

Central Sydney Intensive English High School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Central Sydney Intensive English High School (formerly 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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Message from the Principal

In 2018 Cleveland Street Intensive English High School was re-named as Central Sydney Intensive English High School and was re-located to Park Road, Alexandria. Throughout the year staff, students, parents and carers participated in information and consultation sessions and futures focused student presentations in preparation for the move to the new school at the beginning of 2019.

School background

School vision statement

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

School context

Central Sydney Intensive English High School provides innovative English language, orientation, wellbeing, settlement and high school preparation programs to secondary aged, newly arrived students requiring intensive English as an Additional Language tuition.

The school's quality intensive English curriculum is referenced to NESA syllabus outcomes and the Intensive English Program Curriculum Framework. The transition to high school, Technical and Further Education and school to work programs are taught by highly skilled and specialist English as an Additional Language teachers.

Students learn in age, stage-based, level of English language proficiency classes with senior students participating in Year 11 language-based elective courses. Intermediate and Transition level students learn in project-based learning environments. Students are supported in their development as community members, performers and leaders through extra-curricular activities, including the Student Representative Council.

A specialist school counsellor, careers adviser, librarian, wellbeing team, school learning support officers—ethnic and other agencies support students 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 continued to focus on student engagement and achievement through the application of formative assessment built on personalised learning strategies implemented to support students to be successful learners in their new country. Work continued on the revision of teaching and learning programs particularly, on the inclusion of project-based learning skills for Stage 4 and 5 Intermediate and Transition students. Students were able to showcase progress in their English language acquisition and skills and knowledge as 21st Century learners to parents, visitors, fellow students and teachers at presentation days throughout the year.

In the domain of Teaching, our priorities have been to ensure that Performance and Development Plans are aligned with the adjustments required by staff as the school was relocated prior to moving to the new school in 2019. Performance and Development Plans continued to reflect the strategic directions of the school plan in developing the knowledge and skills required to deliver project-based learning to newly arrived, secondary age students.

In the domain of Leading, our main focus has been on developing executive and distributive leadership. Throughout the year teachers and head teachers have been supported to develop their skills and experience in executive roles through professional learning and mentoring. Experienced futures focused teachers mentored colleagues and presented professional learning sessions as they continued to develop their leadership skills.

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

Successful New Arrivals Learners

Purpose

To have a whole school approach ensuring all students participate successfully in their intensive English language, literacy, numeracy, high school preparation and settlement programs to be skilled, independent learners with clearly articulated educational goals.

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
<ul style="list-style-type: none">• Student survey responses indicate high level of engagement in learning and settlement experiences.	\$15,584	Students participating in Learning Now For The Future class survey responses indicated that they experienced high levels of satisfaction with project-based learning experiences, personalised learning strategies and orientation to learning and settling events and experiences within the teaching and learning programs.
<ul style="list-style-type: none">• Assessment of student progress shows improved English language acquisition and confidence in participation in futures focussed learning.	\$2,271	Student cognitive academic language proficiency and expanded learning skills accelerated with their participation in the futures focussed classes. Stage 5 Intermediate students began participation in the Learning Now For The Future strategy. Stage 6 students participated in targeted project-based learning projects.

Next Steps

In 2019 student learning will be supported in our new school environment. Performance Development Plans and the 2019 School Plan will reflect strategies initiated to learn about teaching and learning in our futures designed buildings to ensure student success in achieving their learning outcomes.

Strategic Direction 2

Quality Teaching and Leadership

Purpose

To provide a quality learning environment for new arrivals students. Teachers are involved in research, cross curriculum collaboration, data analysis and professional learning to continually reflect and innovate their classroom practice to build capacity and leadership density for whole-school improvement.

