

Cleveland Street Intensive English High School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Cleveland Street Intensive English High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jennifer Pilon

Principal

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School background

School vision statement

Cleveland Street Intensive English High School welcomes permanent and long-term temporary resident students as they embark upon their educational journey in their new country. This supportive and diverse learning environment is committed to building student resilience, knowledge and creativity so that they may achieve their full potential as futures focused learners and as participants in and contributors to Australian society.

School context

Cleveland Street Intensive English High School provides innovative intensive English as an additional language or dialect (EALD), orientation, welfare, settlement and high school preparation programs to secondary aged, newly arrived students English. Specialist, secondary trained EALD/subject teachers deliver the school's intensive English curriculum, referenced to Board of Studies, Teaching and Educational Standards New South Wales syllabus outcomes, the Intensive English Program Curriculum Framework, transition to high school, Technical and Further Education and school to work programs. Students learn in age, stage-based, level of English language proficiency classes with senior students participating in Year 11 language-based elective courses. Students are supported in their development as community members and leaders through extra-curricular activities, including the student representative council. A specialist school counsellor, careers adviser, librarian, well-being team, school learning support officers—ethnic and other agencies support student and families in their settlement.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, we have focused on student engagement and achievement through the application of formative assessment built on the prior focus of differentiated learning. Revision of programs and the application of the ESL Scales across all Key Learning Areas resulted in improved literacy and numeracy outcomes for students, empowering them to reflect on their progress. Another focus has been wellbeing where we have increased student voice in the school through opportunities to participate and be involved in student leadership.

In the domain of Teaching, our priorities have been aligning Performance and Development plans with the strategic directions in the School Plan. Teachers collaboratively developed and articulated professional goals, strategies and support needed to achieve the goals, collecting and documenting evidence to support the achievement of their goals. Teacher Professional learning modules linked to Evidence and Standards were also developed and delivered.

In the domain of Leading, our main focus has been on distributive leadership. The futures focused learning team expanded to include teachers from all Key Learning Areas and gave them opportunities to present Professional Learning sessions and develop leadership skills. This was also reflected in the mentoring program which enabled teachers to assume leadership roles delivering Professional Learning to teachers requiring accreditation.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

New Beginnings – Student Learning

Purpose

Ensure all students participate successfully in their intensive English language, literacy, numeracy and high school preparation program. Build on every student's prior knowledge, skills and experiences to empower them as learners with clearly articulated educational goals in their new learning context. Nurture student resourcefulness, flexibility and resilience both in and beyond the classroom, by building upon their critical and creative thinking skills and their ability to work independently and in teams.

Overall summary of progress

Students were supported in engaging successfully in their learning with a focus on empowering students to reflect on their own learning through clearly described learning goals, progress of acquisition visuals and self assessment criteria. There was a focus on the use of the ESL Scales as a diagnostic tool and for moderation of student achievement. Use of the Scales was embedded across all Key Learning Areas. A visual representation of the Scales was developed for students to use to track their language acquisition progress.

Whole school professional learning on Formative Assessment resulted in staff revising registers and teaching and learning programs to explicitly document student achievement of learning outcomes. This was evidenced in KLA registers and teaching and learning programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Subject registers and teaching programs document and reflect student outcomes as informed by formative assessment and differentiated teaching strategies.	<p>Student progress was mapped against learning outcomes and included in KLA programs and registers.</p> <p>Student learning outcomes were translated into students' first language to maximise their understanding.</p> <p>Differentiated learning strategies used for students of concern were annotated in programs and registers.</p>	\$13 560
100% of students are orientated to futures focused learning skills in their new arrivals program.	<p>A Futures-focused learning project officer was appointed to lead whole school professional learning.</p> <p>Whole school training occurred to develop teachers Futures-focused learning skills.</p> <p>Teachers used Futures Focused strategies to support learning and teaching through varied approaches and resources.</p>	\$10 000

Next Steps

Continued development of self-directed learning strategies and resources to support and empower students in their English language acquisition.

Staff describe a futures-focused learning goal in their Performance and Development Plans.

Strategic Direction 2

Best Practice and Professional Learning – Building Teacher Capacity

Purpose

Nurture a culture of innovative and collaborative teachers who lead through creating an engaging and inspiring learning professional environment. Ensure all teachers and executive are provided with the skills to demonstrate curriculum expertise, quality teaching, reflective practices and leadership capabilities that inspire learning. Align staff professional growth to the individual responsibilities of the Performance and Development Framework for Principals, Executives and Teachers based upon the Australian Professional Standards for Teachers and Executives.

