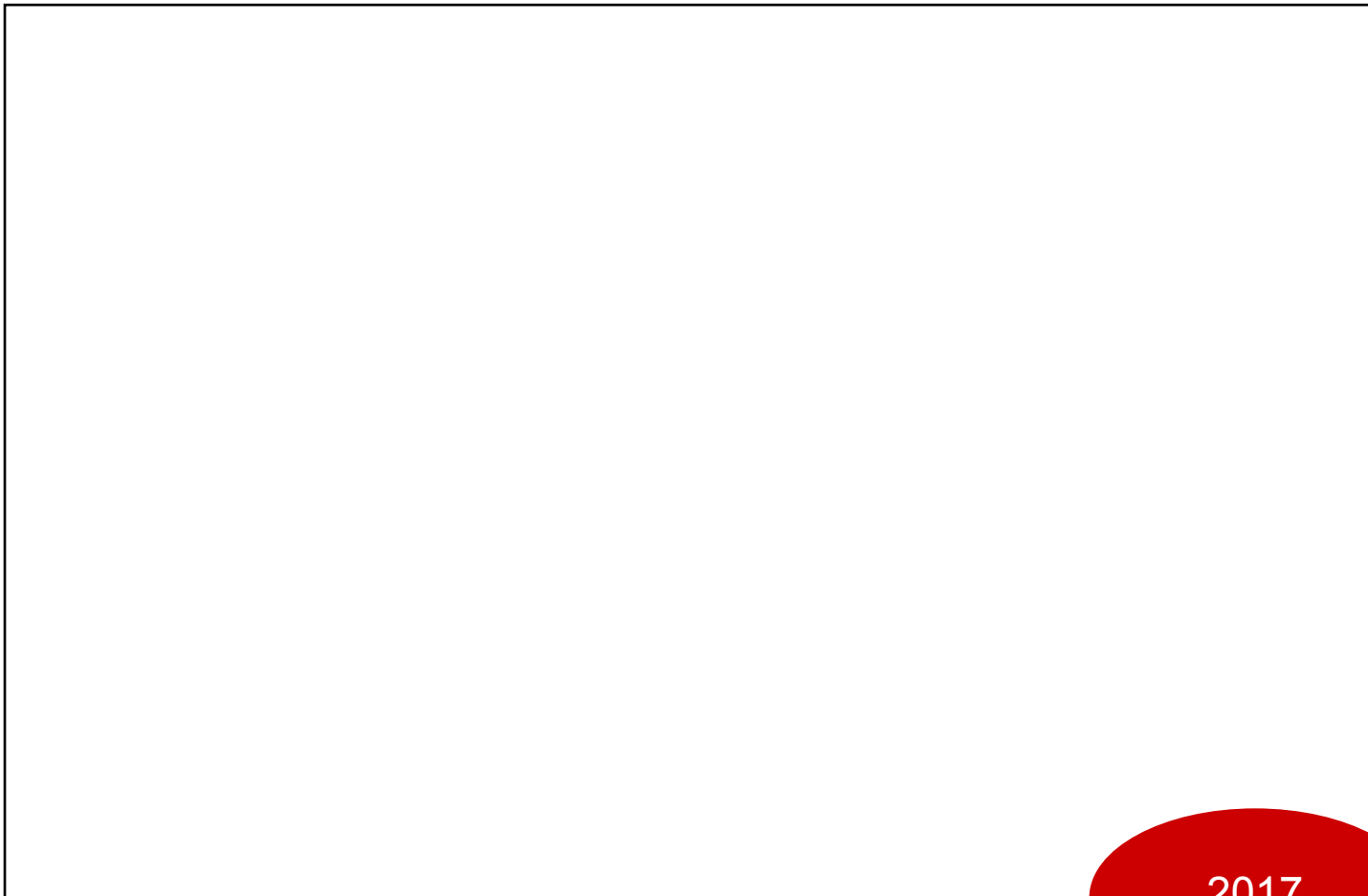


Cleveland Street Intensive English High School

Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Central Sydney Intensive English High School, formerly known as 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, asset 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.

