NSW School of Languages

2019 Annual Report

8588

Introduction

The Annual Report for 2019 is provided to the community of NSW School of Languages as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

NSW School of Languages has made wonderful progress in 2019. Our students had outstanding results in the HSC and our teachers and staff have created amazing new interactive online courses for year 9 and 10. New courses in Canvas have also been written for the Year 12 extension texts. We are very proud of the achievements of all of our students in adapting to learning via distance education so successfully.

School background

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 2019.

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.

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

Increased proportion of students demonstrating active engagement with their learning and participation in learning activities.
Improvement in retention rates in all courses.
Enhanced skills in RAP data analysis to guide the improvement of teaching and learning of Stage 6.
Completion of newly designed courses for the new language syllabuses through a new Learning Management System
Completion of review, adjustment and relocation of all other courses to the Learning Management System

Progress towards achieving improvement measures

Process 1: Best Practice Programs

Implement whole school collaborative processes to support the development of research–based, best practice blended learning programs.

Evaluation	Funds Expended (Resources)
Check that all programmes are in the correct place. ? The programmes have been completed for Year 9. There were a few things that will be changed for Year 10, including a better understanding of the outcomes and they types of activities they cover. Also to include more collaborative activities. The group will continue with Year 10 programmes in 2020 and have small team working with the Beginner course.	$21,344 Allowance for Program registration

Process 2: Course Design and Development

Review and improve teaching and learning programs to support the design of blended learning courses across the school which address individual learning needs, ensuring that all students are challenged and able to reach their full learning potential and their capacity to engage in a global context.

Evaluation	Funds Expended (Resources)
Planning has commenced for Stage 6 including EOIs for writing and whole school collaboration and consultation. (Conti activities, scope and sequence, embedded assessment). Extension courses are being evaluated and adjusted.	0.4 for writers per course Yr 9 and 10 courses $45,6055 per writer Stage 6 Extension courses $73,715 per writer Total $529 770

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.

Improvement Measures

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.

Embedded explicit systems that facilitate teacher effectiveness through professional dialogue, collaborative teaching practice and curriculum design and modelling of effective feedback, across the school.

Increased number of lesson observations through Quality Teaching Rounds and analysis of observation data to encourage continuous improvement of pedagogy to support students.

Progress towards achieving improvement measures

Process 1: Collaborative practices

Implement professional learning that includes Quality Teaching Rounds to support a culture of lesson observations, sharing of expertise and continuous improvement in teacher practice.

Evaluation	Funds Expended (Resources)
We spent more time on the Speaking Lesson Guide over the year. Therefore we need to carry on the QT rounds discussion on collaborative practices into 2020.	Quality Teaching Rounds Professional Learning $1516

Process 2: Assessment and Feedback

Design assessment strategies and tools to support effective feedback through the principles of effective assessment.

Evaluation	Funds Expended (Resources)
Propose the changes to be made on Lesson day evaluation. Template to be adjusted and distributed to Faculties. Create an evaluation template to be implemented.	internal staff committee

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.

Improvement Measures

Improved whole school approach to service delivery and stakeholder experience through ongoing targeted evaluation and feedback from staff, parents and home school supervisors.

Increased uptake of Professional Learning opportunities to develop leadership capacity and the implementation of collaborative management strategies as measured through teacher survey data.

Increased number of Highly Accomplished and Lead teachers.

Progress towards achieving improvement measures

Process 1: Instructional Leadership

Implement professional learning for leaders and aspiring leaders, in order to develop a sustained culture of leadership throughout the school which focuses on the modelling of best practice and the setting of clear goals in line with the school vision and strategic directions.

Evaluation	Funds Expended (Resources)
The Instructional Leadership milestone team was reviewed and it was determined that teacher representation was not always required. There are plans to – Publish relevant Professional Learning course on the DEMS page. –Continue to have report back at meetings from teachers who have attended Professional Learning –Continue to publish a professional learning calendar listing registered and teacher identified.	Assistant Head Teachers, Head Teacher Workshadowing, 2nd Deputy Principal, Language coordinators **Funding Sources:** • School ($686161.00)

Process 2: Quality Service Delivery

Stakeholders evaluate and adjust policies, systems and processes, based on research, data and evaluation, ensuring that they are transparent, efficient and deliver benefits to the school community.

Evaluation	Funds Expended (Resources)
We were tasked with reviewing and updating various school procedure documents. We met regularly as committee and discussed current practices. We evaluated and improved the existing documentation after consultation with stakeholders. The results are a synthesis of best practices across the school.	$215,332 Teaching and Technology supports School Promotions Business Manager

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	RAM $42,686 Other $16,000	Students were encouraged to achieve results to the best of their abilities. Teachers were guided int heir adjustments for students with targeted professional learning and the help of the Learning and Support Teacher.
Support for beginning teachers		Beginning teachers were supported through targeted professional learning, relief from teaching hours and mentoring from experienced teachers. Teachers were supported to gain their NESA accreditation.

Student information

The maximum enrolment for 2019 was 2480 students, which is an increase on the 2018 enrolment.

Enrolment trends for the five–year period 2015 to 2019 are shown in the table below:

Year __Number of enrolments

2015 __2147

2016 __2155

2017 __2250

2018 __2345

2019__2480

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.

Students are drawn from over 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.

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.

Post school destinations

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

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.

Year 12 students undertaking vocational or trade training

0% of Year 12 students at NSW School of Languages undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at NSW School of Languages expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	12
Classroom Teacher(s)	69
Learning and Support Teacher(s)	0.4
School Administration and Support Staff	12.81

*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[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
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.

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** ($)
Opening Balance	2,544,238
Revenue	12,256,013
Appropriation	12,549,801
Sale of Goods and Services	2,435
Grants and contributions	-319,819
Investment income	23,597
Expenses	-11,443,696
Employee related	-12,018,388
Operating expenses	574,692
Surplus / deficit for the year	812,317

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 **Approved SBA** ($)
Targeted Total	0
Equity Total	62,735
Equity - Aboriginal	0
Equity - Socio-economic	0
Equity - Language	0
Equity - Disability	62,735
Base Total	632,120
Base - Per Capita	0
Base - Location	0
Base - Other	632,120
Other Total	10,320,803
Grand Total	11,015,658

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.

School performance - 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
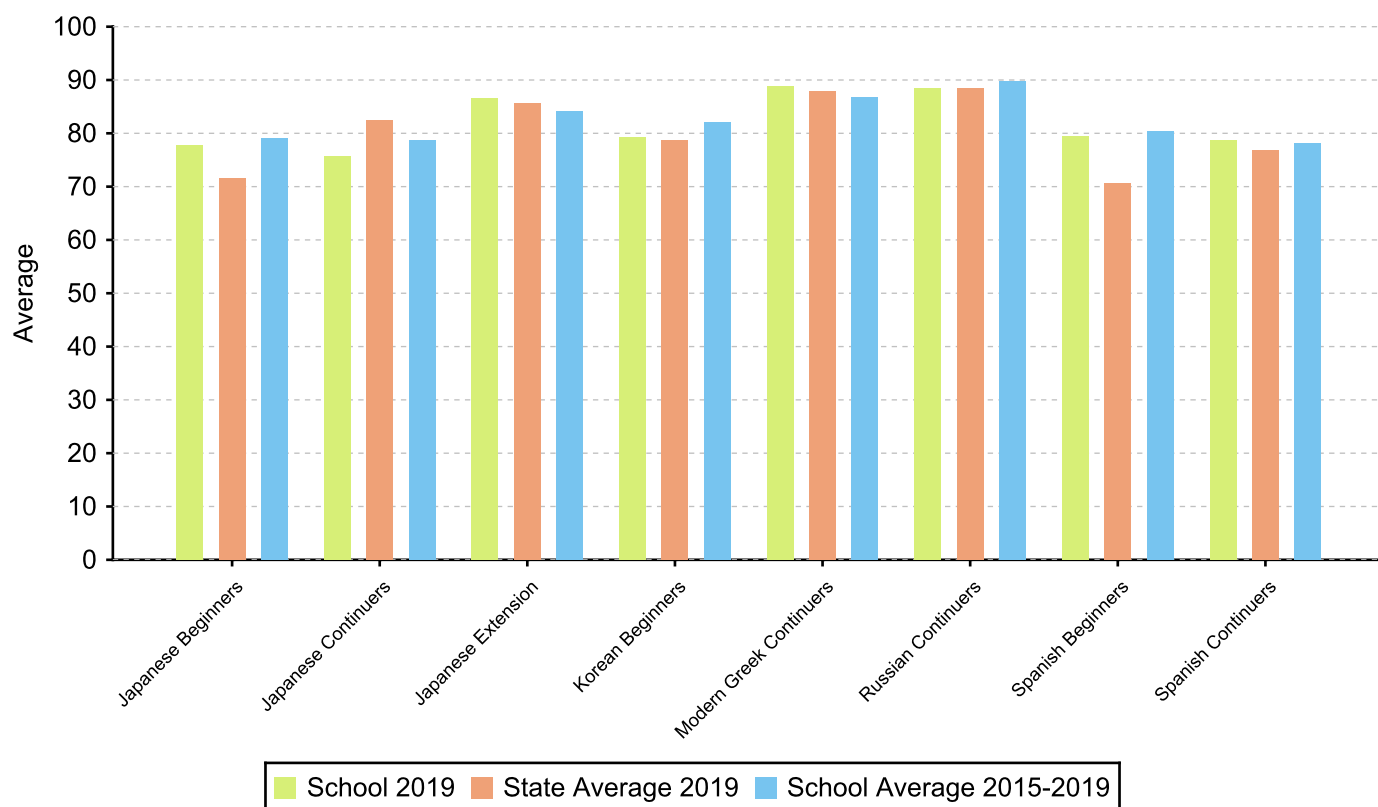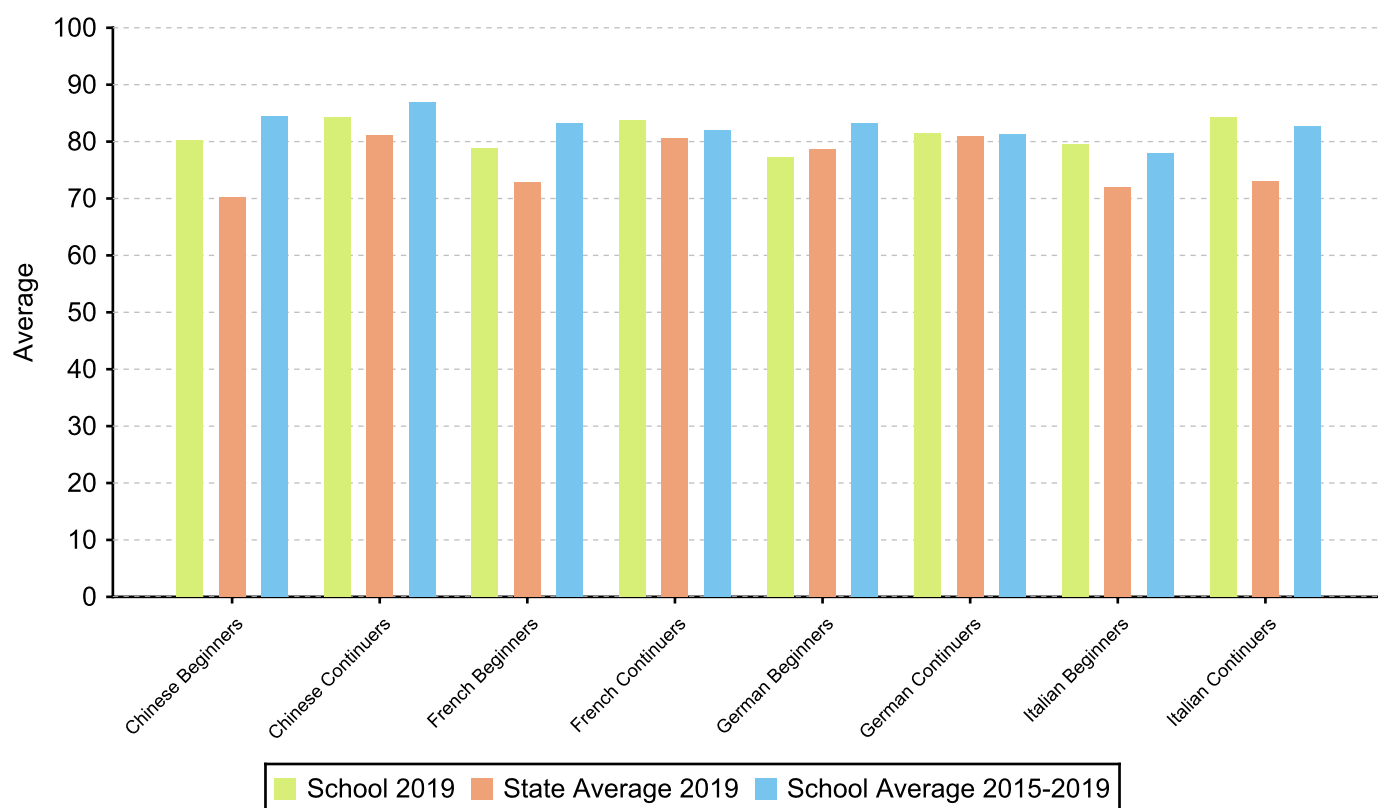
Subject	School 2019	State	School Average 2015-2019
Chinese Beginners	80.2	70.3	84.4
Chinese Continuers	84.3	81.1	86.9
French Beginners	78.8	72.9	83.1
French Continuers	83.7	80.5	82.0
German Beginners	77.2	78.7	83.2
German Continuers	81.5	81.0	81.3
Italian Beginners	79.5	72.0	77.9
Italian Continuers	84.2	72.9	82.6
Japanese Beginners	77.8	71.6	79.2
Japanese Continuers	75.6	82.5	78.7
Japanese Extension	86.5	85.7	84.1
Korean Beginners	79.2	78.6	82.1
Modern Greek Continuers	88.9	87.8	86.7
Russian Continuers	88.4	88.4	89.8
Spanish Beginners	79.5	70.5	80.4
Spanish Continuers	78.6	76.9	78.2

Parent/caregiver, student, teacher satisfaction

Students and Parents are surveyed throughout the year.

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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.

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.

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.