

# Central Sydney Intensive English High School

## 2019 Annual Report



8288

## Introduction

The Annual Report for 2019 is provided to the community of Central Sydney 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.

### School contact details

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### Message from the principal

The 2019 school year was a very special year for Central Sydney Intensive English High School. The first year in our newly built school. It was a year of great learning experiences in our futures designed class rooms, specialist learning spaces and new community. Much was achieved and many plans have been made for growth and new adventures in learning now for the future for our new arrivals students and their families.

Jennifer Pilon

## 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

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 continued development of students' independent learning skills in their new learning environment in Australia. Students developed learning now for the future skills including collaborative, critical and creative thinking skills through project-based cross curriculum challenges. Changes to the delivery of our Intermediate and Transition programs over the past three years have resulted in the recognition of our Learning Culture as Excelling.

In the domain of Teaching, our priorities have been to ensure that all staff are supported to continue to develop in a culture of distributive leadership where staff work collegially and collaboratively to realise the professional capacity of all staff. Performance and Development Plans continued to reflect support of beginning, proficient and emerging leaders.

In the domain of Leading, our main focus has continued to be 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.

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 and expanded relationship with our school community.

## 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.

#### Improvement Measures

- Student survey responses indicate high level of engagement in learning and settlement experiences.
- Assessment of student progress shows improved English language acquisition and confidence in participation in futures focused learning.

#### Overall summary of progress

All students made progress in their intensive English language acquisition and high school / TAFE preparation programs. All students improved at least two levels of the ESL Scales prior to exiting the program. Students were taught the skill to reflect upon their own learning through clearly described learning goals, feedback and self assessment criteria. Teachers continued to use the ESL Scales as a diagnostic tool for moderation of student performance and to inform differentiation of student learning. Whole school professional learning continued to support successful student participation in learning now for the future cross curriculum programs at the Intermediate and Transition levels. Stage 6 students participated in targeted project-based learning now for the future activities. Students presented their learning experiences at the end of each term through multi-modal presentations to parents, carers, their peers and staff at the end of each term.

#### Progress towards achieving improvement measures

**Process 1:** 1.1 Students develop independent learning and second language acquisition skills through the continuous improvement, and ongoing development our new arrivals intensive English teaching and learning programs incorporating computer assisted learning, personalised learning and criteria-referenced and formative assessment.

Evaluation	Funds Expended (Resources)
The 2019 focus on incorporating criteria-referenced assessments in teaching and learning programs supported students in developing independent learning and second language acquisition skills. It involved the development and implementation of improved processes including criteria-based assessment notifications to students and providing criteria-referenced written feedback about reading and writing assessments. Student surveys indicated that the notifications helped students to prepare well for the assessments and the written feedback from keys teachers enabled us to be assured of ongoing student progress.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$5928.00)</li></ul>

**Process 2:** 1.2 Students develop futures focused skills including critical and creative thinking and collaborative skills through project-based learning experiences in varied contexts across the curriculum.

Evaluation	Funds Expended (Resources)
Student participation in the futures focused learning programs have led to improved student outcomes. Students surveyed at the end of their study program have indicated that their speaking skills, collaboration skills and creative thinking have improved with their engagement in project-based learning. Parents and carers surveyed after viewing the end of term presentations also reported that their children had increased English language skills and confidence. Student graduation speeches each term consistently referred to FFL learning opportunities which have enhanced students' creative thinking, critical thinking, communication skills and	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$6773.11)</li></ul>

## Progress towards achieving improvement measures

collaboration skills.	
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## Next Steps

Intermediate and Transition level and Stage 6 students were supported to participate in learning now for the future cross curriculum programs. Students have developed learning disposition strength and skills as they have become skilled in communication, collaboration, critical and creative thinking skills. All students presented their learning experiences at the end of each term through multi-modal presentations to parents, carers, their peers and staff at the end of each term.

## 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.

#### Improvement Measures

- All teachers demonstrate currency of EAL pedagogy, syllabus content, knowledge and evidence-based, future-focused practices.
- 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.
- All School Learning Support Officers and School Administration Support Staff have professional learning plans.

#### Progress towards achieving improvement measures

**Process 1:** 2.1 Teachers are skilled and supported across a range of professional learning experiences in the development of high quality teaching and learning programs which include project-based learning, criteria-referenced assessment, referenced NESA syllabus outcomes and formative assessment.

Evaluation	Funds Expended (Resources)
<p>The 2019 focus was on referencing our intensive English programs to mainstream assessment processes and implementing improved practices in marking progress assessments using the ESL scales. Providing feedback to students on their progress assessments through the feedback rubrics to Transition and T extension students (reading and writing) has proved highly beneficial to both students' understanding of their language level and beginning steps in setting learning goals. Inducting all English teachers in these processes has been instrumental in building teacher capacity for whole-school improvement. Professional learning opportunities have led to closer alignment to high school assessment practices with colleagues presenting their learning and reflecting on the most significant change their participation in PL has led to in their practice.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$6511.80)</li></ul>

**Process 2:** 2.2 Build staff capacity in the delivery of futures focused learning using research and data informed processes, and through a continuum of support and collegial leadership structures in cross-curricula professional learning teams.