Overall summary of progress

Teacher engagement with their Performance and Development Plans focused on providing supportive evidence for their goals. Teachers goals were well supported by documentation of evidence. A strong culture of teacher ownership of Performance and Development Plans was developed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% Teachers supported to achieve and maintain proficient levels.	Systemic support was put in place for newly appointed mentees on programming assessment and differentiation decision-making. Teacher Professional learning modules linked to Evidence and Standards were developed and delivered.	\$17 000
100% Teachers, executive and principal continue to achieve professional learning goals.	Teachers collaboratively developed and articulated professional goals, strategies & support needed to achieve the goals. Teachers worked with their supervisors to systematically & strategically review progress based on evidence & self reflection.	\$35 500

Next Steps

Expansion of mentoring program to include both TESOL and vocational education contexts to better accommodate the learning needs of our refugee students.

Development and ongoing improvement of school classroom observation policy.

Strategic Direction 3

Settling and Connecting – Student Well-being

Purpose

Be a welcoming, inclusive school community that celebrates diversity and a culture of success for all students and their families. Ensure student and family well-being and empowerment through provision of welfare, settlement, orientation and counselling support programs. Strengthen partnerships with our transition high schools, settlement support agencies, tertiary and business partners and overseas teacher study programs.

Overall summary of progress

The wellbeing team worked collaboratively to renew existing policies and plans with reference to the Wellbeing Framework. Students and parent surveys were conducted to elicit benchmark data and results were used to inform change. Referral systems for extra-curricular programs were updated and student participation was monitored and rewarded.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased student participation in and satisfaction with extra curricular programs.	A revised referral system was established to support participation of students in extra curricular programs. Connections for Girls program was evaluated and an updated program was implemented.	\$14 200
Strengthened partnerships with our transition high schools, settlement support agencies, tertiary and business partners and overseas teacher study programs.	A High School Transition Officer was appointed to support the work of the Transition program and improved communication with students and parents was one of the successful outcomes. All my own work for New Arrival Program students was completed by all students exiting to Year 11.	\$6 000

Next Steps

Revision of school Wellbeing Plan aligned with the DoE Wellbeing Framework, School Excellence Framework & Futures Focused Learning Directions.

Design of Parent/Carer multilingual online survey evaluating Transition program.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	One student required intensive English support before successfully transitioning to mainstream high school. The student made progress across all three domains of English language acquisition: Oracy, Reading and Writing. The student was supported in their learning, settlement and transition in consultation with their family.	\$386 (Student resources) • Aboriginal background loading (\$0.00)
Low level adjustment for disability	<p>As a new arrivals program school our Student Well-being policy ensures early intervention in the areas of student health and learning needs. Vital to this mandate is our community partnership with the NSW Department of Health, Eastern Suburbs Community Health team.</p> <p>Three hundred and forty six students had their hearing, vision, teeth, heart and general health checked by the team's doctors. Students who were found to have health concerns were given referrals to the Sydney Children's Hospital. These referrals were monitored by the well-being team and medical plans were developed in consultation with parents and carers. Ninety six students were referred for optical support, 62 for dental follow-up, 10 for auditory testing, two for specialist support and two for general practitioner support.</p> <p>Students with hearing impairment and their families were supported by the hearing consultant. These students were also provided with individual learning support in class by a specialist hearing teacher. Specialist hearing teachers provided professional learning to staff on teaching strategies for these students. Teachers also developed differentiated learning materials, resources and environments.</p>	\$15, 771
Socio-economic background	<p>Funding supported newly arrived student well-being and early engagement in learning needs. The young people supported included refugee, protected, unaccompanied, out of detention students and students whose parents were unemployed.</p> <p>At enrolment all students requiring support were provided with uniforms, stationery packs, textbooks and assisted with initial transport costs. The school also provided breakfast and lunch throughout the year. Students were also supported to participate in excursions, camps, grade sport, gifted and talented and learn to swim programs.</p> <p>This support was made in consultation with students, parents, carers and supporting agencies. Teachers, the learning and support teacher (LaST), school learning support officers – ethnic (SLSO) and the school well-being team supported this initiative.</p>	\$10,114 (Students' learning materials, uniforms, meals, participation in extra curricula programs.) • Socio-economic background (\$0.00)

<p>Support for beginning teachers</p>	<p>In 2016, the beginning teacher completed distribution of collected, annotated student work samples to all teachers new to EALD/English at the beginning of their appointment. The beginning teacher attended further training to investigate the use of spreadsheets to track the implementation and integration of change management in the School Plan. The beginning teacher also assisted in preparing train-the-trainer sessions for faculty teams.</p>	<p>\$1,355</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	122	161	151	125
Girls	103	135	121	98

All enrolling students are secondary age, new arrival students who require intensive English tuition, high school preparation, settlement, orientation and wellbeing program support. Students may be permanent residents (including refugees) or long-term temporary residents (including international students).

