 unknown.

In 2014, 5% of Year 12 students were involved in TVET courses and 15% were involved in VET courses here at school.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>51</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12.372</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>79.572</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are no staff identifying as Aboriginal contributing to the composition of the school workforce.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>38</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Concord High School has a highly skilled and motivated staff who work collaboratively to promote the success of students. The staff consists of a blend of both highly experienced teachers combined with those in the first years of their career. The interplay of these varied experiences makes for a highly dedicated staff who are actively engaged with quality pedagogy.

Professional learning is guided by the school’s professional learning plan and is reflective of the school’s three year strategic plan, Department of Education and Communities regional and state plans. Funds expended in this area are for course fees and for providing relief for staff members from their regular duties in order that they can attend training sessions.

Professional learning for staff is conducted through a variety of means including School Development Days, Staff meetings, Faculty activities as well as internal and externally provided courses. Professional learning is funded by the DEC to promote improved teaching in areas such as ICT, student welfare and equity, beginning teachers, literacy, numeracy, syllabus implementation, career development and quality teaching. The average expenditure per teacher was approximately $540.

Beyond this Concord High School funded teacher learning in two specific priority areas in 2014. A significant investment of time and funds was directed at the implementation of the new National Curriculum syllabi in English, Mathematics, Science and HSIE. Teachers engaged in externally provided learning activities as well as collaborative planning.

A major focus of this work was to tie the implementation of the new syllabi to the school’s longer term vision of promoting a 21st century learning environment for our students.

All staff undertook mandatory DEC training on CPR, Child Protection and Anaphylaxis.

The school continued to implement an innovative approach to teacher Professional learning which was implemented in 2013. Based on current global research, teachers formed a series of Professional Learning Teams (PLT) to explore different aspects of student learning and classroom practice. These teams developed individual research questions and met every three weeks to share their research and the results of classroom trials. The initiative was supported by an extensive literature review and methodology. A thorough evaluation conducted at the end of the year found the overwhelming majority of teachers found the PLT approach beneficial and that the initiative had impacted positively on their teaching. This initiative will continue in 2015.
Teachers were involved in ESL training through the Teaching English Language Learners (TELL course) which has enabled them to support the needs of EALD students in their classes.

The school also actively supported the development of professional networks outside the school particularly at executive level to promote the sharing of expertise between schools.

Beginning Teachers

We have a number of beginning teachers on staff. These teachers are supported by experienced staff at the school including the Teacher Mentor and Executive staff. The DEC also provide a number of courses to assist with teachers settling into full-time employment. Funds are provided to support school programs and permanent beginning teachers to build their professional skills and experience.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>943982.41</td>
</tr>
<tr>
<td>Global funds</td>
<td>625848.74</td>
</tr>
<tr>
<td>Tied funds</td>
<td>336332.12</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>745672.95</td>
</tr>
<tr>
<td>Interest</td>
<td>30595.70</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>97285.17</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>2779717.09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>333844.61</td>
</tr>
<tr>
<td>Excursions</td>
<td>198051.89</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>131029.50</td>
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<tr>
<td>Library</td>
<td>14799.75</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1950.91</td>
</tr>
<tr>
<td>Tied funds</td>
<td>227312.34</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>183182.09</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>230465.17</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>139712.72</td>
</tr>
<tr>
<td>Maintenance</td>
<td>58399.04</td>
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<tr>
<td>Trust accounts</td>
<td>80953.45</td>
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<tr>
<td>Capital programs</td>
<td>225290.02</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1824991.49</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>954725.60</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Personal achievement is a core value fostered and encouraged by the school. Students demonstrate this achievement across a wide range of areas in the school, through external measures such as testing as well as in cultural, sporting pursuits and external awards and competitions.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 7 - Literacy

In the National Assessment Program, the results across the Years 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.
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Concord High School students continued their strong performance in the NAPLAN Literacy tests, scoring well above the state average in all aspects of Literacy: Reading, Writing, and Language Conventions (Spelling, Grammar and Punctuation).

Student achievement in persuasive writing was down on the previous year’s results overall although there was an increase in all of the middle Bands. What was pleasing was the high levels of growth experienced by the students compared to their results two years previously. The school continued the program of systematic teaching of writing across the curriculum in 2014.

**Writing Graph Year 7**

Reading results in Year 7 remained steady in 2014 with increases in the top Band and a decrease in Band 4 results. A number of students were identified early for inclusion in our successful Multilit program. This early intervention strategy has seen continued improvement in results for students who have taken part.

**Reading Graph Year 7**

Results in Spelling, Grammar and Punctuation were strong. 65% of students performed in the top three Bands in Spelling and 76% of all students were in the top three bands for Grammar and Punctuation. These results reflect the importance with which these areas are viewed at Concord High
NAPLAN Year 7 - Numeracy

In the National Assessment Program, the results across Years 7 and 9 assessments are reported on a scale from Band 4 to Band 10.

Year 7: from Band 4 (lowest) to Band 9 (highest)

Concord High School students continued their strong performance, scoring well above the State average in all aspects of the Numeracy components (Data, Measurement, Space and Geometry, Number and Patterns and Algebra).

Numeracy average scaled scores have consistently been significantly above the both the State averages in the last 5 years.

Year 7 results were strong with 40% of Year 7 students scoring in the top two bands compared with only 31% of the state testing in the top two bands. Also, there were only 3% of students in the bottom band.

Year 7 growth was strong with 60% of students reaching greater than or equal to the expected growth. Overall, Year 7 performed well in the 2014 NAPLAN.

NAPLAN Year 9 - Literacy

Student achievement in the Year 9 NAPLAN literacy tests was very strong again in 2013. Concord High School scored significantly higher than the DEC state average in every component of the assessment.

In Persuasive Writing the results were slightly down on 2013 but well above State average. There were fewer students in the top bands than in the previous year but also a reduction in students in the lowest band. This meant that students were more clustered in the middle bands than in previous years.

The most important achievement in Writing was that growth rates were very high this year – our best ever growth results! Growth was across the whole cohort with the top students achieving expected growth targets as well as students in the middle and the bottom.

Writing Graph Year 9

In Reading the results were slightly improved on 2013 with both boys and girls performing at a high level. The most pleasing aspect of the Reading results for Year 9 was the low number of students in Bands 5 and 6. The average growth in Reading for Year 9 students at CHS was well
above the State average with 72.2% of students achieved equal to or greater than the expected rate of growth in reading.

