School context
Concord High School’s motto “Concordia” reflects the inclusive and caring nature of the school. Beyond this, the school promotes an ethos of personal excellence and striving, both values which are reflected in the school’s vision of “personalising education”. Students at Concord High School consistently achieve high levels of success academically but also in sporting and cultural pursuits.

Staff
Concord High School has a highly skilled and motivated staff who works collaboratively to promote the success of students. 2013 saw the appointment of a number of new staff members, all of whom bring with them a wide range of skills and experiences. 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.

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. In 2013 staff continued to re-work the schools assessment program to deliver the best, research based set of learning experiences for students. During the year the teaching staff also continued their professional learning regarding the integration of technology into teaching and how to best meet the pedagogical needs of 21st Century learners.

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

Principal’s message
In a world where rapid change is the norm, Concord High School is well placed to launch our students into the adult world with a strong grounding in 21st century skills such as innovation, creativity and problem solving. 2013 has provided our school with many opportunities to develop the diverse and amazing talents of our students.

In order to continually evolve and improve as a school, the processes of evaluation and refinement are an integral part of the planning cycle. In 2013 formal evaluations were conducted in the areas of a Key Learning Area, the Transition Program for 15-19 year olds and the timetable structure.

The changes to timetable and curriculum structures introduced in 2012 have been further refined to benefit from the associated flexibility and range of subjects taught. We are proud that our school can offer such a broad choice of subjects, particularly in the senior school.

In terms of academic results, the 2013 HSC cohort produced some of the best results ever for our school. The top ATAR for the group was 99.25 and 22% of students attained ATARs greater than 90. A record-breaking 80% of students following the ATAR pathway gained entry to university courses, an outstanding achievement. In addition, the majority of non-ATAR candidates have already progressed to employment or training in the fields of their choice While there are many factors which contributed to this level of success, including the natural talents of many in the cohort and their hard work, we believe that the results also reflect the six years of well-guided teaching and learning and the benefits of the whole-school focus on achieving one’s best in all spheres. These students have benefited from the additional curriculum offerings such as our Gifted and Talented program, study skills programs, welfare programs, careers guidance and the broad range of extra-curricular activities which helped them to connect to their school and engage in their studies. A particular innovation in 2013 was the coaching support given to Year 12 to help them achieve their maximum potential.

Our younger students have also achieved results which reflect the value of our ongoing evaluations and development of programs. Our NAPLAN results continue to place us well above State and Regional averages.

It has been satisfying to see the continuing involvement of our students in sport, volunteering and leadership development. Carnivals were again very successful and well attended and a large number of our Grade Sport teams reached or won the Grand Finals. Many participated in the Premier’s Volunteering Scheme, with a number of them awarded at Black Opal level. Work has continued in the growth of our musical performance programs and other opportunities for students’ personal development.
have included the development of the Art Club, the Chess Club and the Robotics Club. Students have contributed enthusiastically to philanthropic causes both locally and even for a few through joining a World Challenge overseas trip. The changes introduced to our leadership program have allowed responsibilities to be spread in an appropriate manner through more of the student body. Year 10 House Captains have risen to the occasion particularly well.

Indigenous Education was a very strong focus during 2013 and one of our proudest achievements was the establishment of the 8 Ways Indigenous Garden which provides both a cultural recognition of the indigenous food sources and land care, and an inspiring outdoor learning space for all students.

I would like to acknowledge again all those who have helped to make this a dynamic and high achieving school: the students, the hard-working staff and the parent body.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

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 such that affect our teenagers, as well. Last year we had guest speakers on topics of teenagers safety and the internet by the Australia Communications Media Authority, our grade 12 ATAR club and preparing for the HSC, Information on NAPLAN testing and results and the Welfare and learning support services available to name a few.

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 2 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 the Aboriginal Garden providing a resource for many faculties to use as a part of their classroom activities; a large chess board for students; and subsidising a study skills program for students in need 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 2014, 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 P & C Concord High School

Student representative’s message

The year 2013 has been yet another busy one for our SRC, with active participation from all members. Our Term 4 Training Day under the guidance of mentors from Rising Generations provided the students with opportunities to develop many skills, including leadership, motivation and teamwork which they will use extensively in 2014.

Students attended events with World Vision GLC, Community Relations Commission Youth Leaders and Canada Bay Council Youth Forum for Environmental Awareness. We hosted the very successful Inter-School SRC meeting welcoming 12 schools in the District with the theme of Anti-Bullying.

Fundraising events during the year included Bandana Day for Canteen (Kids with Cancer), Salvation Army Red Shield Appeal, World Vision 40 Hour Famine and our Toys and Tucker Christmas Appeal for the Exodus Foundation. In
addition our SRC provided valuable input for the Rhodes Peninsula Community Precinct - Concept Design Consultation, convened by Canada Bay Council.

The SRC continues to sponsor a young boy in Palestine through World Vision. The SRC BBQs held both at the Concord High Open Night and our CHS Athletics Carnival provide the funds to support this initiative.

Overall 2013 proved to be yet another successful year for all our SRC members and we intend to become even stronger in the year ahead.

Student Representative Council

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 has been a slight increase in enrolment and retention over the past two years, especially in the senior years.

Student attendance profile

The 2013 attendance rate of 92.8% represents a small increase over 2012 and is the school’s highest attendance figure for six years. The table below shows that Concord High School’s attendance rates in 2013 were higher than the state and regional averages in every year group. The school consistently stresses the correlation between high attendance and achievement when communicating with students and parents.

Management of non-attendance

In 2013 staff continued to monitor and promote high levels of attendance. The school employs a raft of strategies which are the subject of ongoing evaluation and refinement. This involves close monitoring of students attendance in each cohort by the Year Adviser and planned early
intervention strategies involving the Head Teacher Administration and the Deputy Principals. A key feature of managing non-attendance at Concord High School is the involvement of parents and the fostering of a strong partnership between school and home.

The School uses technology to assist in the monitoring of attendance. Parents are notified by a SMS message daily if their child is not at school. Beyond this, teachers are engaged in period-by-period roll marking which involves teachers monitoring attendance via a laptop, tablet or Smartphone. This has proven successful in reducing the school’s already low levels of truancy.

In cases where attendance is an ongoing or significant concern, referrals are made by the Deputy Principals to the HSLO (Home School Liaison Officer) to support parents and encourage students who are poor attenders. The HSLO helps the school develop and monitor an attendance plan to assist students to improve their attendance.

