

NSW School of Languages

Annual Report



2018



NSW SCHOOL
OF LANGUAGES

Learn locally. Communicate globally.

8588

Introduction

The Annual Report for **2018** is provided to the community of NSW School of Language's 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

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Message from the Principal

2018 was a momentous year for the school. We successfully moved from Randwick to our new campus in Petersham and held Trial HSC examinations on the next day. It is a great testament to the resilience and ingenuity of the staff that they adapted so well and so quickly to the new premises.

The new address for the school is

35 West Street, Petersham 2049

A record number of students enrolled in 2018. Five of our HSC students gained First in Course and 63% of students were placed in the top 2 bands.

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 2018.

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.

The school relocated to West Street, Petersham from July 2018.

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, Wellbeing, Assessment and Reporting, Effective Classroom Practice, Professional Standards, Educational Leadership, School planning implantation and reporting, School resources and Management Practices and Processes. The School other 4 elements were judged to be at Sustaining and Growing level.

Our self-assessment 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

Excellence in Learning

Purpose

To develop innovative pedagogy that enables students achieve personal excellence and success in language learning.

To evaluate and improve teaching and learning programs across the school to address individual student needs and develop courses and collaborative practices which lead to improved student learning.

Overall summary of progress

All staff have an overall understanding of the new K–10 syllabus requirements. New Programs have been developed for each course. Writers in each language have had professional learning on the syllabus, online design and Canvas Learning Management System. Eleven Year 9 course have been produced.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students demonstrating active engagement with their learning and participation in learning activities.	<ul style="list-style-type: none">• Current staffing• 0.4 writers per course	Year 9 students have given very positive feedback about their new courses.
Improvement in retention rates in all courses.	Current staffing	Student numbers have continued to rise.
Enhanced skills in RAP data analysis to guide the improvement of teaching and learning of Stage 6.	Current staffing	All staff have conducted extensive analysis of the RAP data to guide enhancements to current courses.
Completion of newly designed courses for the new language syllabuses through a new Learning Management System	<ul style="list-style-type: none">• 0.4 writers per course• 0.4 Instructional designer	Seven new courses are in use in 2019. New courses for Extension and Year 10 to follow.
Completion of review, adjustment and relocation of all other courses to the Learning Management System	Current staffing	Analysis of the most urgent need in courses requiring rewriting in Canvas.

Next Steps

Year 10 courses will be developed in 2019. Teachers of Year 9 and 10 courses will have training in Canvas. New resources for the Stage 6 extension courses will be developed. Key executive staff have attended professional learning on the introduction of Quality Teaching Rounds.

Strategic Direction 2

Quality Teaching

Purpose

To ensure teachers routinely use evidence of learning, including a range of quality assessments to inform their teaching, adapting their practice and meeting the learning needs of students.

To collaboratively develop effective, future-focussed, evidence-based teaching strategies which optimise student language learning and literacy skills.

Overall summary of progress

All teachers have participated in extensive professional learning on Assessment and providing valuable feedback to students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of digitally literate expert teachers whose aim is to acquire contemporary knowledge and develop innovative strategies to drive improvement in student learning, measured by lesson observation and integration of ICT into lessons.	Current staffing	The committee has a much clearer understanding of the concept of Explicit Teaching.
Embedded explicit systems that facilitate teacher effectiveness through professional dialogue, collaborative teaching practice and curriculum design and modelling of effective feedback, across the school.	Current staffing	An updated Best Practice Guide to phone lessons is being developed.
Increased number of lesson observations through Quality Teaching Rounds and analysis of observation data to encourage continuous improvement of pedagogy to support students.	Professional Learning Funds	All teachers have attended professional learning on Assessment and Evaluation. The concepts have been incorporated into the new Stage 5 courses and teachers are more confident in their ability to give useful feedback.

Next Steps

Quality Teaching Rounds will be introduced to volunteer groups of teachers in 2019.

Strategic Direction 3

School-wide capability

Purpose

The school leadership team models instructional leadership that supports a culture of high expectations, resulting in sustained and measurable whole school improvement.

To ensure the school's policies, systems and processes underpin school improvement and the professional effectiveness of all school community members.