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
<ul style="list-style-type: none">All teachers demonstrate currency of EAL pedagogy, syllabus content, knowledge and evidence-based, future-focused practices.	\$58,549	Throughout the year all teachers participated in professional learning to ensure currency in their practice in EAL pedagogy, syllabus content, knowledge and evidence-based, future-focused practices.
<ul style="list-style-type: none">All teachers and leaders have used the Australian Professional Standards and Professional Development Plans to identify and monitor specific areas for development or continual improvement.	\$8,898	All teachers and leaders worked with their supervisor to discuss their PDP goals referenced to the Australian Professional Standards. Individual learning goals were supported through faculty, program and whole school plans.
<ul style="list-style-type: none">All School Learning Support Officers and School Administration Support Staff have professional learning plans.	\$2,395	All SLSOs and SASS met with their supervisor to discuss and develop professional learning goals. SLSOs and SASS participated in mandatory training, schools finance training and training in classroom support for student learning programs.

Next Steps

Focus on developing teacher, SASS and SLSO skills and capacity in new, futures designed building.

Strategic Direction 3

Building Community Connections

Purpose

Upon relocation at our new school site in 2019 to establish new community links and further enhance student learning and settlement by expanding communication strategies to improve and strengthen connections with our newly arrived parents and carers, learning communities, support agencies and business partners.

Overall summary of progress

Surveys were used as part of the consultation strategy with parents, students and community partners to support the transition to the new school site in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Student, staff, parent and community partner surveys indicate that they have increased information from, connection and satisfaction with the school.	\$8,200	<p>Surveys were used as part of the consultation strategy with parents and students to support transition to the new school site in 2018. for example, in choice of new uniform and school logo.</p> <p>Surveys were used as part of the consultation strategy with community partners on the change of the school name.</p>
<ul style="list-style-type: none">• New community links identified and connections made.	\$1,600	Consultation with local Lands Council on new school. Investigation of local youth services, playing fields. Canvassing local business partnerships.

Next Steps

Newly formed communications team to put in place consultation and communication strategies to support the establishment of the new school community through expanding and building new connections.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Nil	
Low level adjustment for disability	\$126,519.83	<p>This school provides early intervention programs to support the newly arrived student cohort. Student Well Being is a particular area requiring early intervention ensure student health and learning needs are recognised and supported. Essential to addressing student health needs is our partnership with the NSW Department of Health, Eastern Suburbs Community Health team.</p> <p>One hundred and seventy-nine students had their hearing, vision, teeth, heart and general health checked by the community health doctors. Students who were found to have health concerns were given referrals to the Sydney Childrens' Hospital. These referrals were monitored by the Head Teacher Wellbeing and, when required, medical plans were developed in consultation with parents, carers and doctors. Thirty seven students were referred for optical reports, thirteen for dental follow-up, three for auditory testing, four for specialist support and thirty seven students were provided with advice on healthy weight information.</p> <p>Ten students were referred for speech therapy and by a school-based speech pathologist.</p> <p>Additional school learning support officers – ethnic were employed to provide first language in-class support to students with identified learning adjustment needs.</p>
Socio-economic background	\$3,217.26	<p>This funding was used to support newly arrived students' wellbeing and engagement in learning needs.</p> <p>The young people supported included refugee, protected, unaccompanied, single parent households, and students whose parents were unemployed.</p> <p>At enrolment, all students identified as needing support were provided with uniforms, stationary packs and textbooks. Some were also assisted with initial transport costs.</p> <p>The school provided a number of students with breakfast and lunch.</p> <p>Students were also supported to participate in excursions, camps, grade sport, gifted and talented and learn to swim programs.</p> <p>This support was provided in consultation with students, parents, carers and other agencies. These initiatives were supported by class room teachers, the learning and support teacher (LaST), school learning support officers – ethnic (SLSO), the student wellbeing team and executive</p>

<p>Support for beginning teachers</p>	<p>\$4,957.90</p>	<p>In order to better understand the mainstream learning and language demands for our transitioning new arrivals students, the Beginning Teacher attended a partner high school and shadowed their EAL/D teacher for 2 weeks. On returning to school his feedback regarding the listening demands of the Year 12 HSC, prompted changes to the Stage 6 Transition program to include more formal listening tasks. Returning to the school for a further week in Term 4, and shadowing the same teacher, the Beginning Teacher was able to develop a broader understanding of the new EAL/D syllabus at the point at which the Year 11 students were given the syllabus and Year 12 program overview. Finally, the Beginning Teacher re-joined the mainstream high school on the first day of the Year 12 EAL/D multimodal presentations to co-assess with the EAL/D teacher to better understand the marking rubric used for multimodal representations of and in texts.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	151	125	104	78
Girls	121	98	91	45

Students enrolled at Central Sydney Intensive English High School are secondary age, newly arrived students who require intensive English tuition, high school preparation, settlement, orientation and wellbeing program support. Students can be permanent residents (including refugees) or long-term temporary residents (including international students).

Students are enrolled every week of the school year. They 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 number of students enrolled at Central Sydney Intensive English High School in 2018 was impacted upon by the relocation of the school to a temporary site in Alexandria and the change of the school name. The total number of students enrolled was 286. Of these enrolments, 112 students were female and 174 were male. There were 102 students enrolled in Stage 4. In Stage 5 there were 135 students. In Stage 6 there were 49 enrolments. 155 students exited from the program in 2018.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	96.7	96.1	97.6	97.9
8	96.6	97.8	96.2	98
9	95	96.4	96	94.7
10	94.6	95.6	95.4	95.3
11	93.5	94.7	94.8	88.2
All Years	95.1	95.9	96	95
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
All Years	89.6	89.6	89.5	88.3

Management of non-attendance

In 2018 the overall student attendance rate of 95% continued to be above the state average of 88.3%. The Year 7 attendance of 97.9% was 6.1% above the state average. Year 8 attendance of 98% was 8.7% above the state average. Year 9 attendance of 94.7% was 7% above the state average. Year 10 attendance of 95.3% was 9.2% above the state average. Year 11 attendance of 88.2% was 1.6% above the state average.

Management of non-attendance

Student non-attendance issues were addressed using a range of strategies such as interviews with students and parents or carers, support from the wellbeing team and referral to the school counsellor. Students and parents or carers were supported in first language in all of these activities by bilingual school learning support officers (SLSOs).

Student attendance was monitored by the deputy principal and head teachers implemented procedures to deal with partial truancy. The deputy principal also conducted *Getting to School on Time* sessions to assist students with their punctuality.

At enrolment all students, parents and carers participated in orientation sessions where they received translated information on the attendance requirements and the consequences of unsatisfactory attendance in New South Wales public schools.

The high rate of student attendance reported in the Student attendance profile above illustrates the overall effectiveness of the attendance information and support provided to our newly arrived students, parents and carers.

Structure of classes

In 2018 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	0	0	0
Employment	0	0	0
TAFE entry	0	3	1
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

As a specialist high school, the primary role of Central Sydney 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 2018 students transferred to thirty four high schools. Eight students (3%) exited to TAFE. One student (1%) moved interstate.

The public high schools students transitioned to were: Alexandria Park Community School, Arthur Phillip High School, Ashfield Boys High School, Auburn Girls High School, Bass High School, Birrong Girls High School, Blakehurst High School, Burwood Girls High School, Canterbury Boys High School, Carlingford High School, Concord High School, Cumberland High School, Davidson High School, Dulwich High School of Visual Arts and Design, Epping Boys High School, Evans High School, Granville Boys High School, Homebush Boys High School, J J Cahill Memorial High School, Kingsgrove High School, Kogarah High School, Ku-ring-gai Creative Arts High School, Matraville Sports High School, Merrylands High School, Narrabeen Sports High School, Newtown High School of Performing Arts, Randwick Boys High School, Rose Bay Secondary College, South Sydney High School, Strathfield Girls High School, Sydney Secondary College – Blackwattle Bay Campus, Sydney Secondary College – Balmain Campus, Sydney Secondary College – Leichhardt Campus, Tempe High School and TAFE.

Year 12 students undertaking vocational or trade training

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Year 12 students attaining HSC or equivalent vocational education qualification

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Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	2.6
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.78
Other Positions	23.1

*Full Time Equivalent

In 2018 the teaching staff at Central Sydney Intensive English High School was comprised of both very experienced and early career teachers. School learning support officers – ethnic, supported student learning in first language and assisted in interviews with parents and carers as interpreters. The school administration team supported the day to day management of school business.

The full-time equivalent positions included the principal, deputy principal, five head teachers, 26.6 classroom teachers, 0.8 learning and support teacher, a librarian, careers advisor and school counsellor. Support staff positions included a school administration manager, 3.7 school administration officers and nine school learning support officers – ethnic.

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

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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	70.5

Professional learning and teacher accreditation

In 2018 pre–2004 teachers began their maintenance of accreditation at Proficient level. Twenty five per cent of teachers had achieved and were maintaining Proficient accreditation as new scheme teachers and 10% of new teachers were working towards accreditation.

In 2018 teachers participated in Professional Learning presented by colleagues, by NSW Department of Education and Port Jackson 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 2018 was \$29,903 .

School Development Days – whole day and twilight sessions, faculty meetings and ongoing professional learning sessions included: planning for change and preparation for relocation to the new Mitchell Road school site at the end of 2018, developing the School Plan 2018–20 and milestones, preparation of the Annual Report, annual review of School Excellence

Framework, Futures Focused Learning including co-hosting a Combined School Conference on Critical and Creative Thinking, attendance at the UTS *Project Design Lab workshops, designing project based learning (PBL), expansion of PBL* to include Stage 5, professional learning on the revised Wellbeing policy, anti-bullying plan, school sports policy, teaching pronunciation and the revised Intensive English Program Curriculum Framework. Staff also attended the International Student conference, English Teachers Association Conference, Webinar and Oliver training, Adobe website training for schools, ATESOL seminars, Mentoring programs including a beginning teacher shadowing an experienced EAL/D teacher in a mainstream high school and the Intensive English Program (IEP) Maths conference. 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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	866,502
Revenue	6,141,497
Appropriation	5,883,635
Sale of Goods and Services	58,389
Grants and Contributions	81,731
Gain and Loss	0
Other Revenue	106,538
Investment Income	11,205
Expenses	-5,528,579
Recurrent Expenses	-5,528,579
Employee Related	-5,211,478
Operating Expenses	-317,100
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	612,919
Balance Carried Forward	1,479,421

This financial summary consists of school income broken down by funding source and is derived from the Annual Financial Statement. Expenditure of school funds was impacted upon by the temporary re-location of the school for 2018.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,715,227
Base Per Capita	62,652
Base Location	0
Other Base	2,652,575
Equity Total	142,187
Equity Aboriginal	0
Equity Socio economic	33,405
Equity Language	0
Equity Disability	108,783
Targeted Total	0
Other Total	2,260,624
Grand Total	5,118,038

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

School-based assessment

Student English Language Acquisition

Student progress in English language acquisition at this school is assessed over three 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 students who completed their program of study in 2018. These students consisted 64 Stage 4 students (36%), 87 Stage 5 students (48%) and 29 Stage 6 students (16%).

Oral Interaction

The majority of students who completed their studies in 2018 entered on Level 1 or below (48%), Level 2(24%), Level 3 (18%) or Level 4 and above (10%) in Oral Interaction. Following is a summary showing student transition achievement at four entry levels ESL Scales. Entry Level 1 or below: one hundred percent of students (86) 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 (43) entering at Level 2 transitioned the program at Level 3 or higher for Oral Interaction. ESL Scales Entry Level 3: ninety four percent of students (33) entering at Level 3 transitioned the program at Level 4 or higher for Oral Interaction. ESL Scales Entry Level 4 or higher: eighty three percent of students (18) 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 2018 entered on ESL Scales Level 1 and below (50%), Level 2 (25%) or Level 3 (19%) or Level 4 and higher (6%) in Reading and Responding. Following is a summary showing student transition achievement at four entry levels. ESL Scales Entry Level 1 or below: one hundred percent of students (90) 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 (46) entering at Level 2 transitioned the program at Level 3 or higher for Reading and Responding. ESL Scales Entry Level 3: Eight two percent of students (34) entering at Level 3 transitioned the program at Level 4 or higher for Reading and Responding. ESL Scales Entry Level 4 or higher: fifty percent of students (10) 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 2018 entered on ESL Scales Level 1 and below (51%), Level 2 (27%) or Level 3 (16%) or Level 4 and higher (6%) in Writing. Following is a summary showing student transition achievement at four entry levels. ESL Scales Entry Level 1: one hundred percent of students (92) entering at Level 1 or below transitioned the program at Level 2 or higher for Writing. ESL Scales Entry Level 2: ninety-eight percent of students (48) entering at Level 2 transitioned the program at Level 3 or higher for Writing. ESL Scales Entry Level 3: ninety seven percent of students (29) entering at Level 3 transitioned the program at Level 4 or higher for Writing. ESL Scales Entry Level 4 or higher: forty five percent of students (11) entering at Level 4 transitioned the program at Level 5 or higher for Writing.

Summary

The English language acquisition outcomes data shows that in 2018 the majority of transition students made significant progress across the three strands, achieving an increase of one or more levels above their entry level.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2018 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 not only a high level of social engagement in the form of positive friendships and participation in sport and extracurricular activities, but also a high level of intellectual engagement evidenced by a high value placed on intellectual challenge and schooling outcomes. The results also indicated that over 90% of students perceived that creative and critical thinking, collaboration and problem solving were skills needed for their future jobs and career plans. Eighty eight percent of students reported that they felt their culture was acknowledged and celebrated at school, and 94% felt that their teachers had a good understanding of their culture.

Teachers felt that the learning culture, teaching strategies, inclusive school and data informing practices were the key drivers of student learning for their EALD students. Teachers overwhelmingly reported high levels of collaboration with colleagues in the form of developing cross-curricular or common learning opportunities for students and discussing strategies that enhance student engagement. Teachers also reported that they set high expectations for student learning, regularly monitored individual students' progress, and discussed effective learning strategies with students.

Policy requirements

Aboriginal education

The school continued to implement the Aboriginal 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 the Acknowledgement of Country and Greeting of the Month in multiple languages, including indigenous languages, and made *Harmony* the Value of the Month during Reconciliation Week. Central Sydney students and staff also participated in the launch of NAIDOC Week presented by Alexandria Park Community School. Through this experience students gained an understanding of the difference between a "Welcome to Country" and an "Acknowledgement of Country" and an appreciation of local Aboriginal culture and the Aboriginal experience in Australia.

Multicultural and anti-racism education

This school community values Australia's cultural, linguistic and religious diversity. Mutual respect for cultural diversity, community harmony, social inclusion and anti-racism strategies are embedded in the orientation, settlement and learning programs. Stage meetings and whole school assemblies in 2018 promoted the values of harmony, inclusion, care, peace and respect. The value of the Student Representative Council (SRC) as the student voice leading the school in promoting cultural harmony was recognised in 2018 with the presentation of specially designed SRC badges to SRC members and leaders. SRC members were invited to the local NAIDOC celebration assembly at our neighbouring school.

Inclusive teaching practices are integral to our teaching and learning programs with differentiated curriculum and targeted teaching addressing the specific learning and wellbeing needs of our newly arrived and refugee students. School Learning Support Officers work with teachers to support our culturally diverse students and promote effective communication with our parents and carers by interpreting in interviews and through the translation of school documents in our community languages. The School's

wellbeing team which meets weekly work proactively to ensure the school community was inclusive and harmonious

Other school programs

Learning Now For The Future

In 2018 cross-curriculum teams worked collaboratively to further develop and implement futures focused learning programs for Stage 4 Intermediate and Transition classes. The project was expanded to include Stage 5 Intermediate classes. Critical and creative thinking was integrated in the learning programs at Intermediate level and project based learning integrated in programs at Transition level. At the end of each term Transition classes presented their learning achievements to parents and visitors. Student acquisition of English cognitive academic language and expanded learning skills accelerated. Students reported that they really valued the opportunity to learn in different ways. Parents and carers reported that they were pleased with their children's high level of engagement and excitement in their learning experiences.

Staff participated in professional learning to increase their skills in implementing critical and creative thinking strategies in teaching and learning and in designing project-based learning.