**Post-school destinations**

A survey of HSC destinations is conducted every year. In Year 12, 117 students completed the HSC. 85 of the 111 who wanted an ATAR (77%) receiving offers to continue their education at university. Of the 117 students 6 students (5%) attained placement at TAFE and 10 students (8.5%) continued their pattern of study at Colleges (including Private and University College). A total of 3 students (8%) are engaged in full-time employment and 6 students (5%) are experiencing a Gap year before engaging with further education.

**Year 12 students undertaking vocational or trade training**

In 2013, 5% of Year 12 students undertook TVET courses and 13% undertook VET courses in their pattern of study for the Higher School Certificate in 2013.

**Year 12 students attaining HSC or equivalent Vocational educational qualification**

In 2013, 127 students started Year 12. During the year, 10 students left Concord High School to pursue a range of vocational and employment opportunities according to their interests and needs.

**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>45.7</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>1.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>10.9</td>
</tr>
<tr>
<td>Total</td>
<td>73.0</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. There are currently no known indigenous staff members at Concord High School.

**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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>39</td>
</tr>
</tbody>
</table>
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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$959,828.76</td>
</tr>
<tr>
<td>Global funds</td>
<td>$487,010.77</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$255,599.28</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$720,057.74</td>
</tr>
<tr>
<td>Interest</td>
<td>$45,591.80</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$65,220.92</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$2,533,309.27</td>
</tr>
</tbody>
</table>

| Expenditure                |            |
| Teaching & learning        |            |
| Key learning areas         | $299,645.13|
| Excursions                 | $118,781.66|
| Extracurricular dissections| $144,652.04|
| Library                    | $17,476.24 |
| Training & development     | $419.37    |
| Tied funds                 | $190,069.80|
| Casual relief teachers     | $128,526.50|
| Administration & office    | $232,079.35|
| School-operated canteen    | $0.00      |
| Utilities                  | $138,928.41|
| Maintenance                | $80,843.16 |
| Trust accounts             | $49,740.28 |
| Capital programs           | $188,164.92|
| Total expenditure          | $1,589,326.86|
| Balance carried forward    | $943,982.41|

A full copy of the school’s 2013 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.

Achievements

Arts

The Creative and Performing Arts (CAPA) faculty has again had a number of students participating in and enjoying success in a range of activities.

- Three Year 11 Visual Arts students were selected for the Dobell drawing workshop at the National Art School.
- A Visual Arts student from the 2012 HSC cohort invited to display their major project in Sculptures by the Sea and selected for a studio practice course at the National Art School.
- Junior Visual Arts student won a prize at the Greenway art exhibition.
- Visual Arts student Helen Fong’s art work chosen as the cover for the Director Choice Awards 2013.
- Year 8 Visual Arts student awarded the Moran prize for her photography work.
- Junior Visual Arts student won the highly commended award from “Art Est” in Leichhardt for her drawing entitled “Thinking” which is currently being exhibited as part of the exhibition “Woof”.
- Concord High School’s extra curricula initiative, the Art Club, continued to develop during 2013 with increased student numbers and a growing quality of body work produced including a wonderful mural created for the community garden. At the Concord Community centre.
- The Drama students performed their group and monologue performances including their comedy show and “Beauty is a Beast” on stage at various Music and Drama Evenings (MAD).
- The vocal ensemble students performed on stage at the “Schools Spectacular” as part of the mass choir.

School performance 2013

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.
• The school band was expanded with a program of performances at the Concord Carnival, the Newington Public School Fete and at the Raymond Hanson Event 2013 band competition where they received a Bronze Award in the Secondary School Concert Bands section. They also performed successfully at formal assemblies, presentation and graduation evenings.

• The school’s string ensemble performed at assemblies, Presentation Evening, The Year 12 Graduation ceremony and for a group of senior citizens at the Drummoyne Community Centre.

• Sweet Apes, featuring a student from the HSC Music class toured successfully around Melbourne, Sydney, Adelaide and Brisbane after releasing their debut EP.

**Sport**

In 2013, Concord High School students again displayed their outstanding sporting talents. At Concord High School students have the opportunity to participate and compete in a diverse range of sports at many different levels.

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 22 teams entered. Sports included: basketball, cricket, European handball, touch football, softball, volleyball and water polo. After a strong competition Concord had four teams in final. Two of these teams, the 14 boy’s touch football B team and the 14 years cricket team, were successful in the finals.

In the Winter Competition (Term 2 and 3) Concord High School had 19 teams playing for the Northern Zone. The sports included AFL, basketball, European handball, frisbee, netball, rugby league and soccer. Two teams competed in finals, with both winning these games. They were the 14 boys AFL team and the 14 boy’s European handball team.

**Talented Athletes**

**Swimming- State Carnival Participants**

Thomas James (Year 7) represented the school in the Combined High School Competition (State) and competed in: 200m Freestyle (7th), 100m Freestyle and 100m backstroke.

**Cross Country- Regional Carnival Participants**

The following twelve students represented Concord High School at the Regional Cross Country Carnival at Gosford Racecourse on Thursday 13th June. The team included:

Amy Clarke (Year 7), Harry Pride (Year 7), Ebony Coker (Year 7), Dominic Zhou (Year 7), Sidhardth Krisham (Year 7), Phoebe Pride (Year 8), Jackson Still-Oram (Year 9), Gillian Bartlett (Year 10), Llewellyn Davies (Year 10), Michael Richards (Year 10), Cooper Steen (Year 10) and Jamilla Wilson (Year 10).

**Athletics- State Carnival Participants**

Donald Zhou (Year 7) competed in the Combined High School athletic competition for shot put.

Jarod Henderson (Year 7) competed in the Combined High School for Discus.

Cooper Steen (Year 10) finished first in the 100m and 200m at Sydney North Regional Championships, however due to injury was unable to compete at the State athletics carnival.