Overall summary of progress

All executive staff have participated in Professional Learning on Leadership.

Many processes have been updated and streamlined in the wake of the move to the new school.

All policies have been updated.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved whole school approach to service delivery and stakeholder experience through ongoing targeted evaluation and feedback from staff, parents and home school supervisors.	Current Staffing	The Teacher Induction, Teacher Handbook, Supervisor's and Parent/Carer Handbooks will be revised for 2019. All forms have been updated and integrated into the school's online Administrative system (DEMS).
Increased uptake of Professional Learning opportunities to develop leadership capacity and the implementation of collaborative management strategies as measured through teacher survey data.	\$50,000 from Professional Learning Funds.	All Executive are enrolled to complete Educator Impact Leadership training in 2019.
Increased number of Highly Accomplished and Lead teachers.	NIL	No teachers have attained Highly Accomplished or Lead teacher.

Next Steps

The school will continually review and refine Policies and procedures to improve the efficiency of the school.

School executive will continue to participate in Leadership courses.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	RAM \$41,645 Other \$15,056	Students were encouraged to achieve results to the best of their abilities. Teachers were guided into their adjustments for students with targeted professional learning and the help of the Learning and Support Teacher.
Support for beginning teachers	DoE \$44,228 NSL \$36,277	Beginning teachers were supported by the implementation of a program which included a reduced teaching load, mentoring and access to identified professional learning. Four Beginning teachers were accredited at Proficient Level. A Head Teacher, Teaching and Learning was appointed, who specialises in Accreditation.

Student information

The maximum enrolment for 2018 was 2250 students, which is an increase on the 2017 enrolment.

Enrolment trends for the five-year period 2014 to 2018 are shown in the table below:

Year __ Number of enrolments

2014 __ 1943

2015 __ 2147

2016 __ 2155

2017 __ 2250

2018 __ 2345

Gender breakdown:

_____ **Boys** _____ **Girls**

Stage 5 454 _____ 981

Stage 6 494 _____ 1048

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 450 schools.

Students come from government schools and non-government schools.

There are 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 2018

- **Caltex Best All Rounder** Martin Li, Year 12 Japanese Extension
- **Long Tan Award Year 10** Alyssa Powell, Japanese
- **Long Tan Award Year 12** Piadora Rahme, French Continuers
- **Reuben F Scarf Award** Vicky Shabani, Year 11 French Beginners
- **Brother John Taylor Memorial Prize** Theodore Vasilopoulos, Modern Greek Continuers, German Beginners

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	0
Other	0	0	0
Unknown	100	100	100

Year 12 students undertaking vocational or trade training

Students cannot study a VET course at NSW School of Languages.

Year 12 students attaining HSC or equivalent vocational education qualification

All Year 12 students attained a Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	12
Classroom Teacher(s)	67.2
Learning and Support Teacher(s)	0.4
School Administration and Support Staff	12.42

*Full Time Equivalent

Teacher numbers increased throughout the year as more students enrolled. Approximately 40% of staff work part-time. Fourteen fulltime positions were filled throughout the year.

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	41

Professional learning and teacher accreditation

All teachers have participated in Professional learning both within the school and from external providers. Teachers are being helped with their accreditation and maintenance of accreditation by the appointment of a Head teacher specifically assigned to mentoring beginning teachers and assisting with Accreditation reports. In 2018, four Beginning teachers were accredited as Proficient.

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	1,939,825
Revenue	11,770,227
Appropriation	11,636,803
Sale of Goods and Services	-9,766
Grants and Contributions	118,272
Gain and Loss	0
Other Revenue	0
Investment Income	24,917
Expenses	-11,165,814
Recurrent Expenses	-11,165,814
Employee Related	-11,184,277
Operating Expenses	18,464
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	604,414
Balance Carried Forward	2,544,238

The school's finances are predominantly spent on staffing for the school. Accumulated funds are being spent on writing and publishing new courses for the the new NSW Languages syllabuses and updating courses in a new Learning Management System called Canvas. Decisions about spending for Professional Learning, new equipment for the new campus etc are made at monthly Finance Committee meetings.

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	756,661
Base Per Capita	0
Base Location	0
Other Base	756,661
Equity Total	57,701
Equity Aboriginal	0
Equity Socio economic	0
Equity Language	0
Equity Disability	57,701
Targeted Total	0
Other Total	9,521,988
Grand Total	10,336,350

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

Year 9 and 10 students complete half yearly and yearly assessments.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students

who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Students of NSW School of Languages complete their NAPLAN examinations in their home school.

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The information on the My School website for NSW School of Languages is not accurate.

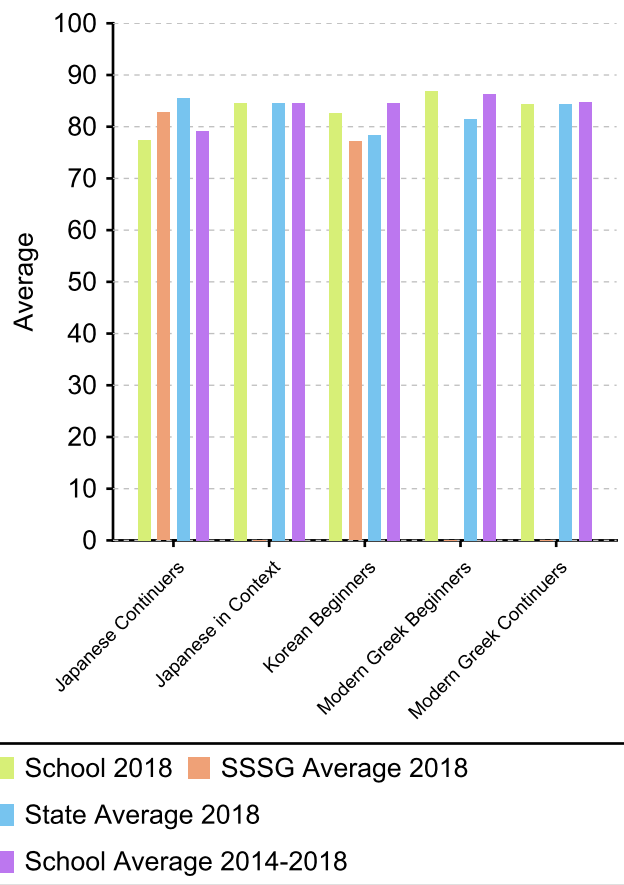
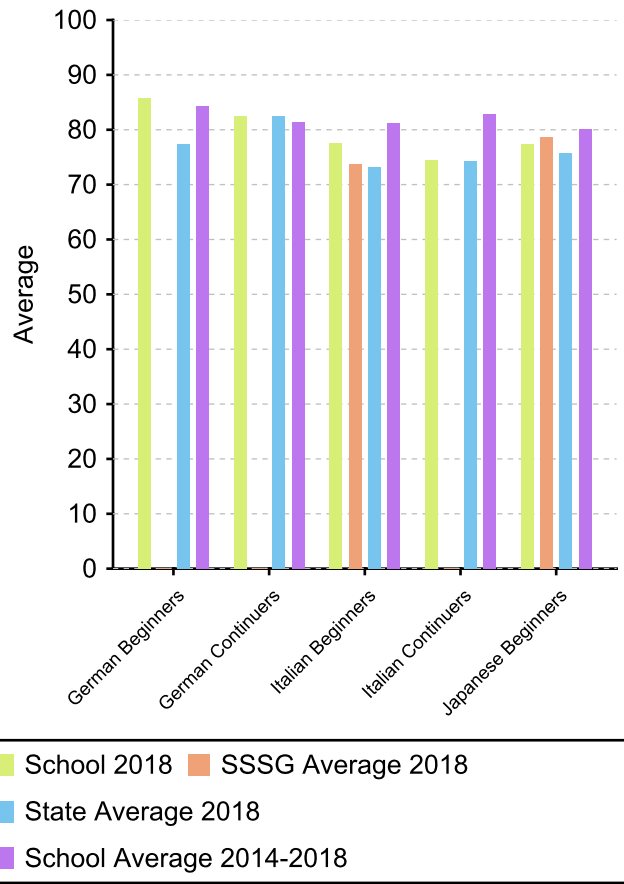
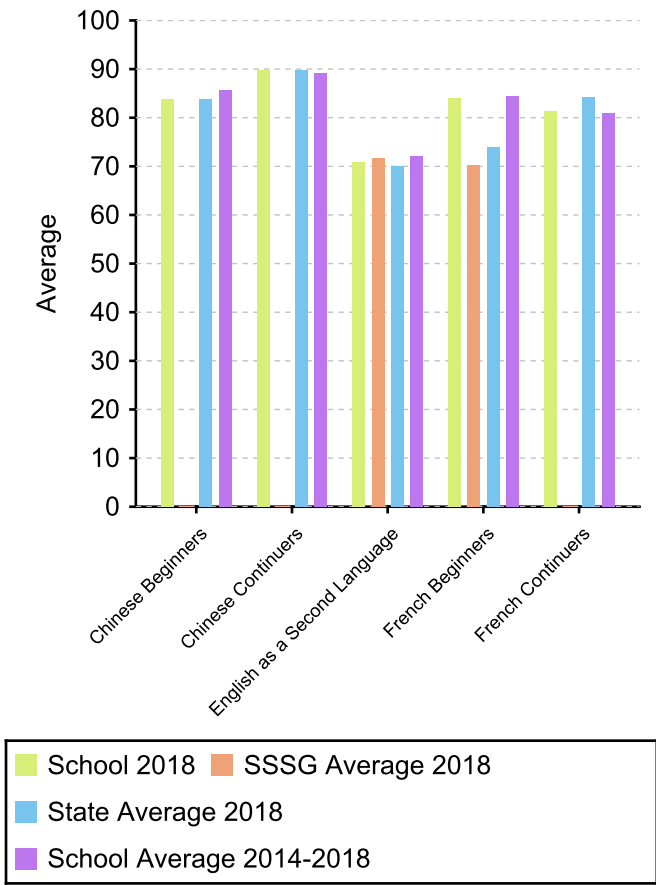
Students at NSW School of Languages complete their NAPLAN examinations in their home school.

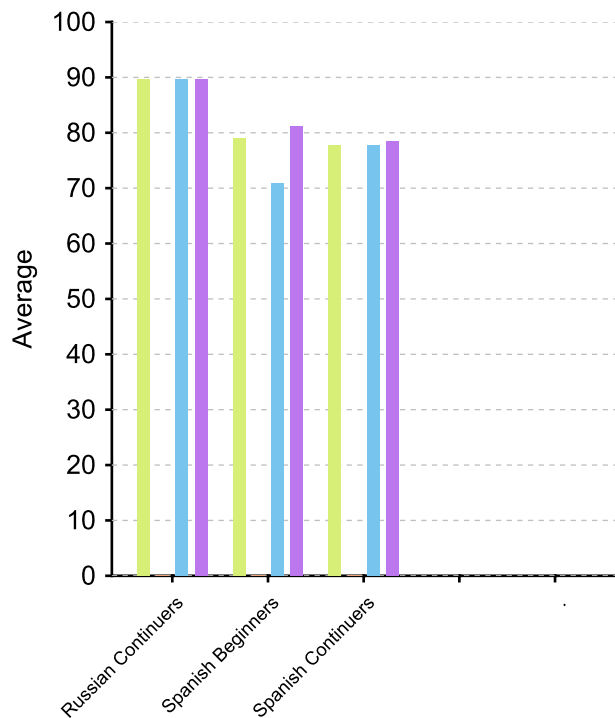


Higher School Certificate (HSC)

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

Information in the graphs relate only to our students who attend NSW Government High Schools. It does not include our students who attended non-government schools.





Multicultural and anti-racism education

All students are encouraged through their study of language and culture to understand other cultures and open themselves to the possibility of similarities and differences between all people.

Parent/caregiver, student, teacher satisfaction

Regular surveys are conducted with parents, students, Supervisors and teachers through out the year.



Policy requirements

Aboriginal education

Aspects of Aboriginal and Torres Strait Islander culture and language are integrated into all course programs in the school. Knowledge and understanding are promoted with the inclusion of specific tasks and activities.