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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 focused on student engagement and achievement through the continued development of formative assessments and implementation of differentiated learning strategies. The futures focused learning project targeted Stage 4 Intermediate and Transition students. The ongoing review of programs and the application of the ESL Scales across all Key Learning Areas resulted in improved language, literacy and numeracy outcomes data collection which supported the refinement of achievement criteria informing student reflection on their own progress. In the domain of Teaching our priorities continued to align Performance and Development plans with the strategic directions in the School Plan which in 2017 also included strategies to successfully re-locate staff, programs and resources at the end of the year. Within this context, teachers and school support staff continued to collaboratively develop and articulate professional goals and collect and document evidence needed to support the achievement of their goals. Teachers also reviewed programs supporting refugee student language acquisition. In the domain of Leading, our main focus has been on distributive leadership. The futures focused learning team continued to expand to include teachers from all Key Learning Areas. Teachers supervising learning experience teachers completed new induction training. Teachers continued to participate in the mentoring program which enabled them to assume leadership roles in delivering professional learning to teachers requiring accreditation.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

All students made progress in their intensive English language acquisition and high school preparation programs. As students engaged in their English acquisition they were also supported to reflect on their own learning through clearly described learning goals, feedback and self-assessment criteria. There was an ongoing focus on the use of the ESL Scales as a diagnostic tool for moderation of student achievement and to inform differentiation of student learning. Teacher professional learning continued to embed formative assessment, differentiation strategies and explicitly documented student achievement of learning outcomes. Whole school professional learning continued to support knowledge of futures focused and project-based learning strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Subject registers and teaching programs document and reflect student outcomes as informed by formative assessment and differentiated teaching strategies.	\$6,210	Student learning needs and progress were mapped against learning outcomes and included in KLA programs and registers. Student learning outcomes were translated into students' first language to maximise their understanding. Differentiated learning strategies used for students of concern were annotated in programs and registers.
100% of students are orientated to futures focused learning skills in their new arrivals program.	\$3,660	The futures-focused learning project was expanded to include Stage 4 Intermediate and Transition students. Teachers and executive continued to participate in professional learning to support leadership implementation of this project learning through varied approaches and resources.

Next Steps

Continued development of learning strategies to support and empower newly arrived students in their successful acquisition of English language.

Evaluation of progress of futures focused project to inform future directions.

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

Teachers, executive and principal continued to develop their Performance and Development Plans and provide supportive evidence for their goals. Teachers' goals were well supported by documentation of evidence. School administrative and support staff also developed professional learning plans.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% Teachers supported to achieve and maintain proficient levels.	\$20,000	Teacher professional learning modules linked to Evidence and Standards were developed and delivered. All teachers maintain proficient level.
100% Teachers, executive and principal continue to achieve professional learning goals.	\$15,290	Teachers, executive and principal worked with their supervisors to systematically and strategically review progress based on evidence and self-reflection

Next Steps

Expansion of mentoring program supporting futures focused learning strategies in readiness for changed teaching practice in new futures design school building.

Development and ongoing improvement of distributive leadership practice.

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 continued to work collaboratively to renew existing policies and plans with reference to the Wellbeing Framework. Students and parent surveys were conducted to elicit data and results were used to inform change. Referral systems and attendance data for extra-curricular programs were used to continue to monitor and student participation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student participation in and satisfaction with extra curricular programs.	\$5,280	Student participation in the Friday morning “Convo at Clevo” breakfast with Sydney Girls and Boys High Students was highly valued by increasing numbers of participating students.
Strengthened partnerships with our transition high schools, settlement support agencies, tertiary and business partners and overseas teacher study programs.	\$6,000	Communication with parents and carers was expanded to include text messages for meetings and surveys.

Next Steps

Increased range of communication strategies with schools’ existing parent and carer and broader communities.

With relocation to the new school site strategies developed and implemented build connections with the new community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		
Low level adjustment for disability	<p>\$78,282</p> <p>(\$60,944 – LaST; \$17,337 – SLSOs, Speech Pathologist)</p>	<p>As a new arrivals program school our Student Wellbeing policy supports early identification and intervention in the areas of student health and learning. Vital to this mandate is our community partnership with the NSW Department of Health, EasternSuburbs 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 wellbeing team and where required, medical plans were developed in consultation with parents and carers. One hundred and two students were referred for optical support, fifty–nine for dental follow–up, two for auditory testing. Thirty–nine of these students required additional review meetings. One hundred and twenty three students did not require a health referral.</p> <p>Students with hearing impairment and their families continued to be supported by the hearing consultant. These students were also provided with individual learning support in class by a specialist hearing teacher. Teachers also developed differentiated learning materials, resources and environments. A speech pathologist also supported the needs of students with speech impediments throughout the year.</p> <p>An additional School Learning Support Officer– Ethnic was also employed to provide in–class support to students with identified learning adjustment needs..</p>
Socio–economic background	\$15,916	<p>Funding supported newly arrived student wellbeing 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 LaST, SLSOs and the school wellbeing team supported this initiative.</p>
Support for beginning teachers		