Student enrolments occur each week of the school year. Students are enrolled for an average of 30 weeks. Upon completion of their intensive English course students transition to their next high school or TAFE course. Students graduate at the end of each term.

The total number of students enrolled at Cleveland Street Intensive English High School in 2016 was 519 students. Of these enrolments, 229 students were female and 290 were male. There were 144 students enrolled in Stage 4. In Stage 5 there were 228 students. In Stage 6 there were 147 enrolments. There were 400 exiting students in 2016.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	97.7	94.4	96.7	96.1
8	97.5	98.3	96.6	97.8
9	97	96.7	95	96.4
10	95.3	93.7	94.6	95.6
11	94.5	94.3	93.5	94.7
All Years	96.2	94.9	95.1	95.9
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

The overall student attendance rate of 95.9% continued to be above the state average of 89.7%. Year 7 was 3.3% above state average, Year 8 was 7.3% above state average, Year 9 was 7.3% above state average, Year 10 was 8% above state average and Year 11 was 6.5% above state average.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	2.26	0
TAFE entry	0.63	5.26	0
University Entry	0	0	0
Other	4.43	6.77	0
Unknown	0	0	0

As a specialist high school, the primary role of Cleveland Street Intensive English High School (CSIEHS) is to provide English language tuition and high school preparation for newly arrived students of high school age. Post-school destinations in our specialist CSIEHS context usually means student transfer to other DoE high schools. In 2016 students transferred to 64 high schools. A small number of students exited to TAFE or work. Some returned overseas. The schools students transitioned to were:

Alexandria Park Community School, Arthur Phillip High School, Ashfield Boys High School, Asquith Boys High School, Asquith Girls High School, Auburn Girls High School, Belmore Boys High School, Birrong Boys High School, Birrong Girls High School, Blaxland High School, Burwood Girls High School, Cammeraygal High School, Canterbury Boys High School, Canterbury Girls High School, Carlingford High School, Castle Hill High School, Concord High School, Cumberland High School, Davidson High School, Granville Boys High School, Hastings Secondary College Port Macquarie Campus, Homebush Boys High School, Hunters Hill High School, J J Cahill Memorial High School, JJ Cahill Memorial High School, Killarney Heights High School, Kingsgrove North High School, Ku-ring-gai Creative Arts High School, Lambton High School, Macarthur Girls High School, Marrickville High School, Marsden High School, Matraville Sports High School, Menai High School, Moorebank High School, Mosman High School, Muirfield High School, Northern Beaches Secondary College – Freshwater Senior Campus, Northern Beaches Secondary College–Balgowlah Boys Campus, Northern Beaches Secondary College–Cromer Campus, Northern Beaches Secondary College–Freshwater Campus, Northern Beaches Secondary College–Mackellar Girls High School, Pennant Hills High School, Pittwater High School, Port Hacking High School, Randwick Boys High School,

High School, Riverside Girls High School, Rose Bay Secondary College, Ryde Secondary College, South Sydney High School, St Ives High School, Strathfield Girls High School, Strathfield South High School, Sydney Secondary College–Balmain Campus, Sydney Secondary College–Balmain Campus, Sydney Secondary College–Blackwattle Bay Campus, Sydney Secondary College–Leichhardt Campus, Tempe High School, The Forest High School, Turramurra High School and Winmalee High School.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	24
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	15.18
Other Positions	4.3

*Full Time Equivalent

The teaching staff comprised both experienced and beginning teachers who were supported by bilingual school learning support officers, school administrative staff and a general assistant.

The Australian Education Regulation 2014 requires schools to report on the Aboriginal composition of their workforce. This school has no Aboriginal members of staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	68

Professional learning and teacher accreditation

In 2016 teachers participated in Professional Learning presented by colleagues, by NSW DoE and Ultimo Principals Network staff, by Professional Associations and the NSWTF Centre for Professional Learning. This included face to face delivery as well as online training.

Professional learning programs created opportunities for and built the capacity of a range of teachers including early career teachers, experienced teachers and aspiring and current school leaders.

The total school expenditure on teacher professional learning in 2016 was \$57 133.

In 2016, three teachers were in the process of gaining accreditation at the Proficient stage of the Australian Professional Standards for Teachers and two of these teachers gained accreditation at Proficient. No teachers at the school were seeking accreditation at the higher levels.

During 2016, 13 teachers were maintaining accreditation the Proficient stage of the Australian Professional Standards for Teachers. No teachers were maintaining accreditation at the stages of Highly Accomplished or Lead.

School Development Day sessions included: School Plan 2015–2017, Annual Report, School Excellence Framework, Futures Focused Learning: G Suite, Google classroom, STE(A)M workshop, Embedding Formative Assessment Across Key Learning Areas, Cross curriculum sharing of learning and teaching programs, Teachers and School Learning Support Officers working together to support student learning and School Learning Support officers training on the NSW Education system, New school planning, Mandatory training in Code of Conduct and Addressing anti social and extremist behaviour.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	557 459.64
Global funds	347 794.86
Tied funds	101 135.31
School & community sources	580 233.05
Interest	12 279.18
Trust receipts	1 363.55
Canteen	0.00
Total income	1 600 265.59
Expenditure	
Teaching & learning	
Key learning areas	84 658.59
Excursions	38 433.75
Extracurricular dissections	46 807.14
Library	7 680.88
Training & development	3 354.11
Tied funds	94 732.10
Short term relief	100 688.79
Administration & office	263 824.01
School-operated canteen	0.00
Utilities	73 107.59
Maintenance	44 996.65
Trust accounts	1 363.55
Capital programs	22 025.52
Total expenditure	781 672.68
Balance carried forward	818 592.91

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

School performance 2016

English Language Acquisition

The progress of English language acquisition at this school is assessed over three areas or strands: Oral Interaction, Reading and Responding and Writing. The ESL Scales is the diagnostic tool used to indicate students' progress and proficiency in English. The following is an overview of English language acquisition by 360 students who completed their program of study in 2016. Of these 81 were Stage 4 students (23%), 185

were Stage 5 students (51%) and 94 were Stage 6 students (26%).

Oral Interaction

The majority of students who completed their studies in 2016 entered on Level 1 or below (36%), Level 2 (32%), Level 3 (23%) or Level 4 or higher (10%) in Oral Interaction.

Below is a summary showing student transition achievement at four entry levels.

ESL Scales Entry Level 1 or below

One hundred percent of students (128) entering at Level 1 or below transitioned the program at Level 2 or higher for Oral Interaction.

ESL Scales Entry Level 2

One hundred percent of students (114) entering at Level 2 transitioned the program at Level 3 or higher for Oral Interaction.

ESL Scales Entry Level 3

Eighty-nine percent of students (81) entering at Level 3 transitioned the program at Level 4 or higher for Oral Interaction.

ESL Scales Entry Level 4 or higher

Seventy-one percent of students (37) entering at Level 4 transitioned the program at Level 5 or higher for Oral Interaction.

Reading and Responding

The majority of students who completed their studies at this school in 2016 entered on ESL Scales Level 1 and below (36%), Level 2 (35%) or Level 3 (22%) or Level 4 and higher (7%) in Reading and Responding.

Below is a summary showing student transition achievement at four entry levels.

ESL Scales Entry Level 1 or below

Ninety-nine percent of students (130) entering at Level 1 and below transitioned the program at Level 2 or higher for Reading and Responding.

ESL Scales Entry Level 2

One hundred percent of students (125) entering at Level 2 transitioned the program at Level 3 or higher for Reading and Responding.

ESL Scales Entry Level 3

Ninety percent of students (80) entering at Level 3 transitioned the program at Level 4 or higher for Reading and Responding.

ESL Scales Entry Level 4 or higher

Sixty-five percent of students (23) entering at Level 4 transitioned the program at Level 5 or higher for Reading and Responding.

Writing

The majority of students who completed their studies at this school in 2016 entered on ESL Scales Level 1 and below (35%), Level 2 (34%) or Level 3 (85%) or Level 4 and higher (7%) in Writing.

Below is a summary showing student transition achievement at four entry levels.

ESL Scales Entry Level 1

Ninety-eight percent of students (128) entering at Level 1 or below transitioned the program at Level 2 or higher for Writing.

ESL Scales Entry Level 2

Ninety-nine percent of students (121) entering at Level 2 transitioned the program at Level 3 or higher for Writing.

ESL Scales Entry Level 3

Eighty-eight percent of students (65) entering at Level 3 transitioned the program at Level 4 or higher for Writing.