Evaluation	Funds Expended (Resources)
<p>Whole school professional learning designed to build teacher capacity in the delivery of effective FFL teaching and learning programs has led to teachers adopting future-focused practices in their classrooms. The opportunities for teachers to regularly meet with colleagues in cross curricula teams and the mentoring support provided by LNF lead teachers and the more experienced FFL teachers has also facilitated capacity building. Teachers and SLSOs including one LNF goal in their Performance and Development Plans has further supported the embedding of FFL practices across all programs. Increased leadership density with LNF lead teachers mentoring, leading and facilitating PL and experienced FFL teachers coordinating teams has led to whole-school improvement in program delivery. Teaching and learning programs across all curriculum areas have incorporated FFL skills with teachers embedding futures focused pedagogy in their practice. The increasing use of the futures designed learning space also reflects the expanding implementation of FFL in teaching and learning programs. In surveys teachers have rated highly whole-school professional learning</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$3245.46)</li></ul>

## Progress towards achieving improvement measures

facilitated by our FFL lead teachers in increasing their knowledge and skills in delivering FFL and have consistently reported improved student learning outcomes as a result of student engagement in FFL programs. Coteaching models in FFL are being explored for trial and implementation in 2020.

**Process 3: 2.3** Provision of professional learning to support teacher accreditation, maintenance and leadership.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>The provision of professional learning at CSIEHS has been effective in supporting teacher accreditation, maintenance and leadership. The timetabling of an accreditation mentor and weekly meeting times scheduled for teachers requiring accreditation has resulted in high quality accreditation submissions. Close alignment of accreditation submissions to Australian Teaching standards and EAL pedagogy for greater relevance in NAP school contexts was achieved. Teachers maintaining their accreditation have entered PL and evaluations in eTAM. Feedback to staff of the Principal's analysis of teacher's PDPs against all I3 professional levels of the Australian Teaching Standards has supported teachers in realising leadership potential. The provision of PL consistently aligned to the strategic directions of the school plan has been valued by staff and has supported collaborative leadership and quality teaching.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$30000.00)</li></ul>



## 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.

#### Improvement Measures

- Student, staff, parent and community partner surveys indicate that they have increased information from, connection and satisfaction with the school.
- New community links identified and connections made.

#### Progress towards achieving improvement measures

**Process 1:** 3.1 Enhance communication with newly arrived parents and carers through an expanded range of communication strategies.

Evaluation	Funds Expended (Resources)
Increasing communication has helped to strengthen our partnerships with parents and carers, thereby supporting improved student outcomes. Parents and carers have welcomed opportunities to learn about the learning experiences of their children through the Newsletter, our Facebook site and by attending the presentation showcase of future focused learning. Feedback in parent/carer surveys indicate that they value the increased opportunities to learn about their child's learning and to see the culmination of their child's learning in the FFL showcase presentation. Aupendi, the weekly meeting for our parents and carers and other school community members continues to support parents and carers in learning about schooling in NSW and living in Sydney as new arrival members of the local community. Attempts to expand the group to include participants from more of our language background groups has not as yet been successful. Further promotion of Aupendi is needed in 2020.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$13718.17)</li></ul>

**Process 2:** 3.2 Build, expand and enhance connections with local schools, organisations and businesses to increase opportunities for students.

Evaluation	Funds Expended (Resources)
During the first year at our new site we were able to continue our connections with outside agencies and develop new connections. Our ongoing collaboration with Sydney Multicultural Community Services has provided employment, educational and well-being programs for students and their families and advocacy and referral services were offered to students and families on an individual case basis. A local financial institution has continued to provide valuable learning experiences for our students focused on financial literacy skills and careers expos have given students the opportunity to explore educational and career pathway options and further their understanding of Australian workplace culture. New connections established in 2019 have led to increase opportunities for our students. Students participated in after school healthy cooking and eating program at the neighbouring Cliff Noble Community Centre and music students performed at the centre for senior citizens gaining invaluable experience in speaking and performing in front of an authentic audience. After school sport activities offered by City of Sydney Youth Services have provided opportunities for students to participate in physical activity and meet peers from other area schools. Our PDHPE faculty have established connections with local sports organisations and venues to enhance our delivery of sport and fitness	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$806.73)</li></ul>

## Progress towards achieving improvement measures

programs in our new location.

**Process 3:** 3.3 Implement strategies to communicate effectively to the broader community the learning opportunities and settlement support offered at our new school in its new location.

Evaluation	Funds Expended (Resources)
<p>Communicating to the broader community the learning opportunities and settlement support we offer at CSIEHS began early 2019 as we settled into our new futures designed school. The pamphlet printed for notifying school community of the new location and the role of our school within the Department of Education was widely distributed. Growth in the school's social media presence continued as indicated by the large increase in Facebook followers. Responding to feedback, student voice in our newsletter was increased and focus put on new school initiatives, development and programs. SLEC accessing one of our double classrooms furnished for futures learning for the delivery of their PL workshops brought many teachers to our school to experience the new learning spaces. Through hosting the International Student Coordinator network meeting in Term 4, key staff from schools that we transition students to were able to see our new futures designed school and consider how to adapt their learning spaces to accommodate futures learning practices. Our deep TESOL expertise in curriculum and assessment design was recognised and valued by regional schools needing extensive support with their large intakes of refugee students who participated in our workshops as indicated in the feedback survey.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$150.00)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Low level adjustment for disability</b></p>	<p>Students were supported by 0.8 LaST allocation, Speech Therapy and School Learning Support Officer (SLSO) – Ethnic providing L1 support in the class room and in parent information sessions and meetings. Students were also referred to other agency supports such as STARTTS, the Sydney Childrens' Hospital Adolescent Unit, Community Health Teams and Specialist providers.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$118 862.14)</li> </ul>	<p>All students with identified learning disabilities across Stages 4, 5 and 6 were supported by the LaST teacher and SLSOs in 2019. In addition to Sydney Childrens' Hospital Adolescent Unit and STARTTS referrals, nineteen students were supported with speech therapy, with two students being referred to external therapist for ongoing intervention post enrolment at CSIEHS. Undetected health needs can be an affective barrier to student settlement, learning and progress. One hundred and seventy-nine students had their vision, hearing, teeth and general health checked by the Community Health doctors. Thirty-seven students were referred for further optical support, three for auditory assessment and thirteen were referred to dental specialists.</p>
<p><b>Socio-economic background</b></p>	<p>At enrolment, all students identified as needing support to assist them to attend school were provided with uniforms, stationary packs and textbooks. Some were also assisted with initial transport costs. The school provided a number of students with breakfast and lunch throughout the year. These students were also supported to participate in excursions, camps, grade sport, gifted and talented programs in art and music, <i>Austswim, Rhythm 2 Recovery, Building Connections</i> and Student Representative Council Leadership Skills programs. These initiatives were supported by classroom teachers, LaST, SLSOs, the student wellbeing team and executive staff.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$10 088.25)</li> </ul>	<p>All supported students completed their enrolment and high school preparation and settlement support program at CSIEHS.</p>
<p><b>Support for beginning teachers</b></p>	<p>Teachers attended the English Teachers Association conference, participated in NESA professional learning on the new EAL/D syllabus and the revision of the Intensive English Program Curriculum Framework (IPECF), Project Nest, SLEC and SPC FFL workshops and were</p>	<p>Given teacher one's observations and knowledge gained through his experience in the mainstream high school and IEPCF review, a number of changes have been made across the teaching and learning programs. On returning to school his feedback regarding the listening demands of the Year 12 paper, prompted changes to the Stage 6 Transition program to include more formal listening tasks. His experience of working on the review of the IEPCF and his gained knowledge of the language demands</p>

<p><b>Support for beginning teachers</b></p>	<p>supported by mentor teachers.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$17 039.28)</li> </ul>	<p>of HSC studies have also influenced him to develop grammar texts reflecting the English language progression of acquisition and referencing current syllabus standards.</p> <p>Teacher two has been an influence for change in the intensive English program at this school. Through his professional development and emerging leadership skills he has been an integral member of a team of teachers who have collaborated closely to develop the <i>Learning Now For The Future</i> program for Stage 4 and 5 students in the final 20 weeks of their intensive English program. This changed pedagogy has achieved an acceleration of students' cognitive academic language proficiency particularly in the final 10 weeks of the program.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	125	104	78	67
Girls	98	91	45	68

## Student attendance profile

School				
Year	2016	2017	2018	2019
7	96.1	97.6	97.9	96.4
8	97.8	96.2	98	93.1
9	96.4	96	94.7	92.3
10	95.6	95.4	95.3	96.3
11	94.7	94.8	88.2	89.3
All Years	95.9	96	95	94.3
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
All Years	89.6	89.5	88.3	87.9

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 2019 continued to be impacted upon by the two relocations of the school and the change of the school name. The total number of students enrolled was 283.. One hundred and ninety-nine students exited from the program in 2019.

### Structure of classes

In 2019 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 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

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 2019, the public high schools students transitioned to were: Alexandria Park Community School, Armidale Secondary College, Ashfield Boys High School, Bathurst High School, Birrong Boys High School, Burwood Girls High School, Canterbury Girls High School, Concord High School, Denison College of Secondary Education, Epping Boys High School, Homebush Boys High School, J J Cahill Memorial High School, Marsden High School, Matraville Sports High School, Muirfield High School, Newtown High School of Performing Arts, Northern Beaches Secondary College – Mackellar Girls High School, Randwick Boys High School, Randwick Girls High School, Rose Bay Secondary College, South Sydney High School, Strathfield Girls High School, Strathfield South High School, Sydney Secondary College – Balmain Campus, Sydney Secondary College – Blackwattle Bay Campus and TAFE.

### **Student Attendance Profile**

In 2019 the overall student attendance rate of 94.3% continued to be above the state average of 87.9%. The Year 7 attendance of 96.4% was 5.2% above the state average. Year 8 attendance of 93.1% was 4.5% above the state average. Year 9 attendance of 92.3% was 5.1% above the state average. Year 10 attendance of 96.3% was 10.8% above the state average. Year 11 attendance of 89.3% was 2.7% 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

### **Management of non-attendance**

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	2.4
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.78
Other Positions	25.9

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

### Teacher qualifications

At Central Sydney Intensive English High School all teaching staff meet the professional requirements for teaching in

### **Professional learning and teacher accreditation**

In 2019 all teachers continued their maintenance of accreditation at Proficient level. Two new teachers achieved accreditation at Proficient level.

Throughout 2019 teachers participated in professional learning presented by colleagues, the NSW Department of Education and Port Jackson Principals Network staff, Professional Associations and the NSWTF Centre for Professional Learning. This included professional development 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 2019 was \$74454.75.

In 2019 School Development Days consisted of three whole day and four twilight sessions. Professional learning also continued for all staff through faculty meetings and ongoing professional learning sessions at staff meetings.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	1,479,421
<b>Revenue</b>	6,319,759
Appropriation	6,026,318
Sale of Goods and Services	20,028
Grants and contributions	33,862
Investment income	7,943
Other revenue	231,608
<b>Expenses</b>	-5,591,113
Employee related	-5,080,137
Operating expenses	-510,976
<b>Surplus / deficit for the year</b>	728,645

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	145,179
Equity - Aboriginal	0
Equity - Socio-economic	32,894
Equity - Language	0
Equity - Disability	112,285
<b>Base Total</b>	2,145,676
Base - Per Capita	76,023
Base - Location	0
Base - Other	2,069,653
<b>Other Total</b>	3,490,726
<b>Grand Total</b>	5,781,582

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.

## Parent/caregiver, student, teacher satisfaction

With the relocation of the school to a purpose-built futures designed learning environment at the beginning of 2019 and the expansion of our learning now for the future initiatives, the school sought the opinions of students, parents and staff about these initiatives using school devised surveys.

### Parent and carer satisfaction

Parents and carers were asked to complete a survey about their children's learning experiences at the school following their child's project-based learning class presentations. Parents and carers expressed a very high level of satisfaction with their child's increase in English skills and in confidence speaking English. They also reported that they had seen changes in how their child was learning since they started at our school. The majority had observed a change in their child's attitude to learning and all had seen a change in their child's willingness to discuss what and how they are learning. Most reported that they discovered at the presentation showcase that their child had skills that they had not been aware of.

### Student satisfaction

Students were asked to complete a survey about their learning experiences at the end of their final term at this school. Student results indicated that they greatly valued their project-based learning experiences. Most reported that they had learned how to collaborate with others, communicate their ideas and think creatively. Students overwhelmingly stated that they found the project-based learning experiences to be engaging and interesting and also very helpful in improving their English skills. They also valued the innovative learning environments at the school with over 80% stating that these learning spaces help them to learn better.

### Teacher satisfaction

Teachers reported a high level of satisfaction with the learning now for the future (LNF) initiatives as they increased students' opportunities to develop skills and acquire English in this setting. Teachers reported that their teaching practice has been enhanced in their LNF classrooms with project-focused activities improving students' level of engagement and learning outcomes. They reported that their students were more motivated by the goal of completing the class project and having to work collaboratively to producing high quality work. Teachers also reported high levels of collaboration with colleagues in the form of developing cross-curricular learning opportunities for students at the regularly scheduled class team meetings. They also felt supported in developing and implementing Learning Now For the Future strategies with the high-quality professional learning delivered at the school.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Aboriginal education

At this new arrivals program school we continued to implement the Aboriginal Education policy with all key learning areas creating opportunities for students to develop an understanding of aboriginal history, cultures and the concept of reconciliation 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 the 2019 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.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Anti-racism policy

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 for all. All students and staff are supported by our ARCO.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

## Multicultural education policy

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 all of our multilingual, multicultural 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 into our community languages. The School's wellbeing team, which meets weekly, works proactively to ensure the school community is inclusive and harmonious.