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	161	151	125	104
Girls	135	121	98	91

The total number of students enrolled at Cleveland Street Intensive English High School in 2017 was 415 students. Of these enrolments, 186 students were female and 229 were male. There were 138 students enrolled in Stage 4. In Stage 5 there were 164 students. In Stage 6 there were 113 enrolments. Three hundred and eight students in students completed their intensive English and high school preparation program at this school in 2017.

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.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	94.4	96.7	96.1	97.6
8	98.3	96.6	97.8	96.2
9	96.7	95	96.4	96
10	93.7	94.6	95.6	95.4
11	94.3	93.5	94.7	94.8
All Years	94.9	95.1	95.9	96
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
All Years	90.1	89.6	89.6	89.5

The overall student attendance rate of 96.15% continued to be above the state average of 91.2%. The Year 7 attendance of 97.7% was 6.3% above state average, the Year 8 attendance of 95.4% was 5.9% above state average, the Year 9 attendance of 96.4% was 8.4% above state average, the Year 10 attendance of 96.3% was 9.9% above state average and the Year 11 attendance of 95.7% was 7.7% above state average.

Management of non-attendance

Non-attendance issues were addressed using strategies such as student and parent interviews, support from welfare staff and referral to the school counsellor.

Student advisers and school learning support officers (SLSOs) monitored attendance and head teachers implemented procedures to deal with partial truancy. The deputy principal conducted *Getting to School on Time* sessions to assist students with their punctuality.

All enrolling students, parents and carers participated in orientation sessions where they received translated information on the attendance requirements and the consequences of unsatisfactory attendance in NSW schools.

Structure of classes

In 2017 the school had an 18 class structure. Classes included Stage 4 (Years 6, 7 and 8), Stage 5 (Years 9 and 10) and Stage 6 (Year 11) students at Foundation, Preliminary, Intermediate and Transition levels of English language proficiency. Students experiencing language or learning difficulties were supported in two Targeted Learning classes.

At this new arrivals program high school the maximum class size is 18. Targeted Learning program classes have a maximum number of 10 students.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	1.64	1.13	0
Employment	1.64	1.13	0
TAFE entry	0	1.13	0
University Entry	0	0	0
Other	0	1.13	0
Unknown	0	0	0

As a specialist high school, the primary role of Cleveland Street Intensive English High School is to provide English language tuition, high school preparation, settlement, welfare and orientation programs for newly arrived students of high school age. The majority of post-school destinations for students completing their intensive course is to other New South Wales Department of Education high schools.

In 2017 students transferred to fifty-one high schools. Thirty two students exited to TAFE or work. Three students returned overseas.

The public schools students transitioned to were: Alexandria Park Community School, Ashfield Boys High School, Asquith Boys High School, Asquith Girls High School, Auburn Girls High School, Birrong Boys High School, Blakehurst High School, Bowral High School, Burwood Girls High School, Castle Hill High School, Chatswood High School, Concord High School, Davidson High School, Dulwich High School of Visual Arts and Design, Epping Boys High School, Fairfield High School, Granville Boys High School, Homebush Boys High School, Hunters Hill High School, JJ Cahill Memorial High School, Killarney Heights High School, Ku-ring-gai Creative Arts High School, Lambton High School, Macarthur Girls High School, Marsden High School, Matraville Sports High School, Moorebank High School, Mosman High School, Newtown High School of Performing Arts, Northern Beaches Secondary College – Freshwater Senior Campus, Northern Beaches Secondary College–Balgowlah Boys Campus, Northern Beaches Secondary College–Freshwater Campus, Northern Beaches Secondary College–Mackellar Girls High School, Pennant Hills High School, Pittwater High School, Randwick Boys High School, Randwick Girls High School, Riverside Girls High School, Rose Bay Secondary College, Ryde Secondary College, Sarah Redfern High School, South Sydney 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, Warners Bay High School, Westfield Sports High School and TAFE.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	5
Classroom Teacher(s)	2.8
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	13.78
Other Positions	24.7

*Full Time Equivalent

The teaching staff comprised both experienced and early career teachers who were supported by bilingual school learning support officers, school administrative staff and a general assistant. The full time equivalent positions included: Principal, Deputy Principal, Head Teachers, Secondary Intensive Classroom Teachers 28.2, Learning and Support Teacher, Teacher Librarian, School Counsellor, School Administration and Support Staff, and Other Positions 4.3.

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

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

In 2017 teachers participated in Professional Learning presented by colleagues, by NSW Department of Education 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 schoolexpenditure on teacher professional learning in 2017 was \$24,561.57.

In 2017, all pre-2004 teachers gained accreditation at 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 Days, faculty meetings and ongoing professional sessions included: planning and preparation for relocation to an interim school site at the end of 2017, new school building planning, progress on the School Plan 2015-2017 and milestones, preparation of the Annual Report, annual review of School Excellence Framework, Futures Focused Learning including attendance at the *Schools of the Future* conference, Project based learning Stage 4 project, G Suite, Google classroom, STE(A)M workshop, Embedding Formative Assessment Across Key Learning Areas, cross curriculum sharing of learning and teaching program. Principal, School Administration Manager completed LMBR and Financial Planning Tool workshops. Staff working groups reviewed the Wellbeing policy. Staff attended the International Student conference, Webinar and Oliver training, the eMental Health, CHERI Conferences, Wellbeing Expo, online NAPLAN training, ATESOL seminars and mentoring programs. School Learning Support and Administration officers completed Professional Development Plans. Teachers and School Learning Support Staff worked together to support student learning and completed mandatory training in Code of Conduct, Child Protection, Anaphylaxis and Emergency Care.

All staff members completed their Working With Children Check and pre-2004 teachers prepared their accreditation at Proficient

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	818,593
Global funds	190,826
Tied funds	46,107
School & community sources	142,702
Interest	7,631
Trust receipts	341
Canteen	0
Total Receipts	387,606
Payments	
Teaching & learning	
Key Learning Areas	27,991
Excursions	13,469
Extracurricular dissections	19,350
Library	2,660
Training & Development	1,670
Tied Funds Payments	43,225
Short Term Relief	83,027
Administration & Office	154,739
Canteen Payments	0
Utilities	37,048
Maintenance	31,891
Trust Payments	341
Capital Programs	0
Total Payments	415,409
Balance carried forward	790,789

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,213,251
Appropriation	983,258
Sale of Goods and Services	190,203
Grants and Contributions	37,814
Gain and Loss	0
Other Revenue	0
Investment Income	1,976
Expenses	-346,749
Recurrent Expenses	-346,748
Employee Related	-163,277
Operating Expenses	-183,471
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	866,502
Balance Carried Forward	866,502

	2017 Actual (\$)
Base Total	2,670,330
Base Per Capita	55,017
Base Location	0
Other Base	2,615,312
Equity Total	94,197
Equity Aboriginal	0
Equity Socio economic	15,916
Equity Language	0
Equity Disability	78,282
Targeted Total	0
Other Total	2,509,933
Grand Total	5,274,460

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

School performance

School-based assessment

2017 Student 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 284 students who completed their program of study in 2017. These students consisted of 84 Stage 4 students (30%), 131 Stage 5 students (46%) and 69 Stage 6 students (24%).

Oral Interaction

The majority of students who completed their studies in 2017 entered on Level 1 or below (41%), Level 2 (33%), Level 3 (19%) or Level 4 (7%) in Oral Interaction. Following is a summary showing student transition achievement at four entry levels ESL Scales.

Entry Level 1 or below (3%): One hundred percent of students (117) 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 (94) 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 (54) entering at Level 3 transitioned the program at Level 4 or higher for Oral Interaction.

ESL Scales Entry Level 4 or higher: Fifty-three percent of students (19) entering at Level 4 or higher 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 2017 entered on ESL Scales Level 1 and below (45%), Level 2 (33%) or Level 3 (20%) or Level 4 and higher (2%) in Reading and Responding. Following is a summary showing student transition achievement at four entry levels.

ESL Scales Entry Level 1 or below (42%): Ninety-seven percent of students (127) entering at Level 1 and below transitioned the program at Level 2 or higher for Reading and Responding.

ESL Scales Entry Level 2: Ninety-eight percent of students (94) entering at Level 2 transitioned the program at Level 3 or higher for Reading and Responding.

ESL Scales Entry Level 3: Ninety-three percent of students (58) entering at Level 3 transitioned the program at Level 4 or higher for Reading and Responding.

ESL Scales Entry Level 4 or higher: Sixty-seven

percent of students (6) 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 2017 entered on ESL Scales Level 1 and below (45%), Level 2 (33%) or Level 3 (17%) or Level 4 and higher (5%) in Writing. Following is a summary showing student transition achievement at four entry levels.

ESL Scales Entry Level 1: Ninety-five 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: One hundred percent of students (93) entering at Level 2 transitioned the program at Level 3 or higher for Writing.

ESL Scales Entry Level 3: Eighty-five percent of students (48) entering at Level 3 transitioned the program at Level 4 or higher for Writing.

ESL Scales Entry Level 4 or higher: Fifty-three percent of students (15) entering at Level 4 transitioned the program at Level 5 or higher for Writing.

Summary

The English language acquisition outcomes data shows that in 2017 the majority of transition students made significant progress across the three strands, achieving an increase of one or more levels above their entry level.

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 accreditation gained by the students completing this course is recognised in TAFE and Australian workplaces.

In 2017, 31 students participated in the CSWE elective. Five students completed their *CSWE Certificate I* and 26 students completed the *Certificate II*. In the Certificate I elective two students achieved their *CSWE Certificate I* and three attained their *CSWE I Statements of Achievement*. Twenty four students attained their *CSWE Certificate II* and two attained their *CSWE II Statements of Achievement*.

The majority of teachers at the school are trained to teach the CSWE course. Two teachers participated in two state-wide Cross-Moderation School Forums throughout the year.

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.

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 the 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 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, students' 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 public school.

Fourteen Year 7 and Year 9 students participated in NAPLAN in 2017. The Literacy assessment included Reading, Writing, Spelling and Grammar and Punctuation. The tables below show the bands achieved by these Year 7 and Year 9 students in overall literacy compared to the NSW state results.

Percentage in Bands:

Year 7 - Grammar & Punctuation

Band	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 7 - Reading

Band	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 7 - Spelling

Band	4	5	6	7
Percentage of students	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 7 - Writing

Band	4	5	6	7
Percentage of students	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 9 - Grammar & Punctuation

Band	5	6	7	8
Percentage of students	56.3	25.0	12.5	6.3
School avg 2015-2017	44.8	31.7	17.4	6.3

Percentage in Bands:

Year 9 - Reading

Band	5	6	7
Percentage of students	35.7	50.0	14.3
School avg 2015-2017	42.3	46.7	11.0

Percentage in Bands:

Year 9 - Spelling

Band	5	6	7	8	9
Percentage of students	56.3	25.0	18.8	0.0	0.0
School avg 2015-2017	68.5	14.6	17.0	0.0	0.0

Percentage in Bands:

Year 9 - Writing

Band	5	6	7	8	9
Percentage of students	37.5	43.8	12.5	6.3	0.0
School avg 2015-2017	55.8	33.8	8.3	2.1	0.0

Fourteen Year 7 and Year 9 students participated in the NAPLAN Numeracy assessments in 2017. The tables below show the bands achieved by these Year 7 and Year 9 students in overall numeracy compared to the NSW state results.

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	0.0	28.6	7.1	42.9	21.4	0.0
School avg 2015-2017	2.1	11.6	15.3	42.6	17.8	10.6

for seeking help that would increase learning and that they also gave students feedback on their work to support them to achieve their learning goals.

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.

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 2017 this school sought the opinions of students, parents and staff using the Tell Them From Me Surveys. Their responses are presented below.

Parents and carers reported that they felt welcome at the school and expressed satisfaction with communication from the school. They also expressed satisfaction with the support for learning and positive behaviour for their children at the school. They also reported that their children felt safe at school and that teachers helped their children develop positive friendships. Eighty three percent 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 indicated 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. Eighty three percent of students reported high levels of intellectual engagement and 84% said they tried hard to succeed in their learning. Teachers felt that the 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 with colleagues in the form of discussing strategies that increase student engagement and set high expectations for student learning. Teachers also reported that they discussed strategies with students

Policy requirements

Aboriginal education

The school continued to implement the Aboriginal and Education policy with all key learning areas creating opportunities for students to develop an understanding of Aboriginal history and cultures through Aboriginal education cross-curriculum content. The Student Representative Council 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 2017 promoted the values of: caring, harmony, peace, unity, compassion, pride and belonging, responsibility and respect. Respect for and understanding of the diversity of cultures and languages within the school community was enhanced through *Greetings of the Month* in many languages, the acknowledgement of significant festivals and observances of many cultures through student performance in art, music, song and dance.

The SRC program also developed strategies to address any issues of racism and showed leadership in 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 harmony and identified and described what they could do to help make the school, their local community and the world a more harmonious 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

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

In 2017 twenty-two students chose the VET elective. This course prepares students for jobs in the hospitality and food service industries. Each week students worked together in the school's canteen to prepare and cook a healthy, hot lunch. In addition, VET students learnt important job skills such as safe food handling

and proper kitchen operations including sourcing and ordering supplies.

Students who successfully completed this course were awarded a *Statement of Achievement in Preparatory Workplace Skills*, with which they can confidently seek employment in the hospitality industry.

Achievements in The Arts

Students participated in four main performances throughout the year, culminating in *Clevo Fest* our arts festival where students' work was showcased in the *Clevo Fest Art Exhibition*, and through musical and dance performances in concerts and assemblies throughout the year. Parent Teacher evenings were supported by student musical performance and an exhibition of contemporary art works. The artworks included self-portraits and Frida Khalo studies. This exhibition was so popular that it became a permanent exhibition in the school foyer.

Throughout the year students also collaborated to create films and photographic records of performances and school events. Students in music and visual arts continued to extend their skills by participating in Gifted and Talented Programs. In 2017, 41 students participated in these programs. The gifted and talented lunchtime art class was extended to three days a week due to an increase in demand by students whose passion was art.

Achievements in Sport

At Cleveland Street all students participate in weekly Wednesday afternoon sports and they also have the opportunity to join school competitions, inter-school knockouts, sports gala days, grade sport and extra-curricular training sessions. Sport is an excellent platform for students to develop movement skills and improve their fitness. It also supports our new arrivals students to make friends and practice their English in a fun, social and sometimes competitive environment.

The Physical Education program includes basketball, volleyball, soccer, baseball and badminton. This year we also had staff from the Cricket NSW Multicultural Unit deliver a five-week program, to promote cricket and skill development. Teachers remain mindful of striking a balance between introducing the skills and rules of popular Australian sports including cricket, Oz tag and netball with sports that students are more familiar with including table tennis and soccer.

Our newly arrived students participated in the Eastern Suburbs Knockout competitions in boys' soccer and basketball, open girls' volleyball and table tennis. Our open girls' volleyball team progressed to the round two all day knockout competition at Menai Sports Centre. Outstanding performance on the day led to the selection of one of our students to the training squad for the regional volleyball team. For the first time, our school made the finals in the Sydney East Table Tennis Knockout, losing only to a strong Sydney Boys High School team.

Ten students represented our school in the zone

swimming carnival and twenty-one students to represented the school at the zone cross-country carnival. Three athletes from our school qualified and competed at the regional cross-country carnival. Stage 4 and Stage 5 students competed sports gala days throughout the year. These events provided an excellent opportunity for our students to compete in teams and meet students from other neighbouring high schools. Several of our Stage 6 refugee students displayed excellent leadership skills acting as sports coordinators and referees at the gala day competitions.

In keeping with tradition, the PDHPE staff ran lunchtime school table tennis and badminton knockout competitions with thirty-two students competing for the shield. For the second consecutive year a female student won the mixed gender competition.

Learn To Swim programs were again popular in 2017 with nineteen students completing the intensive two-week program at Prince Alfred Park Pool. Thirty-five other students choose to learn and improve their swimming skills through the ongoing Wednesday sport program. Seventy-two students participated in the school camp at Stanwell Tops Conference Centre.