**Cricket**

Darshia Srinivas (Year 8)

- Selected in Girls Under 15 NSW team who were National Champions
- Selected in Sydney North Girls Competition
- First female player to be selected in Under 14s Boys representative team (Canterbury Western Suburbs)
- Captained University of Sydney team that competed in Under 17s Brewer Shield

**Hockey**

Oliver Flack (Year 10)

- Member of Sydney North team that won the CHS Championships
- Selected in Under 17’s City Squad
Selected in Under 17’s Sydney 1st Team
Selected in Under 18’s Men’s New South Wales Squad
Selected in Under 16’s New South Wales All Schools boys team
Selected in Under 16’s Australian Schoolboys team to compete in South Africa in 2014

Rowing
Max Brenner (Year 9)
- 8th place in the Under 17 Australian championships in single sculls
- 4th place in Under 16 NSW Championships in single sculls
- 4th place in NSW Sprint championships in single sculls
- Invited to compete in the National time trial in 2014

Lloyd Caetano
- Competed in NSW Sprint championships in single sculls

Water Polo
Phoebe Pride (Year 8)
- New South Wales Under 14s State Water Polo team member
- As a member of Drummoyne U14 Girls Water Polo team won the Metropolitan, State and National Championships

Weight Lifting
Hamish Adam (Year 10)
- Represented Australia at World Youth Championships in weightlifting (56kg division)
- Represented Australia at Oceania Championships in weightlifting (56kg division)
- Represented Australia at Commonwealth Championships in weightlifting (62kg division)

Golf
Jack White (Year 10)
- Member of the Concord Golf Club team that won NSW Encourage Shield.

Motorsports
- Robert POLITO (Year 8)
- Junior Rising Star for FIAT Junior Motorkhana

Equestrian
Mattai HARNACKE (Year 11)
- 1st place in dressage at Oxley College Horse-riding Championships

Australian Rules
Ryan Rolph (Year 9)
- Selected in the Greater Western Sydney U14 development squad

Archery
Hugh Matthews (Year 7)
- 3rd place at State Short Course Championships
- Finalist in the Target Archery Youth National Competition in Brisbane

Flynn Matthews (Year 9)
- Competed in State Short Course Championships
- Competed in National Archery Tournament

Alex Kim (Year 8)
- Competed at National Youth Championships and won 2 gold medals (Target), 1 silver medal (Field) and 1 bronze medal (Clout)
- Competed at State Championships in Under 15’s age group and won 15 gold medals (Target), 1 silver Medal (Field) and 1 bronze medal (Clout)

Netball
Monique Devine (Year 8)
- Competed at State Netball Championships

Monique Devine (Year 8)
**Academic Competitions**

Students are encouraged to enter academic competitions to challenge themselves and to extend their learning. Many students achieve Distinctions and Credits. Students were successful in the following competitions:

- **UNSW Maths Competition**: 88 entries, High Distinction: 1, Distinctions: 11, Credits: 50.
- **Australian Maths Competition**: Distinctions: 8, Credits: 35, Prize: 1
- **Australian informatics competition**: Distinctions: 5, Credits: 22.
- **ICAS Science examination**: All year groups performed well above the State. Results in Year 7 included: Distinctions: 3 (Alex Xiao, Ronan de Silva and Jamie McLeod), Credits: 9. Year 8: Credits: 14, Year 9: Distinction: 1 (Scarlett Lawrence), Credits: 9, Year 10: Distinction: 3 (Scott de Silva, An Hong, Lauren Perrin), Credits: 15.
- **Talented Year 10 students including the GAT students engaged in the annual Science and Engineering Challenge at Ausgrid, Silverwater. They just missed out on the blue ribbon, but must be congratulated on their outstanding runners up performance.**

**Other Achievements**

- The Science faculty was invited to participate in a year 10 ESSA trial in 2013. The final report explores achievement in science overall, and then 4 specific focus areas including: Knowledge and understanding, working scientifically, communicating scientifically and extended responses. The 2013 year 10 cohort performed strongly. Of over 2500 students participating in the trial, Concord High was at or above the cohort average in the top 3 bands (77%).
- The GAT HSIE class engaged in an Australian Stock Exchange (ASX) simulated trading game. The game is designed for students and trading ran from August to October. A large proportion of students were placed in the top 100 for the ASX Stock Exchange game. Henry Shum and Scott De Silva were the most successful traders with capital gains of 8% over the 3 month trading period.
- **Year 7 HOTS did a small group project investigating Mathematics. The best 2 groups were entered in a state wide competition and won a credit.**
- **Robotics group entered First Lego League Challenge at Macquarie University and placed 12th overall. A great effort for their first attempt.**
- **Year 8 Advanced Mathematics students attended a problem solving day in Burwood and performed well against the other schools.**
- **Manga High competition – Concord High was the winning school. Awarded $1000 prize for the school.**

**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 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)

**NAPLAN Year 7 - Numeracy**

Concord High School students continued their strong performance, scoring well above state, region and Strathfield group averages in all aspects of the Numeracy components in the NAPLAN tests (Data, Measurement, Space and Geometry, Number and Patterns and Algebra).

Numeracy average scaled scores have consistently been above the both the State, Region and Strathfield Group averages in the last 5 years.
Year 7 results were extremely strong with 58% of Year 7 students scoring in the top two bands compared with only 30% of the state testing in the top two bands. Also, there were only 1% of students in the bottom band.

The percentage of Year 7 students achieving at or above the minimum standard in numeracy at Concord High School was 98.6%. Overall, Year 7 performed extremely well in the 2013 NAPLAN Numeracy tests.

**NAPLAN Year 7 - Literacy**

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

Student achievement in persuasive writing was particularly strong in 2013 with students performing significantly above the state and regional averages. In fact, the Average Scaled Score for Writing for Year 7 this year was more than 10 points higher than in 2012 and results were stronger than for the Statistically Similar Group (SSG) of schools. The numbers of students in Band 4 were the lowest that we have ever had at only 1.4%. Growth rates were well above State average. The school continued the program of systematic teaching of writing across the curriculum in 2013.

Results in Spelling, Grammar and Punctuation were extremely strong. 58% of students performed in the top two bands in Spelling and 72% 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 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 with the schools highest ever results in Grammar and Punctuation.

In Persuasive Writing the results were well above State average with higher numbers of students in the top bands than in the previous year. Unfortunately overall results were impacted negatively by the results of a small number of students who did not make serious attempts at the paper.
In Reading the results were almost identical to 2012 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 Band 5.

In Spelling, 69% of Year 9 Concord High School students performed in the top three bands.

**NAPLAN Year 9 – Numeracy**

Concord High School students continued their strong performance, scoring well above state, region and Strathfield group averages in all aspects of the Numeracy components in the NAPLAN tests (Data, Measurement, Space and Geometry, Number and Patterns and Algebra).

Numeracy average scaled scores have consistently been above the State, Region and Strathfield Group averages in the past 5 years.

Year 9 results were strong with 44% of Year 9 students scoring in the top two bands compared with only 30% of the state testing in the top two bands. Also, there were only 3% of students in the bottom band.

The percentage of Year 9 students achieving at or above the minimum standard in numeracy at Concord high School in 2013 was 96.9%. Overall, Year 9 performed extremely well in the 2013 NAPLAN tests.

