

# Open High School Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of **NSW School of Languages** (formerly Open 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.

Hilary Hughes

Principal

## School contact details

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## School background

### School vision statement

NSW School of Languages is the leader in the teaching and learning of languages through distance education. The school provides a broad range of language choices for students across NSW.

Our teachers are highly skilled and acknowledged experts in the delivery of quality language programs. We consistently meet the individual needs of students using the most effective and innovative learning technologies.

The school works in partnership with students, parents and home schools to enable all students to achieve their best.

### School context

NSW School of Languages is the only school of its type in NSW. It is the state's largest provider of languages education via flexible learning programs and serves students from the Hunter and Central Coast to Bulli and west to the schools of the Blue Mountains.

Students from government and non-government schools enrol in Years 9 to 12 as single course students if the language they wish to study is not provided in their home school and if their enrolment complies with Distance Education Revised Enrolment Procedures 2016.

In addition, the school delivers English as a Second Language (ESL) to Stage 6 students in regional and rural NSW whose schools are unable to offer a separate ESL course.

NSW School of Languages is an active member of a network of distance education schools in New South Wales and government language schools around Australia.

Currently situated in Avoca Street, Randwick, the school shares a site with Centennial Park School and a fence line with Randwick Public School.

The school changed its name from Open High school in January 2017.

## 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that Open High School was found to be Excelling in the elements of Learning Culture, Effective Classroom Practice, Learning and Development, Professional Standards and Management Practices and Processes. The other 9 elements were validated at Sustaining and Growing level.

Our self-assessment and the external validation 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

Consistent, high standard educational practices across the school

### Purpose

- To demonstrate high levels of professionalism and commitment to teaching and learning
- To evaluate individually and collaboratively the effectiveness of teaching practices in order to plan for improved student learning.

### Overall summary of progress

The school is consistently working towards improving student learning outcomes by steadily improving and standardising education practices across the school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase from 67% to 80% of Year 12 students receiving marks in the top 2 bands	Increase to 70%	Whole Staff professional learning time
10% increase of band 3 & 4 students achieving bands 4 and 5 in Year 12	Increase of 2%	Whole Staff professional learning time
Increase from 77% to 90% of stage 5 students receiving A or B grade	Analysis showed an increase in A & B grades to 79%	Whole Staff professional learning time
Increase from 55% to 75% of year 11 students receiving A or B grade.	Student results have improved so that 61% of students received an A or B grade.	Whole Staff professional learning time

### Next Steps

Teachers will continue to improve their programs and online courses to promote greater student engagement.

## Strategic Direction 2

Student satisfaction and success as language learners

### Purpose

- To inspire and challenge students to have a joy in learning through rich and meaningful experiences.
- To develop students' individual potential so that they become future-focused, self-motivated language learners.

### Overall summary of progress

Teachers are working on specific techniques to improve student engagement, the follow-up of disengaged students and making improvements to courses to help students cope with learning via distance education.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A 10% increase in the number of students pursuing languages at university and beyond.	Feedback from past students is anecdotal as not all students respond to the survey	Whole school professional learning
70% of students indicating high level of satisfaction in end of course surveys.	Student exit surveys show 75% satisfaction with the courses.	Whole school professional learning
10% Increase in retention rates of students from years 9–10, 10–11 and 11–12.	Less than 10 per cent, but higher than the state average.	Whole school professional learning

### Next Steps

Programs and online courses are being enhanced.

Students feedback is being analysed for specific improvements on keeping students engaged with the courses.

### Strategic Direction 3

#### Leadership development and professional engagement

##### Purpose

- To have in place effective and equitable structures and processes which enable staff to build leadership capability and achieve success.
- To work collaboratively to build a school-wide culture of participation in high quality, ongoing professional learning opportunities that focus on improved student learning.

##### Overall summary of progress

Over 15 teachers have worked in higher duties positions or workshadowed Executive positions. This has given the school a much greater pool of teachers with a working knowledge of the processes within the school.

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers participate in professional and community networks and forums (including in-school committees and teams) to broaden knowledge and improve practice.	All teachers participate in at least one working group or committee within the school	Whole school professional learning
50% of teachers have undertaken a leadership role within their faculty or the whole school.	30% of teachers have worked in some kind of higher duties position.	\$59,050 of Professional Learning funds was used to support these positions.
70% of teachers have achieved at least 2 of their 3 professional goals. (baseline in 2015).	Almost 65% of teachers achieved their goals in 2016	\$15,000 of Professional Learning funds was used for teacher goals
15% of teachers are working towards HAT and Lead teacher.	Only 2 teachers have been working towards HAT and lead teacher.	

##### Next Steps

IN 2017, the school will continue to offer promotional positions to teachers who show a willingness to 'step up'.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Low level adjustment for disability</b>	The students were encouraged to achieve results to the best of their abilities. Teachers were guided in the adjustments made for these students and given targeted professional learning to enhance their understanding of the issues involved.	RAM:\$4697.50 Other \$2041.42
<b>Support for beginning teachers</b>	Beginning teachers were supported by the implementation of a specific program which involved reduced teaching load, mentoring structures and access to identified professional learning. Beginning teachers were also asked to develop a project over the course of the year aligned with the Australian Professional Standards for Teachers in collaboration with their mentor/Head Teacher.	\$13968 DoE, \$11,131 OHS • (\$0.00)

## Student information

The maximum enrolment for 2016 was 2155 students, which is a very slight increase on the 2015 enrolment. Enrolment trends for the five-year period 2012 to 2016 are shown in the table below:

Year    Number of enrolments

- 2012    1951
- 2013    1927
- 2014    1943
- 2015    2147
- 2016    2155

Gender breakdown is as follows:

Stage Group    Males    Females

- Stage 5    161    334
- Stage 6    533    1110

Students need to satisfy a number of enrolment criteria to gain admission to a particular course of study at Open High School. Factors include continuity of study, special circumstances such as timetable clash, Board of Studies, Teaching and Educational Standards (now NESA) eligibility requirements, home school quota and, for some students, suitability to participate in a program of accelerated progression.

### Structure of classes

Students were drawn from 411 schools (up from 407 schools in 2015)

- Students came from 210 government schools and 200 non-government schools
- There were more students from the greater Sydney metropolitan area than rural regions
- The Stage 6 English as a Second Language (ESL) course for students in regional and rural NSW attracted 7 Preliminary students. Nine of the 14 students in Year 11 during 2015 continued their studies into Year 12 in 2016.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	11
Classroom Teacher(s)	56.2
Learning and Support Teacher(s)	0.4
Teacher Librarian	0
School Administration & Support Staff	11.77
Other Positions	4.7

\*Full Time Equivalent

### 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	64

### Professional learning and teacher accreditation

All teachers and SAS staff have completed the mandatory professional learning. Most teachers have completed Registered and Non-registered hours of professional learning.

Ten teachers are completing accreditation for registration.



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

### Financial information

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

Income	\$
<b>Balance brought forward</b>	<b>1 899 526.00</b>
Global funds	576 079.00
Tied funds	630 852.00
School & community sources	259 557.00
Interest	44 919.00
Trust receipts	649 584.00
Canteen	0.00
Total income	4 060 517.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	452 237.00
Excursions	3 883.00
Extracurricular dissections	9 929.00
Library	753.00
Training & development	520.00
Tied funds	375 188.00
Short term relief	142 530.00
Administration & office	128 770.00
School-operated canteen	0.00
Utilities	56 442.00
Maintenance	19 009.00
Trust accounts	814 795.00
Capital programs	0.00
Total expenditure	2 004 056.00
<b>Balance carried forward</b>	<b>2 056 461.00</b>

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

In Years 9 and 10, students' progress is assessed in the four language skills: listening, speaking, reading and writing. These are tested in an end-of-year examination worth 60%. Another 20% of the total marks for the year are assigned to course work, taking into account both the quality and the quantity of work submitted in the reporting period. Students also have to complete a major project worth 20%. A grade is awarded based on the overall assessment percentage, using the School's Achievement Scale.

In Years 11 and 12, school-based assessment is carried out through a series of 3 or 4 assessment tasks. These are designed according to strict guidelines, in keeping with the weightings prescribed by BOSTES for each course component.

### Record of School Achievement–RoSA

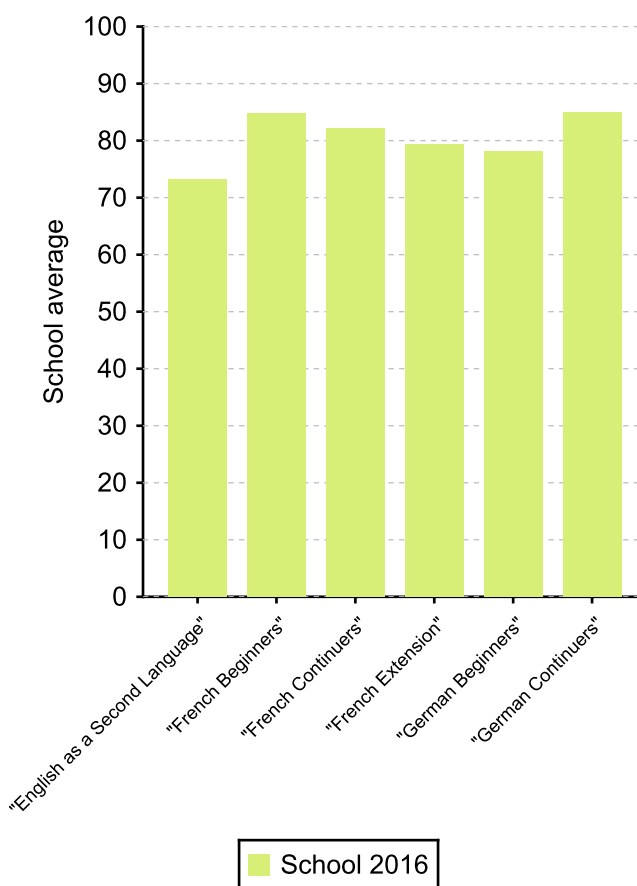
The RoSA is presented to students who leave school before achieving the Higher School Certificate by the Board of Studies Teaching and Educational Standards NSW (BOSTES). 79% of Open High School Year 10 students and 61 % of Year 11 students achieved an A or B grade.

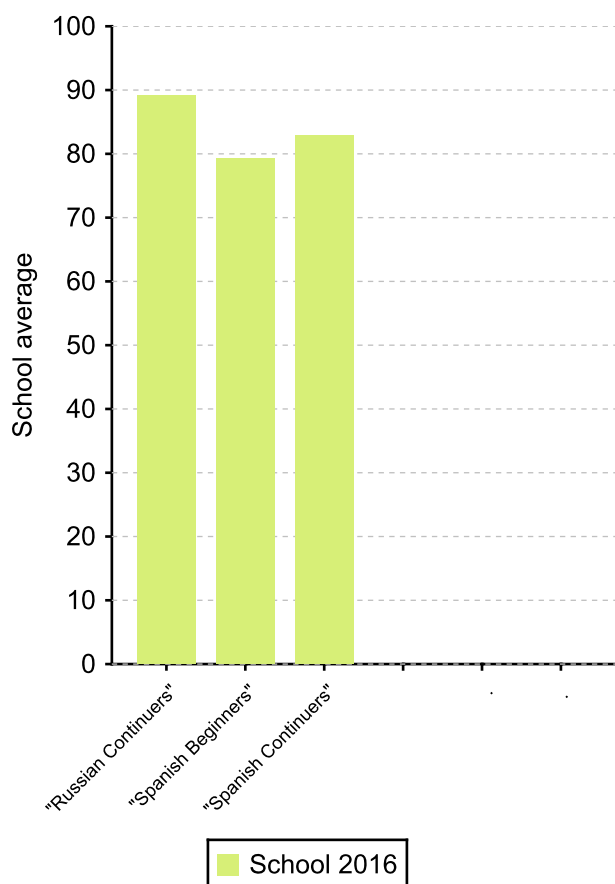
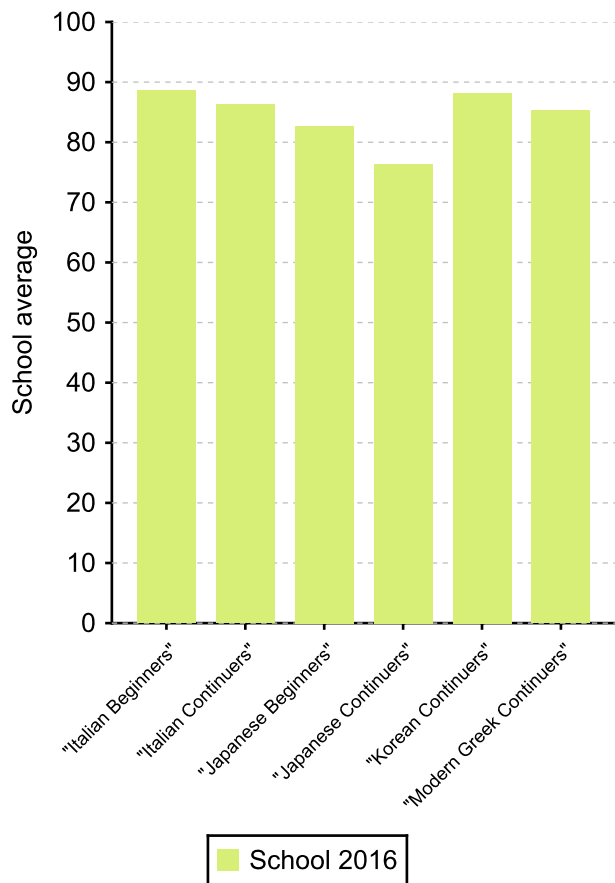
- **Deadly Kids Doing Well Award** Chelsea Inman, Year 9 Latin
- **Caltex All Rounder Award** Samuel Less, Year 12 French Continuers
- **Reuben F Scarf Award** Kristofer Martyn, German Beginners HSC Course
- **Long Tan Award** Aedan Southeran, Year 12 Japanese Continuers, Lachlan Hill, Year 10 Japanese
- **National Young Leaders Day** Jasmin Cochrane, Year 11 Portuguese Continuers Tim Dutton, Year 11, Spanish Beginners, Awal Maker, Year 11 English as a Second Language (ESL), Tibebe Aulfina–Deressa, Year 11 English as a Second Language (ESL), Lachlan Hill, Year 10 Japanese
- **Young Women's Seminar** Shahd Alkalil, Year 11 French Beginners, Gemma Bolton, Year 11 French Continuers
- **International Classical Literacy Examination–Latin** Lucija Rezo, Year 9 Latin (Perfect Score), Eben Taylor, Year 9 Latin (Gold Award), Joshua Carter, Year 9 Latin (Bronze Award), Sierra Penberthy, Year 9 Latin (Bronze Award)
- **Consulate General of Republic Indonesia for 1st in State 2016 Indonesian Extension** Payal Parikh, Year 12 Indonesian
- **AIA ( Australia Indonesian Association ) 1st in State in 2016 Indonesian HSC Heritage** Stephanie Hartanto, Year 12 Indonesian
- **Linguafest Highly Commended Award** Year 10 Indonesian class
- **Kompetisi Siswa Indonesian Competition 3rd place** Zoe Boot and Natasha Shewring, Year 9

- **IndonesianAustralia Indonesia Association to Yogyakarta 2 week scholarship** Ciaran Gilling, Year 11 Indonesian
- **Ritsumeikan Asia Pacific University in Japan Kyuushuu 4 year scholarship** Aedan Southeran, Year 12 Japanese Continuers
- **Ritsumeikan Asia Pacific University in Japan Kyuushuu 3 year scholarship** Noah Jago, Year 12 Japanese Continuers

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Open High School HSC language students studied courses as follows:

Language	Beg	Cont	BS	H	Ext	Total
Chinese	12	7	–	10	3	32
French	44	65	–	–	21	130
German	22	38	–	–	7	67
Indonesian	7	7	11	9	1	35
Italian	26	29	–	–	6	61
Japanese	69	45	–	12	16	142
Korean	–	14	–	–	–	14
Latin	–	2	–	–	–	2
Modern Greek	39	13	–	–	4	56
Portuguese	–	2	–	–	–	2
Russian	–	34	–	–	–	34
Spanish	40	40	–	–	7	87
<b>Total</b>	<b>259</b>	<b>296</b>	<b>11</b>	<b>31</b>	<b>65</b>	<b>662</b>

#### Key

- *Beg* = *Beginners Courses*
- *Cont* = *Continuers Courses*
- *BS* = *Background Speakers Courses*
- *H* = *Heritage Courses*
- *Ext* = *Extension Courses*

Open High School achieved 9 Firsts in the State (see table below) and, in 18 of the 32 Higher School Certificate language courses offered by the school, 34 students were placed in the top five places in their course: 9 Firsts; 8 Seconds; 6 Thirds; 7 Fourths; and 6 Fifths.

Of the 597 students studying 2 Unit courses, 29% of students achieved a mark in Band 6, compared with 28% in 2015, and 39% in Band 5, compared with 38% in 2015. 35% of Extension Course students achieved in the top band, E4. 100% of the Chinese and Indonesian Extension cohort scored in the top band.

#### Course Student

- Chinese Beginners Thanh Ly
- Heritage Chinese Matthew Situ
- German Beginners Olivia Atkins
- Heritage Indonesian Stephanie Hartanto
- Indonesian Background Speakers Lorenzia Heryxlim
- Indonesian Extension Payal Parikh
- Korean Continuers Henry Wu
- Modern Greek Beginners Stephanie Kritikos
- Russian Continuers Sophie Shafeeva

Open High School students took the first 5 places in the State in Russian Continuers, the first 4 places in the State in Korean Continuers, and the first 2 places in the State in Indonesian Background Speakers and Heritage Chinese.

## **Policy requirements**

### **Aboriginal education**

All teaching programs in the school address the Aboriginal and Torres Strait Islander perspectives.

### **Multicultural and anti-racism education**

As a languages only school, Open High School teaches multicultural perspectives explicitly and implicitly in all teaching programs.