ESL Scales Entry Level 4 or higher

Eight-one percent of students (27) entering at Level 4 transitioned the program at Level 5 or higher for Writing.

Summary

The student English language acquisition outcomes data shows that in 2016 the majority of transition students made significant progress across the three strands, achieving an increase of one or more levels above their entry level.

The Certificate of Spoken and Written English

The Certificate of Spoken and Written English (CSWE) is a nationally accredited, outcomes-based English language course offered as an elective to Stage 6 Intermediate level students.

The majority of teachers at the school are trained to teach the CSWE course and a further two teachers were trained in 2016. Two teachers also participated in two state-wide CSWE Cross-Moderation School Forums during the year.

In 2016, 27 students participated in the CSWE Level 2 Certificate course. 13 students were awarded the CSWE Level 2 Certificate of Achievement. 14 students achieved a CSWE Statement of Attainment.

In the National Assessment Program (NAPLAN), 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 results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 4 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The National Assessment Program assessments are designed to assess students who are achieving at English as a Second Language (ESL) Scales Level 7, the majority of whom have also been educated in Australian schools for seven or nine years. At this school students participate in NAPLAN if they are in their final 10 weeks of their intensive English and high school preparation program and are achieving at ESL Scales Level 3 of English language proficiency.

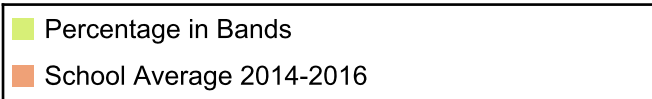
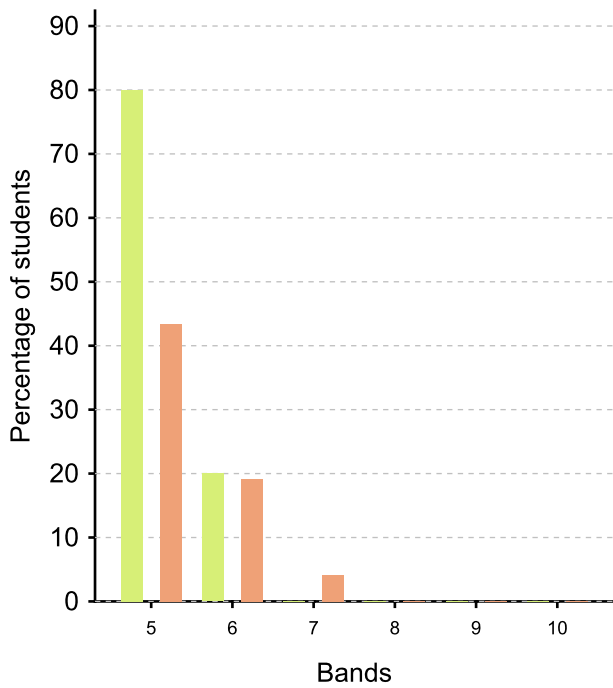
It is important to note that the NAPLAN literacy results are not a true indicator of our students' English language potential. Usually it takes up to seven years for newly arrived English as an Additional Language (EAL) students to close the language gap and reach ESL Scales Level 7 (equal to native speaker level of proficiency across the domains). Importantly, their English language skills will improve exponentially over that seven year period.

Participation in NAPLAN also provides Cleveland Street's newly arrived students and parents with an opportunity to experience their first formal diagnostic assessment in a NSW government school.

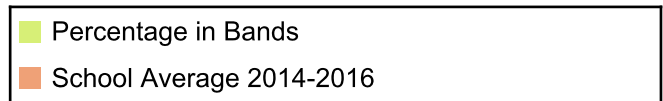
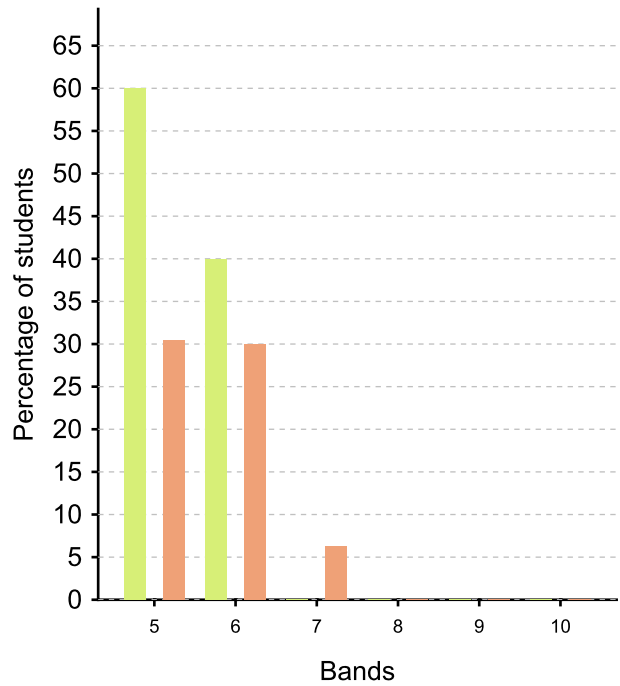
Nine Year 7 students took part in NAPLAN in 2016. The Literacy assessment included Reading, Writing, Spelling and Grammar and Punctuation. Tables are not available to show student progress because of the small cohort of Year 7 students participating in the 2016 assessment.

Fifteen Year 9 students took part in NAPLAN in 2016. The Literacy assessment included Reading, Writing, Spelling and Grammar and Punctuation. The tables below show the bands achieved by these Year 9 students in overall literacy compared to the NSW state results.

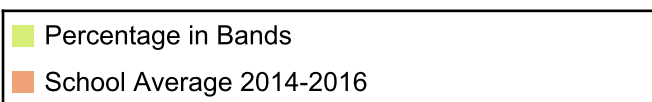
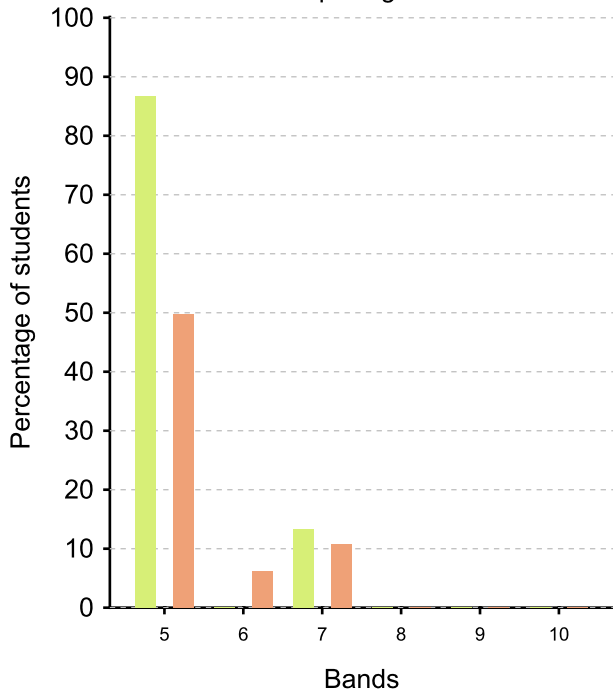
Percentage in bands:
Year 9 Writing



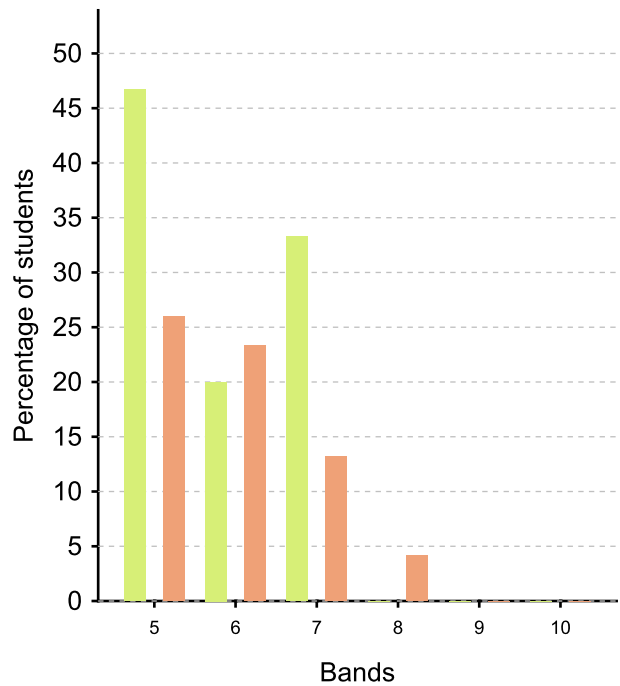
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Grammar & Punctuation

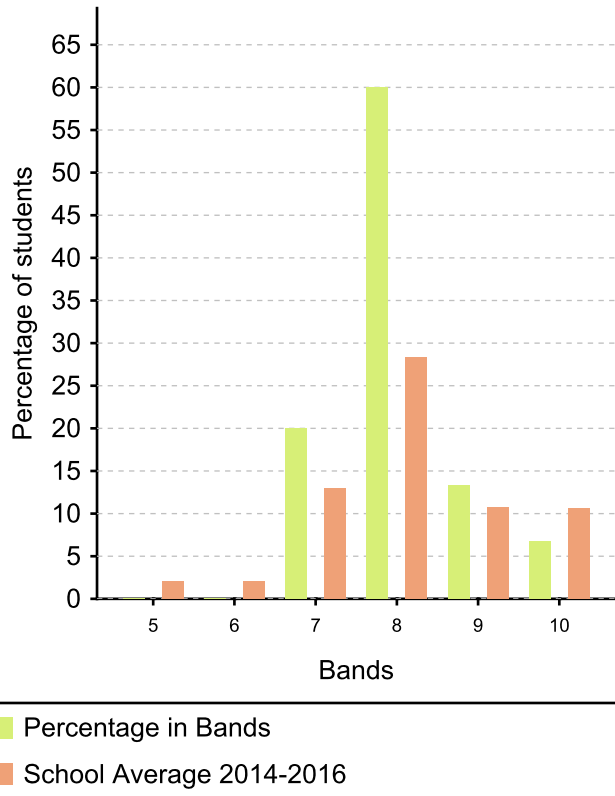


Nine Year 7 students took part in the NAPLAN Numeracy assessments in 2016. Tables are not available to show student progress because of the small cohort of Year 7 students participating in the 2016 assessment. Students' numeracy results did however outperform literacy results for this cohort of students.

Fifteen Year 9 students took part in the

NAPLAN Numeracy assessments in 2016. The table below shows the bands achieved by these students in numeracy compared to the overall NSW results. Numeracy results outperform literacy results for this group of students.

Percentage in bands:
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

The performance of Cleveland Street Intensive English High School students in NAPLAN is compared to minimum standards of achievement. All participating Year 7 and 9 students achieved at or above the National Minimum Standard in both Literacy and Numeracy.

Higher School Certificate (HSC)

Cleveland Street Intensive English High School students do not participate in the Higher School Certificate. Refer to School-based assessment to see student performance and achievement in English Language Acquisition and the Certificate of Spoken and Written English.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016 the school sought the opinions of students, parents and staff using the Tell Them From Me Surveys. Their responses are presented below.

Parents and caregivers reported that they felt welcome at the school and expressed satisfaction with communication from the school.

They also expressed satisfaction with support for learning and positive behaviour for their children at the school, reporting that their children felt safe at school and that teachers helped their children develop positive friendships.

83% of parents and caregivers felt the school had a good reputation in the local community and 81% said they would recommend the school to others.

Student results indicate a high level of social engagement in the form of positive friendships, participation in activities and a high level of intellectual engagement evidenced by interest, motivation and effort.

83% of students reported high levels of intellectual engagement and 84% said they tried hard to succeed in their learning.

Teachers felt that learning culture, teaching strategies, inclusive school and data informing practice were the key drivers of student learning for their EALD students.

Teachers overwhelmingly reported high levels of collaboration in the form of discussing strategies that increase student engagement with their colleagues and reported setting high expectations for student learning.

Teachers reported they discussed with students ways of seeking help that would increase learning and that they gave students feedback on their work that brought them closer to achieving their goals.

Policy requirements

Aboriginal education

The school continued to implement the Aboriginal and Education policy with all key learning areas supporting students with opportunities to develop deeper understandings of Aboriginal histories and cultures through Aboriginal education cross curriculum content. The SRC delivered an Acknowledgement of Country in multiple languages, including Aboriginal languages, at each school assembly and made Reconciliation the Value of the Month during Reconciliation Week in Term 2.

Cleveland Street students and staff continued their support of the local indigenous community by being FROGS (Friends of Gadigal Information Services) and also by continuing to work in partnership with Koori Kids supporting their NAIDOC Week initiatives.

Multicultural and anti-racism education

The importance of multiculturalism and the acceptance of cultural diversity and inclusion are the essence of the orientation, settlement and teaching and learning programs at this school.

The Student Representative Council (SRC) assemblies throughout 2016 promoted the values of multicultural education. These values included: caring, harmony, peace, unity, compassion, pride and belonging, responsibility and respect. Respect for and understanding of diversity and culture within the school community was enhanced through Greetings of the Month in many languages, the acknowledgement of significant festivals and observances of many cultures and student performance through music, song and dance.

The SRC program also developed strategies to address any issues of racism and showed leadership on discussing social justice concerns. Students had the opportunity to express their views and opinions using Google classroom, a networked learning community which encourages student voice in a culturally diverse society. They discussed the importance of values such as peace and identified and described what they could do to help make the school, their local community and the world a more peaceful place.

The school's Anti-Racism Contact Officer continued to work proactively to ensure that the school community was inclusive and that the learning and working environment was harmonious and free of racism for all students and staff.

Other school programs

Achievements in Sport

Participation in sport continues to be an important component of life at CSIEHS. Participating in competitions, team training, extra-curricular activities and recreational sports helps students improve their fitness, develop fundamental movement skills, form friendships and allows them to practise their English in a safe and supportive environment.

Our school successfully had 25 students complete the important School Swimming and Water Safety Program in term 4. This targets students who have not reached a satisfactory standard of water safety and provides free intensive instructional swimming plus water safety lessons. On the first day of this program 14 students were identified as complete beginners, not confident to move more than 0–4 meters in the water. However by the end of the eight day program 83% of students could swim more than 5 metres and longer distances.

All students participate weekly in Wednesday afternoon sports, in both competitive and non-competitive formats: badminton, basketball, baseball, soccer, volleyball, table tennis, tennis and swimming continue to be popular at our school. Martial arts, dance and yoga also saw many students actively working within

groups. Some stage 4 students also competed in separate boys and girls grade basketball competitions in terms 2 and 3 against students from neighbouring high schools.

Again in 2016 our school entered several teams into NSW CHSSA State Knockout competitions. This included open girls volleyball and open boys basketball in Term 1, table tennis in term 2 and u15 boys basketball in term 3. The open boys basketball team did very well making it to the round 3 central venue day. We also had many students represent themselves and our school in the Zone Swimming Carnival, Cross Country Carnival and Athletics. One student made the regional selection team in both the cross country and athletics carnivals.

To encourage participation in physical activity the PDHPE faculty coordinated a number of whole school sports initiatives. These included a lunchtime table tennis competition in term 2 and a singles badminton competition in term 4. Furthermore, our Sport Club continued to be extremely popular with students increasing their self-confidence and leadership skills. Moreover, a number of faculties worked collaboratively to organise and run a school Olympics event focusing on participation and team spirit. This event aligned with the Brazil 2016 Olympic Games featuring a number of sports alongside literacy and numeracy activities.

Achievements in The Arts

This year our students were given numerous opportunities to perform and experience the Arts. Students participated in four main performances throughout the year, culminating in a rewarding festival experience called Clevo Fest where students had the chance to demonstrate their artistic skills in a variety of ways to their peers and the school community. Student work was showcased in an Art Exhibition, in concerts and assemblies throughout the year and at Parent Teacher Evening. Parent Teacher evening was supported by contemporary student artworks. The artworks included self-portraits and Frida Khalo studies. This exhibition was so popular that it became a permanent exhibition in the school foyer. Performances and school events were recorded and students collaborated to create films and photographic records of events. Students in Music and Visual Arts were given the opportunity to extend their skills with weekly Gifted and Talented Programs being run in both Key Learning Areas. In 2016, 41 students participated in these Gifted and Talented programs. The gifted and talented (GAT) lunchtime art class was extended to three days a week due to an increase in demand by students whose passion was art. Students also participated in extra-curricular vocal groups and drumming.

The Art faculty's exhibition incorporated technology; students were able to access an electronic catalogue with details about the art works through a QR code. This electronic art catalogue included more than 100 works of art and detailed descriptions. The exhibition was shown to parents and set up again outside for all the students to view. There was also 'live art' participation as students and teachers worked

collaboratively on a mural. Students in music and visual arts were taken to a number of different excursions including Sydney Dance company, Aladdin the Musical and Sculpture by the Sea . This “Aladdin” project allowed for the development of a new unit of work targeting music composition and theatre stage costume design. The project will be part of the futures learning Professional Learning for 2017.

Vocational Education and Training (VET) – Preparation for Hospitality studies

In 2016 thirty one students chose the VET elective. This course prepares students for jobs in the hospitality and food service industries. Each week students work together in the school’s canteen to prepare and cook a healthy, hot lunch. In addition, VET students learn important job skills such as safe food handling and proper kitchen operations. Students successfully completing this course are awarded a Statement of Achievement in Preparatory Workplace Skills, with which they can confidently seek employment in the hospitality industry.