**Progress in reading**

The school continues to implement programs to cater for the learning needs of our students in literacy. Students have achieved solid results in reading and in other areas of literacy skill development assessed by NAPLAN.

ACARA’s analysis of school performance notes that Concord High School’s achievement in each of the NAPLAN assessment areas is close to the achievement of schools with similar students nationally. Concord High School students’ gain in reading between Year 7-9 is better than that of students nationally who commenced Year 7 with similar scores.

Improving student achievement in literacy is a core target of the current school plan. Significant resources have been dedicated to the implementation of the school developed literacy plan.

The Learning Assistance Teachers (LASTs) together with the librarian introduced the Multilit reading program. Students with literacy needs were identified, tested and invited to be involved in the program. This program assists younger students to extend their vocabulary and at the same time encourages reading both for learning...
and leisure. Significant improvements in the reading levels of the students involved in Multilit have already been seen.

In the Year 7 and 8 Literacy classes students are supported and extended by the teaching of explicit literacy strategies in addition to the mandatory hours required for English. These classes are for 2 periods per cycle for Year 7 and Year 8.

**Progress in Numeracy**

In 2013 there was a whole school focus on numeracy which included a representative from each Key Learning Area working with the Numeracy co-ordinator and Regional Numeracy consultant to ensure that numeracy was explicit in all teaching programmes.

The school employs a dedicated Numeracy co-ordinator to foster the cross curricular integration of numeracy teaching strategies. A large part of this role has been the remediation of students experiencing significant challenges with numeracy achievement. The allocation of numeracy periods to support the withdrawal of students has been beneficial and has led to an improvement in the students results.

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.

**Record of School Achievement (ROSA)**

Procedures are in place for students who leave school before completing the Higher School Certificate (HSC). In 2013 there were no students in this category.

**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).

The HSC results were excellent and possibly our best results yet. In 2013 117 students sat for the Higher School Certificate. The top ATAR was 99.25. 12 students achieved over 95 for their ATAR and 20 students have been confirmed as achieving over 90. There were 62 mentions on the Distinguished Achievers list from the 2013 cohort. A student in the Engineering Studies course achieved 6th in the State.

**Creative and Performing Arts (CAPA)**

In total there were three CAPA courses offered in 2013, Visual Arts, Drama and Music 1. Performance across all courses was solid and in line with the results of previous years with a significant percentage of students scoring one of their overall highest HSC marks in a CAPA course.

In Visual Arts 2 students achieved a Band 6 result and 8 students achieved a Band 5 result with the remaining 3 students attaining a Band 4 result. Overall 77% of the cohort achieved results in Band 5 or 6. In Music 1, 3 students achieved Band 5 results. In the small Drama cohort of 8 students, 1 student achieved a Band 5 and 6 students achieved a Band 4 result.

The solid results in CAPA courses are supported by the strong elective program in Year 9 and 10 and with extracurricular programs such as the concert band, string ensemble, Art Club and Music and Drama (MAD) performance evenings.

**English**

There was a marked improvement in English results in 2013. We achieved the most ‘top bands’ ever awarded to Concord High School in this subject in the HSC. Particularly successful results were recorded for the Advanced Course and the Extension 1 Course. It was also heartening to see the improvement in students’ results across the range of bands for our courses. This highlights the success of the enhanced subject selection process that students are taken through prior to selecting their levels of study, their engagement through the teaching programs with dedicated teachers and the success of the school’s ATAR Club which seeks to optimise student performance in the HSC.

English Advanced Course candidates were again above the state average for performance in the top 2 bands and demonstrated a commitment to the subject throughout the course. 74% of our students were placed in Bands 5/6 against last year’s 56% and the current state average of 53%. 7 of our students (18%) were placed in band 6 which was a most impressive achievement against the state average of 12%.

English Standard results have clearly demonstrated performance above state average
in the top bands. There were 44% of our students in the Band 4/5 range against the state average of 33%. 7 students achieved a band 5. The 'English as a Second Language Course' recorded a sound performance and was only slightly behind state average with 22% of students in Bands 5/6 against the state average of 23%. No students were recorded in the Band 1 and 2 ranges.

All Extension 1 students were placed within the top 2 performance bands with 4 students (57%) achieving the highest band and achieving greater than twice the state average of 25%. Extension 2 students performed well with 67% of students represented in the top 2 bands. Furthermore-

The non ATAR HSC English Studies Course was consolidated in its second year of running and has allowed students who would experience difficulty with the English Standard Course, to undertake a course better suited to their career aspirations.

Mathematics

Once again the Mathematics results were pleasing in all courses. It is particularly pleasing that this is the first time in recent history that there were no band 1 results.

Our Extension results were very pleasing. In Extension 2 all students achieved a notional band 5 or 6. At least 1 student achieved an E4 that for him personally was an amazing achievement. Although the number of E4s were slightly below state average our combined E3s and E4s was considerably above in both extension courses.

In the past few years we have put a lot of work into getting year 10 students into the correct course and believe this has impacted on our good results. This year we achieved 4 band 6s but more impressive was the 16 band 5s from students who were not naturally strong in mathematics. The majority of these band 5 students would have worked exceptionally hard to achieve this result. They were encouraged to work by their teachers and were given lots of feedback and direction for their study.

In General Mathematics we achieved 9 band 6s which was approximately 3.5 times the state average. 70% of the general candidates were in the top 3 bands compared to under 50% for the state.

Overall in Mathematics there were 38 band 6s. This compares with 40 in 2005 which was our best result since the new HSC began.

Science

Three HSC courses were offered within the Science faculty in 2013: Biology, Chemistry and Physics. Biology and Chemistry had approximately 70% of students perform in the top 3 band levels. This continued to build upon the positive trends observed in each of the HSC course results.

As of 2014 the new Science syllabus will implemented. In anticipation, the faculty has produced high quality teaching programs recognised within the South Western Sydney region. New online teaching resources from Oxford have been purchased and are to be introduced in line with the teaching of the new syllabus.

Human Society and Its Environment

Our HSC results have continued to grow with students performing at a Band 5 and 6 level in Business Studies, Legal Studies, Ancient History and Modern History. In Ancient History 1 student achieved a Band 6 and 16 students achieved a Band 5 result. In Modern History, 1 student achieved Band 6, 8 students achieved Band 5. In both Modern and Ancient History no students achieved Band 1 or 2 results.

In 2014-2015 the focus will be on continuing excellence in teaching and engagement, as well as introducing Retail Services as a vocational education course for students seeking a Certificate II for future job prospects that are alternate to university.

Personal Development, Health and Physical Education (PDHPE)

Two courses were offered in PDHPE for study in 2013. These were the academically challenging PDHPE course and the Sport Lifestyle and Recreation Studies, which is one of the Board Endorsed courses available for students who are pursuing a non-ATAR pathway. The number of students who studied this second course was very low, with only 3 students completing the course.
Results in the PDHPE course were pleasing. 1 student achieved a Band 6, placing the school above state average in achievement of this band and a number of students also achieved Band 5. In total over 50% of candidates achieved a Band 4 result or higher, however the overall percentage in the highest 3 bands was slightly below state average.

There was a small number of students who found the course academically challenging, however these students continued in their studies to complete the course. Strategies such as after school and holiday study lessons have been trialled and will continue to be used to support students achieve improved HSC results.

Languages Other than English (LOTE)

Results in the HSC examinations were solid across the two courses studied. In Chinese Background Speakers the results were outstanding with 22.22% of students achieving Band 6 results compared with the state total of 16.27% and 77.77% of students achieving Band 5 compared with the state total of 52.51%. Equally as solid were the results in Japanese Continuers with 50% of candidates achieving Band 5 results compared with the state total of 41.08%. Both sets of results were significantly above state average.

Technological and Applied Studies (TAS)

There were seven HSC courses studied in the TAS KLA during 2013. 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 the results is that no students achieved Band 1 or 2 results and a larger percentage of Band 5 results were achieved across the KLA.

The best results in the KLA were attained in the Engineering Studies and Community and Family Studies courses. Results in the exam were excellent in Engineering Studies with 3 students achieving Band 6 results. Two students achieved results in the top 50 of the state, one student achieving 6th in the state.

In Community and Family Studies 3 students were on the Distinguished Achievers list and achieved Band 6 results. Four students achieved Band 5 results and no students in the cohort achieved Band 1 or 2 results. The best CAFS results in the past 5 years.

Results in the Information Processes and Technology course were solid and in line with the results of previous years. There was 1 Band 6 result and 4 Band 5 results. In Hospitality, 4 students attained Band 5 results and in Software Design and Development, 3 students achieved Band 5 results. In Design and Technology 1 student achieved a Band 5 results and no students achieved Band 1 or 2 results.
Other achievements

Significant programs and initiatives

Duke of Edinburgh Award

17 students signed up for the Duke of Edinburgh Award Scheme in 2013 – 16 for the Bronze award and 1 for Silver. By the end of the year three of these participants had completed all components of their award and received the relevant award. The remaining students are continuing to complete different sections of their award.

The school organised two overnight bushwalks for interested students to undertake in order to fulfil the requirements of the Adventurous Journey section of their award. The first bushwalk involved a walk of approximately 18 km through steep terrain in the Berowra Valley Regional Park and the second walk involved students completing the 26 km Coast Track in the Royal National Park. Both these walks offered considerable challenges for students, many of whom had never camped overnight or walked long distances carrying a fully laden backpack.

ATAR Club

This highly successful initiative assisted in Year 12 students achieving outstanding results in the 2013 HSC.

The school implemented a co-curricular program targeted at Year 12 students and their parents in 2013. The ATAR Club consolidated and expanded previous programs aimed at supporting Year 12 in their HSC year and promoting an ethos of "best effort possible".

Participation in the ATAR Club was voluntary and 83 students took up this opportunity. The group met every few weeks with students attending in their own time. A series of lectures and guest speakers covered topics such as the effects of bands on an ATAR, how to prepare for exams, using teacher feedback to improve marks, career planning and stress management. A successful feature of the program was the development of personalised success plans for every student who wanted one. Students met individually with a member of staff at key times through the year to develop and refine an individualised plan. Students also had the opportunity to meet with a mentor on a fortnightly basis to discuss their learning and keep them motivated.

Successful ex-students returned to share the secrets of their success, guest speakers from different industries spoke to students about their career paths and an evening was held for parents to discuss ways of promoting the success of their children. An evaluation of the initiative demonstrated huge support for the ATAR club with over 92 % of students responding positively that the experience had been beneficial to their learning.

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 electives.

Japanese Trip

2013 also saw the LOTE faculty begin its preparations for a 2014 study trip to Japan. This is a fantastic opportunity for our students studying Japanese in Years 9-11 to see the Japanese language ‘in action’. Students will be attending a Japanese school, become immersed in the Japanese language and be actively engaged in building upon their existing knowledge through visits to cultural and historical sites of interest. It will be a great way to gain a deep knowledge, understanding and appreciation of Japanese culture.

Tutoring

During 2013 there were a total of 87 students who were attending the school after-hours Tutoring program in one format or another. This includes some students who only joined the program for half a term or less, and some students who have been receiving tutoring for the entire year.

By year level in 2013, Year 7 & 8 had the most enrolments. However, it appears that once students reach Year 11, some students appear to take their studies a little more seriously and seek tuition to assist with their Stage 6 development, as evident by an increase in Year 11 students.

Maths was the most popular subject to receive tuition. Over the entire year, approximately, 60% of enrolments were for Maths tuition, 30% were for English tuition and 10% were for Science tuition.

Debating

Concord High school continued its commitment to public speaking and debating by entering all debating and speaking competitions coordinated by the Department of Education and Communities.

Mentoring Programs

The school has been involved in the Men’s Intergenerational program in partnership with Canada Bay Council and now the Men’s Shed for 2 years. This has been successful in developing relationships and providing a practical outlet for boys in the Transition Program.

Aboriginal education

Concord High has a vibrant and progressive Indigenous Education Program, of which we are very proud.

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. Ms Karaminas oversaw the group and coordinated a number of initiatives, including:

Individualised Aboriginal learning plans have been developed 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, Aboriginal Education Coordinator and the Youth Welfare Worker.

Concord High actively promotes indigenous perspectives into teaching and learning programs across the curriculum. This year we received a tied grant to implement Aboriginal 8 ways of learning into the Curriculum. The pedagogy was implemented in Visual Arts, English, Science and Maths. Our Aboriginal parents played a vital role in the implementation of these programs.

The creation of a Bush Tucker Garden and learning space (Yarning Circle) was a key feature of the 8 ways of learning focus in 2013. It was supported by a grant from the Regional Aboriginal Program and by parents such as the artist father who produced the sign.

Currently 1.3% of Concord High students identify themselves as aboriginal. Numbers are expected to be increasing in 2014.
Ms Karaminas, the Aboriginal coordinator was awarded the Aboriginal Education award at the Director choice awards in 2013 in recognition of her work in Aboriginal Education.

Student Achievements

Dylan, Year 7, has been selected to be part of the Twugia Initiative. Dylan also received a recognition award at the South West Directors Choice Awards for Talented Aboriginal students.

Twugia means “Star” in the Dharug language. It is a program designed to address the needs of gifted and talented aboriginal students within South-Western Sydney. Started in 2006, Twugia involves Year 6 to 10 students who are initially selected based on their year 5 NAPLAN results, and then encouraged to participate from Year 6.

Adriana, Year 10, was selected to be a NSW Representative for the National Indigenous Youth Leadership Academy (NIYLA).

She was also interviewed by NITV (National Indigenous Television) in relation to involvement in NIYLA and contributions on the Youth Forum panel at The National Aboriginal Education Conference held this year.

NIYLA connects Indigenous young people from communities across Australia as the next generation of change makers. NIYLA is passionate about mobilising Indigenous young people to lead active positive change in Australia through youth-led national campaigns addressing social issues.

Three Concord High students in year 10-12 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 students finishing school. AIME also connects students with post Year 12 opportunities including further education and employment.

In 2014 Aboriginal students in year 9-12 will be attending and our senior students will be receiving one on one mentoring support.

Multicultural education

Concord High School’s motto of Concordia was established over 30 years ago when the school first opened. This motto represents the multicultural nature of our school perfectly in 2013. Both students and staff are from a diverse range of cultural backgrounds. The school acknowledges and celebrates this diversity.

Concord High School has a rich and culturally diverse school community with over 64% of the students coming from Language Backgrounds Other Than English. Students and teachers are encouraged to value, appreciate and embrace this cultural and linguistic diversity to help sustain a harmonious and inclusive school environment.

The school has a number of International students from countries such as China, Thailand and Korea. To support these students Concord High School employs two Youth Liaison Officers to work closely with newly arrived students and their parents or guardians. As part of their role the Youth Liaison Officers act as interpreters during parents interviews, support students with any problems and potential difficulties and translate important information into Korean and Chinese for students, parents and guardians.

The Principal undertook a visit to China on behalf of the DEC International Students Unit to consolidate links and promote our school and NSW education.

Though many international students and new arrivals come from China and Korea the school has students from other backgrounds including Vietnam, Thailand, Indonesia and Sweden. Where possible the school continues to support international exchange programs and hosts students from abroad.

To maintain a solid relationship with home, Guardian and Parent evenings were held with information translated into key languages that include Japanese, Chinese and Korean. The information nights are held three times over the year and provide information about welfare, attendance and the different support networks available at the school.

The school has a strong ESL support program for students identified as early phase 2 learners utilising both ESL support teachers and youth workers in the classroom. The progress of ESL students is monitored by the ESL teachers to determine the levels of assistance required
through diagnostic testing. Students are actively encouraged to seek assistance from ESL staff for any area of difficulty they might be experiencing in English and across the curriculum.

Most students who come to Concord from abroad arrive from Government Intensive English Centres (IEC). The high number of students who exit from the IECs to Concord High School has led to a well organised transition week (high school experience) for ESL students.

Multicultural education is also a specific focus in the English curriculum where issues of migration, indigenous issues and culture, and cultural, language and religious diversity are explored through a wide variety of texts in both the junior and senior school.

To ensure the school’s commitment to our rich diversity and to anti-racism, there is a staff member who holds the position of Anti-Racism Contact Officer (ARCO) and it is that teacher’s role to educate, act as a mediator and mentor and promote acceptance and the peaceful resolution of conflict.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out evaluations of our timetable structure and out transition program.

Curriculum

Timetable review

Background

In 2012 a new timetable structure was implemented into Concord High School together with the Edval computerised system to create and edit timetable requirements.

In 2013, the school timetable was evaluated as part of Concord High School’s cyclic self-evaluation process. Concord High School formed a team of staff to review the current timetable and its effectiveness in meeting the learning and wellbeing needs of students and staff.

In 2012, Concord High School implemented six 50 minute periods a day on a two weekly cycle. The curriculum structure of Concord High School is organised into a six line timetable. The school day commences at 8.55am and ends at 2.55pm with periods evenly timed throughout the day. The majority of courses in Year 7 & 8, with the exception of Technology Mandatory and LOTE, are now semesterised.

On Tuesday afternoon sport is held for Year 8-10. Year 7 sport is integrated throughout the two week cycle to maximise the availability of sporting fields and equipment. An assembly period is now structured into the timetable and is held every Friday morning before recess. The aim of this is to allow for improved communication and less disruption to scheduled lessons. It also provides additional time for student wellbeing programs, as on the non-group assembly week, students meet as a year group and undertake a structured wellbeing program.

On Tuesday afternoon the majority of senior students now have home study time from period 4 onwards. This change has helped to facilitate student travel to and attendance at TAFE and allow students a period of time for intensive study, rather than the majority of their study periods being spread throughout the school day.

The introduction of taster language courses in Year 7 has enabled students to be exposed to one term of French, Italian, Japanese and Chinese in Year 7, and then select one language to study in greater depth in Year 8 for the entire school year.

The improved flexibility in the timetable has allowed for the continuation of Literacy for Life periods, in both years 7 & 8 and the Learning unit was extended to include all year 7 students. Year 9 students commenced a new course in 2012 to assist with their learning. This Innovations unit targets some of the cross-curriculum and employability skills that will support students in their learning and later in obtaining employment and in being effective employees.
Methodology
Online surveys were constructed and distributed to staff, parents and 260 students were surveyed from Year 7-11. 63.71% of the respondents male and 36.29% female (ratios consistent with demographic of school). Students were selected from the GAT, middle, lower streams in Year 7-10 and a random sample of Year 11 students selected. The evaluation focused on:

1. Teaching and Learning
2. Program organisation
3. Management of the timetable
The evalative process was undertaken by Jody Engisch (Deputy Principal-Team Leader), Gus Avgoustou (Head Teacher Administration) and Fatima Wahab (Teacher representative).

Findings and conclusions
Student Feedback
Benefits of changes introduced in 2012 to teaching and learning at Concord High School include:

- 47.81% of respondents like the length of periods (50 minute single) noting an increase in engagement.
- 60.32% of respondents like the 2 week cycle.
- 43.32% of respondents prefer the semesterisation of subjects such as History and Geography.
- 59.68% of respondents like the integration of an assembly period into the timetable on Friday mornings.
- 47.20% of respondents prefer integrated sport.
- 56.63% of respondents prefer the new bell times introduced in 2012.
- Subjects are spread out over the two week cycle, offering; variety, less boredom, more time to complete assignments, increased organisation and improved learning.
- In practical areas there was a preference for more double periods particularly in PDHPE and TAS KLA’s. Respondents identified a preference for single periods rather than double periods in Mathematics.
- Most respondents noted that it was easier to concentrate and maintain focus in single periods in comparison to double periods unless it was a practical based class.
- 58.80% of respondents commented that periods are spread evenly for each of their classes throughout the two week cycle.
- 65.06% of respondents felt that the introduction of six, fifty minute periods had minimised student movement throughout the day.
- 72/76 Year 9 respondents surveyed felt that the Year 9 Innovations course was beneficial.

The following concerns were identified about the timetable system:

- Some subjects students preferred not to have double periods.
- Respondents prefer not to have double lessons for English and Mathematics.
- Confusion at times about which week it was (A or B).
- A desire for more time for elective and practical based classes to get work done.

These issues will be addressed in 2014.

The 260 respondents were generally happy with the timetable changes that were introduced in 2012. No major problems were highlighted.

Parent Feedback
Respondents were generally happy with the timetable. The following feedback was noted:

- Parents liked the reduction to 6 longer periods a day.
- Concerned about the number of split classes.
- Felt children could cope organisationally with a weekly timetable.
- Request to have access to online timetables, assessment task dates and homework tasks through the school website.

Teacher feedback
Teachers perceive the following benefits of changes introduced in 2012 to teaching and learning at Concord High School include:

- Allows teachers to see students more often.
- Greater flexibility in rooming, staffing, and sharing of facilities.
- 50 minute periods improve lesson quality.
• More productive use of class time. More manageable from a teaching and learning perspective and increased student engagement.
• More effective semesterisation is able to take place.
• Beneficial for senior and practical classes.

Respondents outlined the following concerns about the timetable system:
• Split classes cause some concerns, including reporting and limited time available to communicate with other teachers
• Rooming of classes

Despite concerns about the number of split classes in 2013 overall respondents stated that there are many benefits to the 50 minute structure.

The new timetable structure has the potential for further refinements such as minimising split classes.

Future directions
• The new timetable structure has the potential for further refinements such as minimising split classes
• Work with Edval to maximise the potential of the program.
• Spreading the periods throughout the 2 week cycle evenly
• Expand the timetable team with training to spread the knowledge base and workload.
• Block classes in Year 8,9,10 with three classes running concurrently to enable Key Learning Areas to have the flexibility to arrange students in classes within these groups.
• Involve Head Teachers at an earlier stage of the timetable construction.
• Begin the process of subject selection for Year 9 and 11 earlier in the year.
• Investigate further use of period 0 and period 7 classes for senior students.

Transition Program

Background
A transition co-ordinator position was created to address the needs of 15-18 year olds students who want or need an alternative pathway to the HSC.

An evaluation of the effectiveness of the program was undertaken in 2013. The team that was established consisted of: J Koob: Principal, F Milligan: Head Teacher Welfare/Careers Adviser & J Taing Year Adviser and staff representative.

Methodology
Surveys were constructed and sent to staff, students involved in the program and parents of those students. Interviews were conducted with Transition Adviser, Careers Adviser, Year Advisers, Deputy Principals and students from Years 9, 10 and 11 who were linked with the program.

Findings and conclusions
Overall people valued the program of Transition Adviser quite strongly and felt it is a beneficial program for Concord High School to offer students.

There was mixed feedback about how effective it has been in practice. This was particularly in regard to the structure of the program, data collection, follow-up on students, formalising procedures and the regularity of contact.

The understanding of the role was also an element.

Specific Observations
Awareness of the role and responsibilities:-
There was a high level of awareness among staff about the Transition Adviser and his role. Students were significantly less aware. There was a level of confusion about the respective roles of Transition Adviser and Careers Adviser.

Elements of the role identified were:
• Subject Selection
• doing courses outside school (eg. Taste of TAFE, engineering visit to Ashfield) and (Work Experience)
• possible TAFE courses
• Men’s Intergenerational Project (Men’s Shed)
• working with other agencies (eg. Max Employment, IWSC)
• Career aspirations / goals
• career pathways
• pathways to achieve this career
• an exit or transition plan
• other

Students were less able to articulate what the role encompassed. They did identify the role of assisting them to find alternate pathways or vocational pathways to transition to from school, either as an alternative to the HSC or subsequent to it. They also talked about the contribution made in subject selection for senior years.

Referral and documentation processes:-
The referral process was perceived as needing greater definition and a formal written referral process.

Documentation of actions taken to support students was found to be adequate.

Commencement Point of Program:-
All parties expressed a strong feeling that the program should begin in Year 9, evolving in format as student needs develop.

Year 10:-
Careers teaching is most effective when the Transition Adviser takes these periods with the identified transition group. Students expressed that they felt it would be useful to meet with the Transition Adviser on a more regular basis.

Taste of TAFE courses could be more appropriately implemented at an earlier stage.

Subject Selection:-
It was felt to be useful when the Transition Adviser was involved in subject selection. Students involved in the Transition program take 3 main pathways upon exiting Year 10:
• A vocational pathway outside school
• Selection of a non-ATAR pathway for Years 11/12
• Some students may still opt for an ATAR pathway, with guidance to appropriate subjects, and guidance on study skills.

Year 11:-
Students expressed a desire for more regular and structured contact with the Transition Adviser to obtain more information about career opportunities and assistance with gaining entry to appropriate courses or employment.

Future directions
• Raise the level of awareness of the Transition Adviser/Program throughout the school community.
• Formalise the referral process.
• Each student in the Transition Program to have a written Personalised Transition Plan.
• Students are identified from late Year 8, early Year 9. The emphasis of this stage is to inform parents and students and outlining the nature of the program and raising awareness of alternative programs which the school can support their child in.
• The Transition Adviser works in conjunction with the Careers Adviser to develop an appropriate program for transition students.
• Taste of TAFE courses to be promoted to Year 10 students.
• The Transition Adviser will be part of the Subject Selection Panel working specifically with the Transition students.
• Parents to be involved throughout the program from the initial awareness raising in Year 9 to planning the Individualised Pathway. Parents are ideally involved in reviews twice a year until the student exits the school.
• Contact with Year 11 students to be formalised.
• The Transition Adviser and the Careers Adviser investigate the possibility of introducing 2 Unit Work Studies into Year 11 in 2015.
School planning 2012—2014: progress in 2013

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 progress towards outcomes in 2013:

- Increased levels of literacy and numeracy exceeded the target of 20% of teaching staff formally trained and implementing the Teaching English Language Learners (TELL) course by 12.4%. This course has been highly valuable in supporting students with EALD.

- TELL trained teachers presented what they learnt during the course and suggested strategies to support EALD in the classroom to all teaching staff at staff meetings and staff development days.

- Teaching staff participated in professional learning in the use of SMART data analysis software allowing them to inform their teaching with data about the numeracy needs of students they teach.

- Review team formed which evaluated the Year 7 & 8 Literacy periods. It was concluded that the literacy periods were worthwhile and beneficial to student learning. Specifically targeted Literacy periods in junior years forms a strong base for literacy in the senior years.

- Regional numeracy project supported each Key Learning Area to explicitly embed numeracy into all teaching and learning programs.

- The Numeracy co-ordinator continued to work with teachers to assist in interpreting the NAPLAN data and plan accordingly.

Targets to achieve this outcome in 2014 include:

- An increase in the percentage of students who achieve greater or equal to expected growth in numeracy from 59.2% to 60% in 2014.

- Raise the percentage of students who achieve equal or greater than the expected rate of growth from Year 7 to Year 9 in NAPLAN literacy aspects (specifically writing and reading) from 51.3% to 52% in 2014.

- An increase to 40% of the teaching staff who are formally trained and implementing the Teaching English Language Learners (TELL) course.

Strategies to achieve these outcomes in 2014:

- Consolidate the Numeracy co-ordinator position employed in 2012 to continue to work with students and teachers.

- 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.

- Faculty focus on the specific literacy aspects of Writing and Reading with an emphasis on scaffolding of tasks and relevant text types.

School priority 2
Improved student engagement and attainment

Outcomes from 2012–2014
Quality teaching supports student achievement

Evidence of progress supports student achievement in 2013:

- An average increase in the number of Band 5 or 6 in the HSC from 40.5% to 43.4%.

- 50% of courses in the 2013 HSC have increased Band 5 or 6 results.

- An increase by 3% of student participation (emphasis particularly on Year 10 students) in the Higher Order Thinking (HOTS) program due to the refocusing of projects that students undertook, which were more engaging.
- The majority of staff developed a professional learning plan in consultation with their supervising Head Teacher or Deputy Principal as part of the TARs/EARs process.

- Through the professional learning teams 100% of teachers engaged in a program of action research on their teaching, informed by current educational research and collaborative investigation were documented and presented to all staff.

**Targets to achieve this outcome in 2014 include:**

- Increase proportion of students who start Year 11 who either complete the HSC or engage in an approved training course from 92% in 2013 to 92.5% in 2014.

- All Teaching and Learning programs to explicitly identify the 21st century learning skills of critical and creative thinking, ethical understanding, information and communication technology capability, intercultural understanding, literacy, numeracy, personal and social capability and the strategies used to teach them.

- Meaningful use of ICTS (including BYOD, DER laptops, IWBs) is embedded in teaching and learning programs and is a feature of 33% of learning.

**Strategies to achieve these outcomes in 2014:**

- Ongoing professional development of all staff based on their Individual Professional Learning Plans that are linked to the Australian Standards and School Plan.

- 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.

- Increase the training for teachers in catering to the learning needs of GATS students.

- Align GATS teaching, training and aptitude with class allocations.

- Implement BYOD program in Year 9

**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 progress towards outcomes in 2013:**

- Long term purchasing plan and budget put in place to equip key learning areas with resources including text books, online text books and other requirements

- Expansion of the non-ATAR pathway through planning for the training and implementation of the Retail Vocational Course.

- All Staff in Phase 1 subjects were released to attend external professional development and KLAs allocated time to develop new teaching and learning programs in Phase 1 subjects for the implementation of the National Curriculum.

**Targets to achieve this outcome in 2014 include:**

- 100% of teaching staff to further develop a Teacher Professional Learning Plan, linking professional learning needs to student achievement as part of the TARS and EARS process.

- Further development of policies and pedagogy to enhance the use of current educational theories to engage students as 21st century learners across the curriculum.

- Expansion of the non-ATAR pathway through further planning and acquisition of resources to introduce the Retail Vocational Course in 2015.

**Strategies to achieve these outcomes in 2014:**

- A formalised professional learning plan to be discussed and documented during TARS meetings.
• Professional development goals developed to focus on the pedagogical needs of the Australian Curriculum.

• Staff to access and engage in a range of state and regional leadership development modules and materials to support the implementation of the new syllabuses for the National 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.

Targets to achieve this outcome in 2014 include:

- A 2% increase in the number of students who feel safe and secure at school (from 71.5% to 73.5% by 2014)
- Increase the number of students involved in leadership activities such as SRC, house captains and peer support by 2%
- Improved learning outcomes for students with learning support needs.

Strategies to achieve these outcomes in 2014:

- Review of the current welfare and discipline system and development of effective processes and systems.
- Investigation of different welfare and discipline models.
- 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.
- Participation in PLASST national data collection of disabilities
- Implement new system of assessment and recording ESL levels and needs (EALD)

Professional learning

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.

Professional learning for all 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 $530.

Beyond this Concord High School funded teacher learning in two specific priority areas in 2013. A significant investment of time and funds was directed at the implementation of the new National Curriculum syllabi in English, Mathematics, Science and History. Teachers engaged in externally provided learning activities as well as collaborative planning to ensure that the new courses were ready for successful implementation in 2014.

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.

To further support this aim the school implemented an innovative approach to Teacher Professional Learning 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 be further developed during 2014.

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.

All staff participated in training around PLASST.

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. Professional networks were active in each of the KLAs as well as student welfare and VET.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

The focus areas for the parent, student and teacher surveys in 2013 were the timetable and transition program. 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.

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

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 2014 as described in the previous section.

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.

Mrs Jacqueline Koob, Principal
Mrs Jody Engisch, Deputy Principal
Ms Michelle Schofield, P & C President
Mrs Rosalind Brennan, Student Representative Council Co-ordinator

School contact information

Concord High School
3 Stanley St Concord 2137
Ph: 02 9745 3777
Fax: 02 9744 2683
Email: concord.h.schools.nsw.edu.au
Web: www.concord-h.schools.nsw.edu.au
School Code: 8535

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: