

# NSW School of Languages

## Annual Report



2017



NSW SCHOOL  
OF LANGUAGES

Learn locally. Communicate globally.

8588

## Introduction

The Annual Report for **2017** is provided to the community of **NSW School of Languages** 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 2017.

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. 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.

The results of this process indicated that NSW School of Languages 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 next 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

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

Professional Learning has been directed at giving all teachers the skills to engage students and improve their learning outcomes.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase from 67% to 80% of Year 12 students receiving marks in the top 2 bands	School Professional Learning time.	Increase is more gradual than hoped, however all staff are using RAP data to analyse student skills and weaknesses.
10% increase of band 3 & 4 students achieving bands 4 and 5 in Year 12	School Professional Learning time.	Grades have not shown a significant increase. Teachers have gained considerable skills in assessing HSC data.
Increase from 77% to 90% of stage 5 students receiving A or B grade	School Professional Learning time.	Grades have not shown a significant increase.
Increase from 55% to 75% of year 11 students receiving A or B grade.	School Professional Learning time.	Grades have not shown a significant increase.

### Next Steps

The next School Plan will incorporate increased focus on improved outcomes in Years 9 and 10. This will be enhanced by the increased focus on designing new courses for the new K–10 Syllabuses.

## 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

Research on improving course design, lesson presentation and giving students meaningful feedback is helping increasing numbers of students to continue their language studies.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A 10% increase in the number of students pursuing languages at university and beyond.	Nil	Feedback from students has been difficult to obtain.
70% of students indicating high level of satisfaction in end of course surveys.	Nil	Surveys of students at the completion of their course show that students were mostly happy with their teachers, their courses and their studies at the school.
10% Increase in retention rates of students from years 9–10, 10–11 and 11–12.	Nil	Retention rates of our Year 10 Students progressing into our Year 11 classes are above the state average. Similarly for Year 11 into Year 12.

### Next Steps

New courses are being developed and introduced to produce higher levels of student satisfaction. Teachers are receiving ongoing professional learning in conducting engaging and rewarding lessons with their students and in providing meaningful feedback and assessment of student work.

The school will continue to advocate publicly for increased numbers of students continuing their language study and improved incentives for ongoing language learning.

### 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

Many teachers have worked in higher duties or workshadowing positions within the school. This has ensured some continuity in corporate knowledge when unexpected vacancies in the school have occurred.

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers participate in professional and community networks and forums (including in-school committees and teams) to broaden knowledge and improve practice.	School Professional Learning time	All permanent teachers and all Temporary teachers working more than 3 days per week have participated in school committees and working groups.
50% of teachers have undertaken a leadership role within their faculty or the whole school.	School Professional Learning time and \$347,192 in school funds.	40% of teachers have worked in leadership roles.
70% of teachers have achieved at least 2 of their 3 professional goals. (baseline in 2015).	School Professional Learning time and \$48,668 in school funds.	Nearly all teachers have achieved most of their professional learning goals.
15% of teachers are working towards HAT and Lead teacher.	No funds expended	No teachers have yet attained HAT or Lead Teacher.

##### Next Steps

With Accreditation now mandatory for all teachers, there will be an increased focus on Professional Learning and several teachers are planning to work towards Highly Accomplished and Lead Teacher Accreditation.

School Leadership roles will be advertised for 2018 as the up-skilling of teachers is essential to fill unexpected vacancies.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	RAM:\$47,117  Other \$18,847	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.
<b>Support for beginning teachers</b>	DoE \$110,402  NSL \$82,450	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.



## Student information

The maximum enrolment for 2017 was 2250 students, which is an increase on the 2016 enrolment. Enrolment trends for the five-year period 2013 to 2017 are shown in the table below:

### Year Number of enrolments

2013 1927

2014 1943

2015 2147

2016 2155

2017 2250

Gender breakdown:

	Boys	Girls
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 NSW School of Languages. Factors include continuity of study, special circumstances such as a timetable clash, NSW Education Standards Authority (NESA) eligibility requirements, home school quota and, for some students, suitability to participate in a program of accelerated progression.

### Management of non-attendance

Students are drawn from almost 420 schools.

Students came from government schools and 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 is for students in regional and rural NSW.

Students 'attend' school by participating in their online course, attending regular phone lessons and by regular submission of work.

### Structure of classes

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 NESA 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 NESA. 69% of NSW School of Languages Year 10 students and 52 % of Year 11 students achieved an A or B grade.

The following students won awards in 2017

**Jenny Ngo** Caltex Best All Rounder

**Thuy Van Ng** Caltex Best All Rounder

**Amy Hoyle** Long Tan Award

**Awal Maker** Long Tan Award

**Kevin Tse Kai Wai** Reuben F Scarf Award

### 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	0	0
TAFE entry	0	0	0
University Entry	0	0	10
Other	0	0	1
Unknown	100	100	89



## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	63.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	0
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	12
Other Positions	0

\*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.

Nine teachers completed accreditation for registration.

## 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.

School income has been preserved to fund expected costs in the move to Petersham in 2018 and the rewriting of courses appropriate to the new NESA syllabuses.

Receipts	\$
<b>Balance brought forward</b>	<b>2,056,460</b>
Global funds	496,090
Tied funds	192,070
School & community sources	158,340
Interest	24,914
Trust receipts	177,237
Canteen	0
Total Receipts	1,048,651
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	212,544
Excursions	19,369
Extracurricular dissections	15,027
Library	237
Training & Development	6,290
Tied Funds Payments	141,011
Short Term Relief	88,445
Administration & Office	97,554
Canteen Payments	0
Utilities	33,467
Maintenance	10,494
Trust Payments	36,854
Capital Programs	19,050
Total Payments	680,340
<b>Balance carried forward</b>	<b>2,424,771</b>

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 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	3,298,639
Appropriation	2,823,066
Sale of Goods and Services	269,163
Grants and Contributions	218,847
Gain and Loss	0
Other Revenue	-15,600
Investment Income	3,163
<b>Expenses</b>	-1,358,815
Recurrent Expenses	-1,334,099
Employee Related	-275,060
Operating Expenses	-1,059,038
Capital Expenses	-24,716
Employee Related	0
Operating Expenses	-24,716
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	1,939,825
<b>Balance Carried Forward</b>	1,939,825

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.

The school has a Finance Committee which meets regularly to administer and monitor the school's finances.

## Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	747,598
Base Per Capita	0
Base Location	0
Other Base	747,598
<b>Equity Total</b>	47,177
Equity Aboriginal	0
Equity Socio economic	0
Equity Language	0
Equity Disability	47,177
<b>Targeted Total</b>	0
<b>Other Total</b>	8,747,086
<b>Grand Total</b>	9,541,861

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.

## School performance

2017 HSC Candidature						
Language	Beg	Cont	Lit	Ctxt	Ext	Total
Chinese	27	11		5	0	43
French	28	50			13	91
German	22	44			13	79
Indonesian	6	6	3	4	0	19
Italian	50	32			6	88
Japanese	50	39		11	24	124
Korean	36	4				40
Latin		2				2
Modern Greek	46	9			0	55
Portuguese		4				4
Russian		21				21
Spanish	57	45			10	112
<b>Total</b>	<b>322</b>	<b>267</b>	<b>3</b>	<b>20</b>	<b>66</b>	<b>678</b>

### 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 2017 67% of students in 2 unit courses were placed in Bands 5 and 6..

31% were in Bands 3 and 4.

85% of Extension Course students were placed in the top 2 Bands,

There were **9** students placed First in State and **32** students came in the first 5 places in their course.

Courses listed are Beginners, Continuers, Language and Literature, Language in Context and Extension.

## Parent/caregiver, student, teacher satisfaction

NSW School of Languages conducted internal surveys with teachers and students with positive responses. The school also participated in the Tell Them From Me Surveys. The number of responses was too low to draw significant conclusions.



## Policy requirements

### Aboriginal education

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



### Multicultural and anti-racism education

Understanding of other cultures is an intrinsic part of all language syllabuses and integrated into all NSW School of Languages courses.