Reading Graph Year 9

Year 9 Spelling results were significantly higher in 2014 than they had been in 2013 although state results remained almost unchanged. This was one of our best ever results in Year 9 Spelling with 28.4% in Band 10 (up from 11% last year) and against the trend at State level of little change. 44.5% of Year 9 CHS students performed in the top 2 bands, with a total of 71.6% in the top three bands.

Grammar and Punctuation results for Year 9 were superior to almost all previous years.

NAPLAN Year 9 - Numeracy

In the National Assessment Program, the results across Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 4 to Band 10.

Year 9: from Band 5 (lowest) to Band 10 (highest)

Concord High School students continued their strong performance, scoring well above the State and Similar School Group averages in all aspects of the Numeracy components (Data, Measurement, Space and Geometry, Number and Patterns and Algebra).

Numeracy average scaled scores have consistently been above the both the State averages in the last 5 years.

Year 9 results were strong with 46% of Year 9 students scoring in the top two bands compared
with only 40% of the state testing in the top two bands. Also, there were only 3% of students in the bottom band.

Year 9 growth was extremely strong with 80% of students reaching greater than or equal to the expected growth.

Overall, Year 9 performed extremely well in the 2014 NAPLAN.

**Higher School Certificate (HSC)**

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Creative and Performing Arts**

In total there were three CAPA courses offered in 2014: Visual Arts, Drama and Music 1. Performance across all courses was strong and there was an improvement on previous years’ results. Music 1 students performed exceptionally well, with 45% of students receiving a Band 5 and 55% of students receiving a Band 6.

Drama students also performed strongly with two students achieving a Band 5, three a Band 4 and one student receiving a Band 3.

The Visual Arts Course had the largest number of CAPA students and five students achieved a Band 5, six students a Band 4 and the remaining two students a Band 2.

The solid CAPA results are supported by the strong Music, Drama, Photography and Visual Arts Elective Courses offered in Year 9 and 10 and are further enriched by Concord’s successful extracurricular programs such as Art Club, Music Tuition, Concert Band and Music and Drama (MAD) performance evenings.

**English**

The students’ performance in English in the 2014 HSC was consistent with our school based assessment results. It demonstrated the necessity of the enhanced subject selection process that students participate in, prior to selecting their levels of study and as they progress through their course.

English Advanced Course candidates were again above the state average for performance in the top 2 bands. 61% of our students were placed in Bands 5/6 against the state average of 59%. All students, except one, were placed in the top 3 bands.

English Standard results reflected the decline in the number of students achieving higher bands in the state in 2014 but still reflected well against the state’s results. There were 6.5% of our students in the Band 5/6 range against the state average of 8%. 51% of students were placed in Band 4, well above the state average of 35%. This is an ongoing trend, with none of our students placed in bands 1/2 against the State’s- 14%. It affirms the ongoing revision and implementation of our engaging and relevant teaching and learning programs.

The ‘English as a Second Language Course’ continues their sound performance and was only slightly behind state average with 26% of students in Bands 5/6 against the state average of 28%.

English Extension 1 and 2 courses were undertaken by a group of enthusiastic students with a variety of abilities. All Extension 2 students were placed in the second and third bands of performance. In Extension 1, 3 students achieved the top band and 4 and 4 were placed in the next performance band.
Furthermore, The English Studies Course continues to run successfully and allows those students who would experience difficulty with the English Standard Course, to effectively undertake a course better suited to their academic needs.

Mathematics

Mathematics gained 25 band 6s (or extension equivalents) in the 2014 HSC. This is a similar number to last year which is pleasing as on average they are probably a weaker cohort than 2013. There were no band 1s in the general 2 course. The most pleasing result is that a large number of students were placed in the higher band to where their teacher expected across all Mathematics courses.

Human Society and Its Environment

As a growing department, HSIE has always endeavoured to cater to students from various backgrounds and unique learning styles. The inclusion of Society and Culture as well as Senior Geography, as well as the continuation of Ancient and Modern History, Business Studies, Legal Studies and Economics this has certainly seen some great results for the department in 2014.

The strongest performer for the department was Ancient History with 48% of students scoring a Band 5 or 6. There were 27 students studying this particular course and should be congratulated on these fine results as well as Mrs Chris Houseas, who continues to work tirelessly to prepare these students.

Modern History were also quite strong in their results, with 43% of students achieving a Band 5 or 6, which again can be attributed to the commitment and dedication of Mrs Melinda Wark.

Business Studies had 33% out of students who producing a Band 5 or 6. Well done to those students and also Mr Murray Clare and Miss Sawsan Khabbaz for all their efforts.

Economics and Legal Studies continue to be popular subjects within HSIE and as a high content subject, students are still managing to achieve a Band 5 or 6. Between the two subjects, a total of 25% of the students gained these top two bands. Well done to Miss Ann-Maree Greene who led these students towards these favourable results.

Society and Culture is a relatively new subject to the HSIE department, after its succession from the Studies of Religion course. Students were required to undertake a major work called the Personal Interest Project, which requires 40% of course to be dedicated in finding a passion, producing a theme and focus question, which would lead to a piece of writing which reflected their journey.

The results were outstanding as 40% of students achieved a Band 5 or 6, as well as a Band 6 in Personal Interest Project, which was achieved by Maggie Abela on the topic of Political Correctness and Comedy. Well done to Maggie and the rest of the Society class on these remarkable results.

Personal Development, Health and Physical Education (PDHPE)

Students were able to study two courses in PDHPE in 2014. These were the 2 unit PDHPE course, which was studied by 25 students and the Sport, Lifestyle and Recreation (SLR) course, which is one of the Board Endorsed courses available for students who wish to pursue a non-ATAR pathway. 25 students studied the PDHPE course, while the number of students who completed the SLR course was once again low, with only 4 students completing the course.
Results in the PDHPE course were outstanding, with 7 students achieving a Band 6. One student made the Top Achievers list after placing 13th in the state. 5 students achieved a Band 5 and a further 9 students achieved a Band 4, meaning that 84% of the cohort were placed in the top 3 bands. This was significantly higher than the state average, which was 63.42%. This was also a positive trend in terms of the school’s past results in PDHPE.

After school study lessons that had been previously trialled were conducted to support students achieve improved results. Increased integration of technology, along with the use of a range of writing scaffolds and memory techniques were additional strategies used to further assist students.

Languages Other than English (LOTE)

Results in the 2014 HSC examinations were solid across the two courses studied. In Chinese Background Speakers, the results were outstanding with 16.66% of students achieving Band 6 results compared with the state total of 12.71% and 58.33% of students achieving Band 5 as compared with the state total of 55.03%. Equally as solid were the results in Japanese Beginners with 10% of students achieving Band 6 and 50% of candidates achieving Band 5 results compared with the state total of 27.78%. Both sets of results were significantly above state average.

Science

Three HSC courses were offered within the Science faculty in 2014: Biology, Chemistry and Physics. Each course had strong performances in the HSC exams with multiple band 5’s and 6’s in each. This continued to build upon the positive trends observed in each of the HSC course results.

Technological and Applied Studies (TAS)

There were nine HSC courses studies in the TAS KLA during 2014. For the majority of TAS candidates across all courses, there was notable value added particularly for the lower and middle performing candidates in the HSC. A highlight of results was that there were a larger percentage of band 5 results achieved across the KLA.

The best results in the KLA were attained in Community and Family Studies and Information Processes and Technology. In CAFS There were 7 students who achieved band 5 results. In Information Processes and Technology 7.14 % students achieved band 6 and 28.57% achieve band 5.
Achievements in the Arts, Sports and other School Programs

Arts

The Creative and Performing Arts (CAPA) Faculty has again had a number of students participating in and enjoying successes in a range of activities:

- Year 9 Drama students performed the comedic piece, “The Twits”, over a week long period for local primary schools alongside Year 10 Drama students who devised their own fractured fairy tales. This continued the tradition of Stage 5 Elective Drama putting on an annual show for feeder primary schools in the final week of Term 4.

- Nicole Chen and Rory Chegweidden-Hart were selected to be a part of the 2014 State Drama Ensemble.

- Harry Steele of Year 7 participated in the Junior State Drama Ensemble.

- Nicole Chen of Year 10 was selected for the Senior State Drama Ensemble.

- Isabella Smith of Year 12 was shortlisted for Encore.

- 10 Drama students successfully presented a monologue evening for family and friends.

- Marian Kwon of Year 9 performed in the Schools Spectacular.

- Jamilla Wilson of Year 11 performed in the Arts Unit Orchestra.
- Marian Kwon and Karen Chang performed in the Symphonia Jubilate.
- The String Ensemble was expanded and had several very successful performances including at the Concord Community Centre.
- Isabella Smith of Year 12 was nominated for Encore, a program of outstanding performances and compositions by students from the HSC Music examinations.
- Katerina Molina received 49/50 for her HSC Intensive studio course at the National Art School, for Black and White Photography.

Sport
In 2014, students at Concord High School achieved a number of outstanding sporting successes. At Concord High School students have the opportunity to participate and compete in a wide variety of sports at many different levels. In all their sporting endeavours the students continue to display sportsmanship, team work and high level skills. Students in Year 8-10 competed on a weekly basis in the Northern Zone Sports Association competition. The Northern Zone includes: Burwood Girls High School, Fort Street High School, Hunters Hill High School, Marsden High School, Ryde Secondary College and Senior Secondary College Balmain and Leichhardt Campuses. Grade sport has been programmed into a summer (Term 1 and 4) and Winter (Term 2 and 3) competition. In the summer competition Concord had 19 teams entered. Sports included: basketball, cricket, European handball, touch football, softball and volleyball. After a strong competition Concord had two teams in the finals. In the Winter Competition (Term 2 and 3) Concord High School had 22 teams playing for the Northern Zone. The sports included AFL, basketball, European handball, frisbee, netball, Oz-Tag and soccer. Four teams competed in finals, with one of the teams, the Open boys Oz-Tag, winning their competition.

Talented Athletes
Swimming- The 16 years boys 50m freestyle relay team competed in the Combined High School Championships (State), coming second in the event. The team consisted of Thomas James, Cooper Steen, Julian Yang and Marco Gallo. The team went on to compete at the National All Schools Swimming Championships, coming 5th, with a time of 1minute and 39seconds.

Cross Country- Regional Carnival Participants. The following fourteen students represented Concord High School at the Regional Cross Country Carnival at Gosford Racecourse in June. The team included: Hobin Seo (Year 7), Finn Kelly (Year 7), Kyla Gray (Year 7), Jared McKenna (Year 7), Ari Draper (Year 8), Rory Hopkins (Year 7), Ely Corliss (Year 7), Jack Garbutt (Year 8), Sophie-Ann Williams (Year 7), Jamie McLeod (Year 8), Amy Clarke (Year 8), Jackson Still-Oram (Year 10), Phoebe Pride (Year 9), Max Brenner (Year 10).

Athletics- State Carnival Participants- Callum Hurst (Year 10) finished second in the 200m at Sydney North Regional Championships and went onto compete at the State athletics carnival.
Knockout

The school entered seven open teams in the knockout competition organised by Sydney North region. The Open Boys Hockey team went on to finish runner-up in their competition, losing the final to Tuggerah Lakes High School.

Cricket

Darshia Srinivas (Yr 9)
- Captained Girls Under 15 Girls City team who won their competition
- First female player to be selected in Under 15s Boys representative team (Canterbury Western Suburbs)
- Selected to participate in the NSW Cricket Academy training camp
- Selected to play for NSW in the Under 15s National Tournament
- Selected in Under 18s State Challenge Championship for NSW.

Hockey

Oliver Flack (Yr 11)
- Represented Sydney North Region at the State Hockey Championships.
- Selected in the NSW team to compete in the Combined High School Championships.
- Selected in Australian Under 17’s team that toured South Africa.
- Represented NSW at Under 18s National Championships.
- Selected in the Australian Futures Development Squad.
- Selected in Under 17’s City Squad

Golf

Jack White (Yr 11) and Matthew Kotsakis (Yr 10)
- Participated in Sydney North Golf team at the Combined High Schools competition.
- Members of Concord Golf Club team that won Sydney Metro Division in the Jack Newton Junior Golf State Encouragement Shield.

Gymnastics

Tommaso Girotto (Yr 11)
- Competed in the State Men’s Gymnastics competition, receiving 1st place in parallel bars, 3rd place in pommel horse and ranking 8th overall.

Karate

Robbie Simmons (Yr 10)
- Competed in Kempo Ryu Junior Games in Sydney, placing 3rd in middleweight Full Contact Division.

Hip Hop

Jessica Hetherington (Year 7) and Mitchell Potter-Rose (Year 7)
- Selected to represent Australia at the World Hip Hop Championships in Las Vegas.

Motorsports

Robert Politio (Year 9)
- Competed in the Fiat Nationals alongside competitors from Australia and New Zealand. He received first place in the junior competition and came 37th against all competitors.
Rowing

Max Brenner (Year 10)
- Competed in NSW State Rowing Championship in under 19s single sculls and under 17 school boys single sculls.
- Competed in the under 17s double sculls and the under 19s quad sculls.

Lloyd Caetano (Year 9)
- Competed in NSW State Rowing Championships in the under 16 single scull and the under 16s school boys scull.
- Competed in the under 17s double sculls and the under 19s quad sculls.

Water Polo

Max Pride (Year 8)
- Selected to participate in NSW Water Polo under 13 development squad.

Harry Pride (Year 8)
- Selected to participate in NSW Water Polo under 13 development squad.

Phoebe Pride (Year 9)
- Selected in under 15s Sydney North Water polo squad that competed in Combined High School Water Polo Championships in New Zealand.

Cooper Steen (Year 11)
- Selected in Sydney North team that competed in Combined High School Water Polo Championships in New Zealand.

Weightlifting

Hamish Adams (Year 11)
- Represented Australia at the Oceania Championships, winning bronze medal in 62kg division.

Languages Other Than English

Languages other than English can be studied on a number of levels depending on the prior experience of the students. At Stage 4, in Year 7, students studied a term of each of the languages on offer including Chinese, Japanese, Italian and French, in the form of a ‘taster course’. In Year 8, students studied one of these languages in-depth for the mandatory 100 hours course and consequently developed a very good understanding of the benefits of learning a second language, the country where the language studied is spoken as well as the people and their culture. At Stage 5, in Years 9 & 10, a number of students continued their study of Japanese and Chinese as elective subjects. Throughout the year, students increased their appreciation of the languages and cultures studied through various excursions to restaurants, the Japanese Film Festival, Chinese Gardens and Canada Bay.

Japanese Trip

Twenty students from Years 9-11 and three teachers were given the unique opportunity to travel to Japan for 12 days and to experience the Japanese language ‘in action’. Students attended a Japanese school in Osaka, became immersed in the Japanese language and actively engaged in building upon their existing knowledge through visits to cultural and historical sites of interest. The itinerary included a visit to the densely populated and busy capital Tokyo, the cities of Osaka, Hiroshima, Kyoto and the island of Miyajima.

One of the highlights included the Golden Pavilion in Kyoto where students strolled around the grounds and fully immersed themselves in the heart of traditional Japanese culture. Perhaps the most moving day of the entire trip was the visit to Hiroshima where the group was very...
solemn and respectful throughout their visit to the Atomic Bomb Dome, the only structure left standing after the first atomic bomb exploded at 8:15am 6 August 1945. A visit to the Peace Park and Museum further enhanced the students’ understanding of the events that occurred that day and really made them think about the implications of nuclear warfare. The group prepared 1000 paper cranes to present as a mark of respect when visiting the Sadako memorial and bell of freedom.

Spending a day with Japanese students was both eye-opening and culturally and educationally engaging for the students as they were able to practise their Japanese language skills whilst teaching their buddies some English phrases. Discovering that students in Japan not only complete their six hours of lessons but also clean the school afterwards and then remain at school until 6pm to participate in club activities astounded some students on the trip.

A day to relax and enjoy themselves, all of the students had an exceptional time at Disneyland. From the wealth of rides and food stores to the evening parade and fireworks, there was something to interest every individual in the group.

Only a 10 minute ferry trip from Hiroshima, the island of Miyajima was very picturesque, with wild deer roaming all over the island. The group visited Itsukushima shrine, which is a floating shrine, and were witness to a wedding. During the evening boat ride, the students were taken through the tori (gate/entrance to the shrine).

It was a highly successful and worthwhile experience for all who attended as they gained a deep knowledge, understanding and appreciation of Japanese language and culture.

Debating and Public Speaking

A Year 10 team from the English GATS class, coached by Ms Iconomou, won the prestigious Inaugural Mental Health Public Speaking Challenge.

Rosa Ueon- won the UN Youth Voice 2014 Public speaking competition. This is a state wide competition and was a fabulous performance from a very talented young s

The Yr 8 debating team reached the Regional final of the Premier’s Debating Challenge for Yrs 7/8 and was narrowly defeated by Elderslie High School.

Duke of Edinburgh Award

Four new students signed up for the Duke of Edinburgh Award Scheme in 2014. Three students are working towards the Bronze award and one student is focusing towards the Gold award. These students will continue to complete the different sections of their award into 2015.

Project Based learning

The English faculty has engaged in developing innovative strategies in the classroom to further the significance of rich tasks involving collaborative partnership project based learning. Also developing cross year learning groups.

ATAR Club

This highly successful initiative assisted in Year 12 students achieving outstanding results in 2014.

The ATAR Club comprises a suite of strategies linked to the current school plan target of
improving student learning by increasing engagement of students in their own learning.

Participation in the ATAR Club was voluntary and 86 students took up this opportunity in 2014. The program comprises a seminar program for students which explicitly promotes the value of best effort possible and encourages students to take responsibility for their own learning.

Students are taught how to seek feedback from teachers and use this to start a cycle of improvement. Professional learning for teachers focuses on the provision of quality feedback to students. An information session for parents encourages them to engage in quality conversations with their child about learning, feedback and improvement. Parents were provided with the language required to help their child improve in the HSC.

The program includes a comprehensive planning and mentoring. Each student was provided with the opportunity to develop an individualised learning plan which included clear short term goals and concrete success markers based on performance data. Each student was provided with the opportunity to monitor this plan with a teacher mentor.

**Competitions**

Students at Concord High School achieved 17 Distinctions in the English Competition and 18 Distinctions and 1 High Distinction in the English Writing Competition.

Rosa Ueon (Year 8) was the State winner of the National History Competition in 2014.

The HOTS HSIE classes engaged in the ‘Create a Nation’ simulated game which encourages students to create their own country, laws and infrastructure. The game is designed for students to understand the complexities in the running of a country and the ongoing maintenance required in creating safety and harmony.

The year 10 GATS Science class attended the annual Science and Engineering Challenge at Ausgrid, Silverwater. They just missed out on the blue ribbon, but must be congratulated on their outstanding top 5 performance.

Success was again achieved in the 2014 ICAS Science exam. All year groups performed well above the State backdrop. In year 7 there was 1 high distinction, 2 distinctions and 9 credits, year 8 2 high distinctions, 6 distinctions and 6 credits, year 9 3 distinction and 17 credits and year 10 4 distinctions and 8 credits.

The students obtaining at the high distinction level were:

Year 7: Alexander Darling

Year 8: Jamie McCleod and Thomas Ng

The students obtaining at the high distinction level were:

Year 7: Ben Briddon and Steve Kim

Year 8: Ronan de Silva, Sidhart Krishnan-Iyer, Marian Kwon, Oliver Pambrun, Yumi Shi and Alex Xiao

Year 9: Thomas Braithwaite, Marco Diodati and Liam Garben

Year 10: Ben Brown, Callum Hurst, Jack Mason and Jack Tynan

In the year 8 ESSA test, 35% of students performed at the level 5 and 6 for Science overall, as compared to 27.5% for the state. The top performing areas were Communicating Scientifically with 17% at level 6 (school) v’s 12.4% (state) and Working Scientifically with 18.2% at level 6 (school) v’s 13.9% (state).

Year 9 Commerce participated in a whole school market day as part of their promoting and selling topic. Students raised $3000 over two days and were effective in marketing their product and meeting the needs of their consumers.

**Concord High School newspaper**

The Media Industry Studies classes produced 4 quality newspapers throughout the year. These were distributed throughout the local community.

**After School Tutoring**

During 2014 a total of 83 students were involved in the after school tutoring program that ran from Monday to Wednesday throughout the school year and provided specialist tutoring by university students in English, Mathematics and Science. Of the two sessions offered each day, 3-
4pm and 4-5pm, the former was the most sought after by parents and students.

This year parents were required to make an application each term for students to be included in the program and participation varied from half a term to the entire year with some students tutored in more than one subject. Year 7 students were given time to settle into high school before they became eligible to join the program half way through Term 1.

Student participation was strongest in the junior school: 25 students in Year 7, 18 in Year 8 and 15 in Year 9. Participation rates declined as students moved into the senior years: 11 students in Year 10, 6 in Year 11 and 8 in Year 12.

Mathematics was overwhelmingly the most popular of the subjects offered for tuition with 65% of students tutored in Mathematics, 28% in English and 7% in Science.

**Transition**

Currently Concord High School has approximately 40 students at risk and a part of a transition program. Transition issues are discussed daily within the Careers and Transition faculty (CAT). Specific students are identified and engaged early in their secondary schooling into tailored programs and individual support programs.

This year a Transition Referral form was created for teachers to note specific students who should be targeted either due to behavioural, attendance or disengaged issues.

Implementing the transition referral requests as well as meeting with students one on one regularly, has enabled students to be a part of the following programs below:

**Taste of TAFE/ Trade Taster Courses**

TAFE offers short courses which are aimed specifically at year 9 and 10 students. These programs provide a taste of a particular study area and provides skills to students which will help gain employment in that specific industry. It is an interactive program which allows students to meet and talk with experts who are recognised as leaders in their trade as well as other apprentices, TAFE teachers and local business owners.

Taste of TAFE Courses studied by students in 2014 include:

- Plumbing
- Construction/Trade Maths
- Ideas for Working with children
- Hair and Beauty
- Smash Repairs
- Café Skills/Barista

Work Experience is part of the schools’ educational program where students experience the world of work, often for the first time. It is the short-term placement of secondary school students with employers, to provide insights into the industry, and the workplace in which they are located. Students are placed with employers primarily to observe and learn – not to undertake activities which require extensive training or expertise. It is undertaken at the employer’s premises and has enormous benefits for students.

28 students completed work experience in 2014, and the following companies participated in the work experience program:


TVET provides students with a wider range of curriculum choices for those wishing to study vocational courses. Students are offered a range
of TAFE courses that are available each Tuesday afternoon at Meadowbank, St Leonards and Ultimo TAFE.

Approximately 15 students in Year 11 and 12 were engaged in TVET studying the following courses:

- Retail Services
- Plumbing
- Construction
- Electro technology
- Music
- Human Services
- Child Services

School Based Apprenticeships and Traineeships allow year 10, 11 and 12 high school students to commence an apprenticeship or complete a traineeship.

School-based apprentices work part-time and undertake the first stage of their formal or off-the-job apprenticeship training and School-based trainees work part-time and complete their formal or off-the-job traineeship training by the end of their HSC year.

The benefits to School-based Apprenticeships and Traineeships (SBAT) are that the on-the-job and off-the-job training undertaken by school-based apprentices/trainees can contribute to their HSC.

School-based apprentices can commence full-time employment as a 2nd year apprentice from January after their HSC, providing that they have successfully completed the training program while at school.

At Concord High School two students are completing a SBAT and are working with to complete this.

**Men’s Shed program**

Six male students from year 9 and 10 have been involved in the Men’s Shed intergenerational program in partnership with Canada Bay Council. This has been successful in developing relationships and providing practical outlet for boys in the Transition Program.

The students worked with their mentors to refurbish a set of 6 dining room chairs which were bought and the donations going to a charity of the Men’s Shed choice.

A morning Tea hosted by Concord HS was provided for the students and mentors where the Mayor of Canada Bay - Angelo Tsirekas attended and presented the boys with an appreciation speech and gift.

**MTC – Links to Learning**

The Links to Learning program is aimed at students who have difficulty in seeing the relevance of a traditional classroom in their learning future. The aim of the program is to provide quality experiences for students. Informal but authentic/alternative learning, training and assessment activities are planned and students are selected through a Transition Referral process in combination with their year adviser.

Three students have gained the year 10 equivalent Certificate 2 in Skills for Work and training, and also 1 student has achieved a Certificate 1 Access to Work and Training which will enable a smoother Transition into TAFE.

**Youth Connections Program – Ultimo**

1 student completed a three-day per week program which covers film, media, maths, English, job seeking, personal presentation and self-esteem. The course is the equivalent to completing year 10 and students are awarded with a Certificate 2 in Skills for Work and Training.
Work Health and Safety White Card

Students 15 years and above who are completing a Trade work experience or a trade TVET course are offered the Work Health and Safety training. Approximately 20 students at Concord HS completed their WHS card in 2014.

The Transition program encourages strong relationships with community based agencies, employers, TAFE and private colleges to improve students’ employment related skills through hands on experiences. The vision for the Careers and Transition team at Concord High school is for students to maximise their potential while at school and also increase life experiences and skills in relation to transition from school to the workforce. We are endeavouring for students to gain maximum accreditation through gaining certification for courses completed both at school and at TAFE.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Concord High has a vibrant and progressive Indigenous Education Program, of which we are very proud. In 2014 there were 14 students who identified as Aboriginal. Numbers are expected to increase in 2014.

The program focuses on raising the awareness of Concord’s Aboriginal students as a group and fostering a shared identity with each other and with the wider Aboriginal and non-Aboriginal community.

Individualised Aboriginal learning plans have been developed and evaluated for each student, outlining student goals and containing concise and detailed information based on data gathered from the NAPLAN testing. These have been presented to the teaching staff and are available to assist teachers to better plan for Aboriginal students in their classes. A variety of other support staff are used to assist students at their point of academic need such as the Learning and Support Teacher.

Concord High actively promotes indigenous perspectives into teaching and learning programs across the curriculum. In 2014 we received a tied grant to implement Aboriginal 8 Ways of Learning into the curriculum. The pedagogy was implemented in PDHPE, HSIE (Commerce) and TAS (Food Technology). All school staff were trained in the 8 Aboriginal Ways of Learning at a staff meeting led by the Aboriginal Education Learning and Engagement consultant. A programming day was conducted for the teachers developing the teaching units. Following this, the teachers worked independently to develop an appropriate unit of work incorporating the 8 Ways pedagogy for implementation and evaluation. They shared their individual learning plans and discussed appropriate methods of evaluation which would be useful for other teachers adopting a similar approach to pedagogy. During Term 4, the three teachers refined their units of work for classroom delivery and evaluation and presented their work at a full staff meeting. As a result of colleague consultation and negotiation, the three programs were developed as well as appropriate resources to accompany each of the units.

Nine Concord High students in Years 7-10 took part in the Australian Indigenous Mentoring Experience (AIME) program this year. AIME provides a dynamic educational program that gives indigenous high school students the skills, opportunities, belief and confidence to finish high school at the same rate as their peers. Concord High has joined this program because AIME has been proven to dramatically improve the chances of indigenous student’s finishing school. AIME also connects students with post Year 12 opportunities including further education and employment.

Multicultural education and anti-racism

Concord High School is a culturally diverse school community with over 64% of the students from different language background other than English. Students and teachers are encouraged to value and appreciate this cultural and linguistic diversity to enrich a harmonious and inclusive school environment. In order to fulfill it, the school organised and ran a range of services and programs throughout 2014.
The school has a large number of International students from countries such as China, Korea, Thailand and Vietnam. In order to support them, Concord High School formed a support team with an International student coordinator and two Youth Liaison officers to be a communication window with International students and their parents or carers. They provide support for any complications such as visa problems, academic difficulties or home stay issues. To maintain a solid relationship, a Parent and Carer night was held with information translated into key languages (Korean and Chinese). This session was focused on providing information about welfare, attendance and different support networks available at the school.

Translator and interpreter services are available in Korean and Chinese from two Youth Liaison Officers for students with any problems and potential difficulties. However, this aid is not limited to the International students but is also open to local students, parents and carers if needed.

Concord High School organised a Police incursion for safety talk. This allowed the school to strengthen the tie with the local community and reinforce the safety awareness of International students.

Apart from International student supports, other substantial supports for local students from various backgrounds are available from the school.

The Principal undertook a visit to Korea this year on behalf of the DEC International Student Unit to consolidate links and promote our school and NSW education. After her visit, a morning tea with Korean students was held to share her experiences during her visit and exchange opinions on the education of the two countries.

The English curriculum at CHS is focused on multicultural education where topics of migration, indigenous issues, cultural, language and religious diversity are explored through a variety of texts in both the junior and senior courses.

Anti-racism

During 2014 the school community remained free of any formal complaints of racism or racial vilification. While enrolling more than 10 nationalities, both locally born and international students Concord remains a safe, secure place for students from all racial, cultural and religious backgrounds. Concurrent with DEC policy it is widely understood by the students and staff that racism of any kind is not tolerated in the school. From entry in year 7 through to year 12 the no racist / racism policy is reiterated to students through year assemblies, through class academic material and whole school events such as the multicultural day. This strategy has worked effectively to maintain a harmonious school environment free of segregation and racial discrimination.

The school maintains a safe, racism free secure academic environment for students and staff who easily collaborate in teaching and learning activities.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys
- Focus groups
- Review of documentation

School planning 2012-2014:

School priority 1

Increased levels of literacy and numeracy
Outcomes from 2012–2014
Quality literacy and numeracy strategies are successfully integrated across the curriculum.

Evidence of achievement of outcomes in 2014:
- Continued improvements in NAPLAN results in Literacy and Numeracy. Students scored well above the state average in all aspects of Reading, Writing, and Language Conventions (Spelling, Grammar and Punctuation), Numeracy components (Data, Measurement, Space and Geometry, Number and Patterns and Algebra).
- Literacy and numeracy strategies have been integrated into teaching programs across the curriculum.
- Ten additional teachers have been trained in Teaching English Language Learners (TELL) program.
- Following a review of literacy programs further refinements were made to literacy units taught in Year 7.

Strategies to achieve these outcomes in 2014:
- Consolidate the Numeracy co-ordinator position employed in 2012 to continue to work with students and teachers. The coordinator worked with faculties across the school to identify and develop relevant aspects of numeracy for specific focus in faculty programs.
- Maintain the allocated Numeracy support periods and staff with appropriate teachers.
- Maintain the Literacy periods for Year 7 & 8 in the restructured timetable. Reinforce the integration of literacy and numeracy teaching into the annual EARS and TARS teaching performances.
- Mult-Lit program introduced to provide additional intensive support to identified students.
- Faculty focus on the specific literacy aspects of Writing and Reading with an emphasis on scaffolding of tasks and relevant text types.
- Spelling Bee competition introduced and run across the school to increase focus on this aspect of literacy.

School priority 2
Improved student engagement and attainment

Outcomes from 2012–2014
Quality teaching supports student achievement.

Evidence of achievement of outcomes in 2014:
- Transition Coordinator assisted five students into alternative educational pathways or employment.
- Teacher professional learning on 21st century learning skills has been conducted at staff development days and faculties have continued to embed the authentic use of technology into teaching and learning programs.
- BYOD program was implemented for Year 9 students. 80% of students provided their own devices and others were catered for by the school’s equity program. Plans were developed to extend the BYOD program across Years 8 – 10.
- ATAR club was attended by up to 80 students. Feedback from students highlighted the usefulness of the program in improving study skills, exam technique and strategies for managing stress.

Strategies to achieve these outcomes in 2014:
- Ongoing professional development of all staff based on their Individual Professional Learning Plans.
- Continue to fund a transition co-ordinator to target students from Year 9 onwards who may need to engage in an alternative course of study to the HSC.
- Continue to run the highly successful ATAR club initiative to assist HSC students to reach their potential.
- Teaching of 21st century skills integrated into lesson plans.
- Implement BYOD program in Year 9 and expand in 2015.
School priority 3

Curriculum and Assessment

Outcomes from 2012–2014
The successful implementation of syllabi and pedagogy to support the first phase of the Australian curriculum.

Evidence of achievement of outcomes in 2014:
- Phase 1 subjects (English, Mathematics, Science and History) implemented the Australian curriculum across Years 7 – 10.
- The TARS process included preparation and discussion of professional learning plans.

Strategies to achieve these outcomes in 2014:
- A formalised professional learning plan to be discussed and documented during TARS meetings.
- Teacher professional development plan for the school included a focus on 21st century pedagogy, particularly the use of ICT to access, organise and communicate information.
- Three faculties have accessed online BOSTES modules for professional learning and resources. District networks were used to collaborate and progress programs to support the development of units for Years 7 – 10.
- A group of staff undertook action research to differentiate programs developed to implement the Australian curriculum

School priority 4

Student Wellbeing

Outcomes from 2012–2014
Students achieve their potential in an environment which is safe and proactively encourages personal development and consideration for others.

Evidence of achievement of outcomes in 2014:
- Establishment of Mind Matters team and staff professional learning undertaken to enhance their understanding of the importance of mental wellbeing for student learning.
- New SRC structure was planned and implemented. A new constitution was written and enthusiastic, consistent attendance by the SRC has been evident.
- LST expanded its role to oversee learning plans, PLAAST and National Data Collection. Greater supervision was provided under the newly created HT Secondary Studies position. This role included management of LST and an increased number of SLSO’s
- EALD coordinator was trained in new system of assessment in ESL levels. This training was subsequently delivered to staff to enable faculties to undertake assessment of EALD needs.

Strategies to achieve these outcomes in 2014:
- Strengthening the role of the Learning and Support team.
- Increase publicity for anti-bullying principles, policy and procedure.
- Restructuring the SRC to promote involvement and representation.
- Improved provider of external training for SRC was sourced, enabling improved leadership skills to be developed.
- Implement new system of assessment and recording ESL levels and needs (EALD)
- Mind Matters team was formed and professional learning was undertaken by the team. Staff development days were used to share this professional learning with the school. Surveys were developed and delivered to gather information to assist in the development of the Mind Matters implementation plan.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.

The focus areas for the parent, student and teacher surveys in 2014 were the BYOD program implemented at the beginning of 2014 and the LOTE faculty.
The school sought the opinions of all sections of our community, both about effectiveness of our current practice and also about suggestions for future directions.

The surveys were supported by focus groups and a review of documentation and were utilised to develop a program of recommendations to be implemented throughout 2015 as described in the reports below.

Year 7 students were also surveyed about their feelings of security and connectedness to the school community.

**Bring your own device (BYOD)**

**Background**

In 2014 a Bring your own device (BYOD) program was introduced to Year 9 students at Concord High School.

In 2013 the DER Laptop program which has provided laptops for students from Year 9 onwards over the past few years came to an end. With the end of this initiative, it will be the responsibility of students, families and schools to implement and support an ongoing technology plan.

The NSW Department of Education and Communities is moving to a model of BYOD (Bring Your Own Device). After consultation with the students and parent community of Concord High School it was decided in 2013 to implement a BYOD pilot program in 2014 with the Year 9 students. This was marked to be reviewed the effectiveness in meeting the ICT and learning needs of students at the end of 2014.

**Methodology**

Surveys were constructed and sent to staff, students of Year 9 and parents of those students. Interviews were conducted with focus groups of Year 9 students, the Technical Support Officer and the Computer Coordinator.

**Findings and Conclusions**

Overall people valued the BYOD program but certain refinements were suggested and students, teachers and parents were all in favour of expanding the program into other Year groups.

**Student feedback**

- Students use their BYOD’s on average 3-4 lessons per day.
- BYOD is used for learning – research, presentations, posting on Edmodo, PowerPoints, Prezi, note taking, interactive learning in science, padlet PDHPE.
- Advice for next year – ensure device is light weight, check battery life, don’t get distracted by games, not too large in size, good display for screen and not too dark, connect to WIFI (needs 5ghz network card), safety and security, get a device with USB port, don’t get a tablet
- The majority of students were happy with the level of usage of device in classrooms.
- Problems- Internet connectivity, network failure, needing a USB adapter, specifications not clear enough.

The chart below outlines the percentage of students who believe BYOD has made learning more enjoyable.

**Parent feedback**

- Problems - security in terms of storage, too small screen, connection issues, incidents with other students resulting in damage, broken charger, and USB adapter use.
• Improvement in quality to learning – ability to research and access resources, immediate access to info, more pride in work, increased engagement.

• Extend BYOD to other year groups in 2015.

• Child’s confidence with BYOD – strong majority

Teacher feedback

• Teachers are supportive of the BYOD program and have embraced the use of technology in the classroom.

• Applications used to enhanced learning – Edmodo, PowerPoint, Imovie, Garage Band, One Note, Prezi, Pages, Google Docs, PhotoShop, Glogster, Padlet, Adobe Creative Suite, Word, Google Sketch Up, Geogebra, Open Office, Maths Space, Manga High, Key Note, Kahoot,

• Improvement in quality to learning – ability to research and access resources, immediate access to info, more pride in work, increased engagement.

• Supportive of Expanding BYOD into other year groups in 2015.

Future directions

• Continue BYOD program in Year 9 and expand into Year 8. Optional for Year 11 and 12 to return current devices and bring own. (Year 11 school owned must be returned to the school)

• Develop explicit strategies for dealing with BYOD issues. Involve parents, students and teachers.

• More guidance with suitable devices.

• Publish a set of specifications including a set amount of devices that students can choose from.

• Investigate whole school licensing.

• Publish list of web based applications, software and uses of them for students and parents.

• Develop Classroom management strategies for BYOD.

• Professional learning team to focus on supporting BYOD- including recommended apps and training afternoons.

• Establish strict rules and procedures for using the device. Inclusion of these in the revised welfare and discipline policy.

LOTE Faculty

Background

The Languages Other than English Faculty was evaluated during Term 3 2014 as part of Concord High School’s cyclical evaluation process.

The LOTE Faculty is one of the smaller faculties in the school, with four staff members. However they teach a wide range of languages: Chinese, Japanese, Italian and French, across all year groups in both mandatory and elective classes. The Faculty is supervised by the Head Teacher Administration, who has a language teaching background and also teaches some of the Year 7 taster courses. Languages staff also teach English, literacy or ESL classes depending on their availability and the need for these. One teacher is currently working part-time (0.8 FTE).

Languages are taught in Yr 7 as a mandatory “taster” course. Students have 3 periods per cycle and study a different language each term in order to allow them to experience the different languages and make a choice for Yr 8.

In Year 8 students study the mandatory 100 hours required for completion of the Junior school program. They select their preferred language and follow it all year.

Languages are an elective subject from Year 9 onwards. The four languages are offered for Year 9 and classes run according to the numbers interested. There are usually one or two languages running in Stage 5. In 2014 there is a Year 9 Chinese class and a Year 10 Chinese and Year 10 Japanese classes.

All languages are elective in the Senior school. Chinese Background Speakers runs each year, largely because of the large number of International students from China. Japanese has run most years, though sometimes as a composite class of Beginners and Continuers. Both French and Italian have the potential to run in 2015 (as composite classes) after a break of several years.
Methodology

The evaluation was conducted by a team consisting of Jacqueline Koob (Principal), Kate Mulligan (Head Teacher) and Fiona Payne (teacher representative).

The terms of reference for the evaluation were:

1. Faculty organisation
   a) Faculty policies and procedures
   b) Programs and registration
   c) Markbooks
   d) Care of equipment
2. Teaching and learning: reflection and planning from:
   a) Student performance data
   b) Quality assessment practices
   c) Student engagement in classroom learning

The team employed a range of data collection instruments, both quantitative and qualitative. These included a review of faculty policies and procedures, teaching programs, registration, meeting minutes, staff interviews, student focus groups, student achievement data and online surveys of parents and students.

The evaluation team analysed and cross-checked data from the different sources to identify commonly recurring themes. These have led to the findings and recommendations of this report.

Findings and Conclusions

- Overall faculty policy and procedures are consistent with the schools, well-reasoned and adhered to.
- Asia links: The faculty is working very hard towards the Asia Links push with a sister school in China being established. The Japanese trip is also part of this process. It was hugely successful in terms of the organisation and the valuable experience to students.
- Everyone has an individual learning plan including areas such as classroom management, the new prescribed texts, technology.
- LOTE was the faculty that made the best use of the Technology mentors.
- LOTE staff have been involved in conferences and workshops with their own professional teaching bodies.
- They have attended workshops on new prescribed texts for Japanese and Chinese.
- The faculty functions extremely well as a team and are supportive and very well managed. It was evident that teachers seek out opportunities to develop their leadership capabilities as part of the faculties succession planning and professional development.
- The LOTE faculty has a high level of expertise and all teachers participate in regular professional development both within the school and via professional organisations. Most teachers are HSC markers and also contribute at a high level to the work of the board of studies in preparation of policies, syllabuses and assessments.
- Over 80% of students and parents were positive about almost every aspect of the LOTE faculty.
- 90% of students felt that the LOTE faculty expect them to achieve to the best of their ability.
- There is demand for other languages within the school, however numbers are small for each and it does not appear advisable to introduce another language classroom study at this time. Students are very well catered for with the administration and support provided with the Saturday school of community languages and the open high school.

Future directions

- Continue to promote LOTE in the school and in the community. This could involve the use of weekly newsletter, newspaper, the website, and possibly a culture day.
- Staff continue to pursue their professional development in accordance with their professional learning plan and faculty goals, along with specific emphasis on classroom management strategies.
- Sunshine letters could be used more regularly to reward good students
- The school should continue to reduce split classes on timetables particularly in stage 4 classes.
• Students would enjoy receiving more detailed feedback on how they could improve, particularly on assessment tasks.

• Homework is set more consistently for stage 4 students. A suggestion could be to make a separate homework booklet that students take home with them.

• Further differentiation of programs within the year 8 classes would assist student levels of engagement.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The three strategic directions of the plan are:

**Strategic Direction 1:** Enhancing the quality of student learning to maximise their potential.

*Purpose:* Students are actively engaged, confident and independent learners. They strive to develop their individual strengths and realize their academic and career potential. They are capable of using their skills of literacy, numeracy, information and communication technologies to think critically and solve real-life problems creatively and collaboratively.

**Strategic Direction 2:** Enhancing a culture of quality teaching and leadership to support student learning.

*Purpose:* Teachers develop a culture of commitment to ongoing professional learning and development of pedagogical skills and knowledge. Teachers are open to informed innovation in their practice. They critically reflect on their teaching and work collaboratively to ensure quality teaching which differentiates for the needs of all students. Leadership is recognised, encouraged and developed in the contexts of classroom, whole school and the broader educational environment.

**Strategic Direction 3:** Building connections to strengthen learning and community contributions.

*Purpose:* Learning and well-being are supported through connections within the school, local and global communities. Students are active, confident and involved citizens who understand the world they live in and contribute to it with empathy, respect and cooperation.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: