

# 2020 Annual Report

## Central Sydney Intensive English High School



8288

# Introduction

The Annual Report for 2020 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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Central Sydney Intensive English High School

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## School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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.

#### 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 monitoring of student learning, using processes to track students' progress and the implementation of appropriate learning support structures including the teacher and student negotiated "Goals for Successful Learning" and Learning and Support Teacher in-class support enabled students to access and engage with learning at their level of readiness. The impact of these processes was that students' learning needs were identified and appropriate learning support structures were put in place early, ensuring continued, improved student learning outcomes. A future direction will be to further develop teacher capacity to effectively differentiate teaching and learning programs, document and evidence the adjustments made when developing Individualised Learning and Support Plans ensuring early access for students to their personalised learning, especially for students requiring extensive adjustments.	\$782

**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)
The Learning Now for the Future (LNF) program has redefined and shifted the teaching and learning practice at CSIEHS at the Intermediate and Transition levels. Using a project-based learning model this program developed students' understanding of the 4Cs (collaboration, communication, critical and creative thinking) and their importance for their future learning. As a result of their participation in this program, students developed their English language skills and demonstrated a marked improvement in their ownership of and commitment to their learning, motivation, and engagement.	\$82,461

## 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)
In 2020 the leadership team extended the practice of ensuring that teachers had the requisite professional knowledge and understanding needed in the classroom to ensure contingency initiatives were developed in Term 3 and implemented in Term 4. The co-teaching models adopted in contingency initiatives at other schools and the expertise of CSIEHS teachers ensured effective supports in EAL/D provision resulting in improved student outcomes and EAL/D pedagogy. In response to border closures, the leadership team identified and nurtured leadership potential and expertise among teachers in preparation for the delivery of an online intensive English program starting in Term 1 2021.	\$2558 Professional Learning \$3876 Teacher Resources

**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)
Cross-KLA collaborations and discussions in teacher teams and in co-teaching arrangements both on-site and in contingency initiatives at other schools contributed to CSIEHS' professional learning community and led to enhanced student outcomes. The development of an assessment rubrics for the futures focused skills program taught in Intermediate and Transition classes provided explicit descriptions of expectations and success criteria. Explicit, timely formative feedback to students supported student's continued improvement. The project-based learning presentations were adapted successfully to an online platform enabling a greater number of parents to view their child's engagement in the rich learning experiences.	\$1700

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

Evaluation	Funds Expended (Resources)
The provision of professional learning at CSIEHS continued to be effective in supporting teacher accreditation, maintenance and leadership. Enhancing	\$1837

## Progress towards achieving improvement measures

the capability of teachers to deliver quality English language tuition within an online setting became a major focus in 2020. Collegial leadership and the provision of professional learning were valued by staff both teachers and school learning support officers and enabled the school to develop quality online teaching and learning programs. The graduate teacher finalised a high quality accreditation submission and was accredited at Proficient. They developed their craft and understanding of teaching within an intensive new-arrivals program through active engagement with the Australian Standards for Teachers and with mentoring and supervisory support.

## 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)
The strategies that the school implemented in 2020 in response to the pandemic enabled regular communication. Parents and carers were regularly updated on the measures taken to ensure their children's safety. Parents and carers were reassured that their children would continue learning with minimal disruption. The communication protocols were effective and greatly appreciated by parents and carers.	\$822

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

Evaluation	Funds Expended (Resources)
Due to the pandemic, connections with local schools, organisations and businesses were greatly impacted, some programs were put on hold and others altered due to changed circumstances. Being able to maintain connections using online platforms was positive and productive. The implementation of contingency initiatives offered opportunities to enhance connections and strengthen ties with our community of schools.	

**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)
The contingency initiatives the school has developed implemented have enabled teachers to use their expertise to support the EAL/D provision within these school and have also offered opportunities to communicate more effectively the breadth of the school's role in supporting the learning of EAL/D students and in leading and teaching TESOL. Feedback from schools involved in the initiatives indicated they valued the professional dialogue that ensued between the schools, the increased opportunities for professional learning and the enhanced knowledge and understanding of the Intensive English high school. The assessment team have used their expertise to develop and run assessments, both online and at other schools, providing diagnostic information about each student's level of English language acquisition to inform teaching and learning programs.	\$150



Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	N/A	Central Sydney Intensive English High School provides English language, orientation, wellbeing, settlement and high school preparation programs to secondary aged students, newly arrived to Australia. requiring intensive English as an Additional Language education. In 2020, COVID impacted some student progress in Term 2 but in Term 4, ninety five percent of students enrolled in the Transition Program (Level 4) successfully transitioned to high school or TAFE.
<b>Low level adjustment for disability</b>	0.8 LAST \$87,507 Flexible Funds \$24,680 Total \$112,188	All students with identified learning disabilities across Stages 4, 5 and 6 were supported by the LaST teacher and SLSOs in 2020. In addition to Sydney Childrens' Hospital Adolescent Unit and STARTTS referrals, students were supported with speech therapy. Undetected health needs can be an affective barrier to student settlement, learning and progress. All students had their vision, hearing, teeth and general health checked by the Community Health doctors. The flexible LAST funding was used to employ an SLSO who supported the LAST with programs for students with learning needs and also provided in class support.
<b>Socio-economic background</b>	Flexible Funds \$12,961	Socio Economic Funds were used primarily for student assistance so that students were able to immediately engage with their learning. 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. All supported students completed their enrolment and high school preparation and settlement support program at CSIEHS.
<b>Support for beginning teachers</b>	\$28,962	The use of Beginning Teacher Support was impacted due to COVID in 2020. Teachers were provided with in school release time to support them with programming and to access professional learning. Teachers also attended the Beginning Teacher conference and were released to visit other schools for a mainstream high school experience which supported them in the implementation of the IEP Contingency Strategy.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	104	78	67	54
Girls	91	45	68	55

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	97.6	97.9	96.4	94.4
8	96.2	98	93.1	88.4
9	96	94.7	92.3	94.6
10	95.4	95.3	96.3	92.8
11	94.8	88.2	89.3	87.5
All Years	96	95	94.3	92.2
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
All Years	89.5	88.3	87.9	89.5

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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)	2.8
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.3
Other Positions	21.7

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	2,208,066
<b>Revenue</b>	5,689,680
Appropriation	5,548,576
Sale of Goods and Services	9,358
Grants and contributions	3,796
Investment income	2,263
Other revenue	125,688
<b>Expenses</b>	-5,481,396
Employee related	-5,100,984
Operating expenses	-380,412
<b>Surplus / deficit for the year</b>	208,284
<b>Closing Balance</b>	2,416,350

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.

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	125,149
Equity - Aboriginal	0
Equity - Socio-economic	12,961
Equity - Language	0
Equity - Disability	112,188
<b>Base Total</b>	2,243,581
Base - Per Capita	77,923
Base - Location	0
Base - Other	2,165,657
<b>Other Total</b>	3,111,004
<b>Grand Total</b>	5,479,734

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

With the onset, in Australia, of the COVID-19 pandemic at the beginning of 2020, and the suspension of face-to-face learning in mid-March, the school was presented with the unprecedented challenge of continuing the delivery of curriculum. The additional challenge was delivering an equitable, engaging and productive remote learning experience to ensure minimal disruption to student learning. The school sought the opinions of students, parents and staff about the school's delivery of teaching and learning programs during 2020 using school devised surveys.

**Parents and carers** were asked to complete a survey about their child's learning experiences when learning from home during the COVID-19 lockdown. Parents and carers expressed a high level of satisfaction with the school for the support staff provided including, communicating with parents, posting home learning materials, responding to technical issues and lending out laptops. Some parents and carers reported they would like to see the school continue to develop their online learning programs in case of a future lockdown. Further suggestions included more synchronous teaching online, using one online platform only and students continuing to learn online skills in their regular lessons back at school.

**Students** were asked to complete a survey about their learning experiences after the end of their final term at this school. Students expressed a high level of satisfaction. The vast majority of students indicated that the English skills they learned, including grammar, spelling, punctuation and writing text types such as expositions and narratives have helped them at their high school. Students also found the feedback teachers gave them helpful. The opportunities they had to communicate in class and hear different opinions was also highly valued. Student feedback in relation to what changes could be made to the teaching of English suggested an increased emphasis on reading skills resulting in this area being a focus in the next Strategic Improvement Plan.

**Teachers** reported that although the transition to online learning in 2020 was challenging and unsettling, the experience had a lasting impact on their teaching and learning programs. They felt supported in developing and delivering quality teaching and learning programs online and valued the professional learning offered. Teachers reported high levels of collaboration with colleagues which greatly supported their uptake of new online teaching skills. Teachers also valued the improved communication and collegial discourse which ensued with the introduction of Microsoft teams in supporting student learning. They have expressed that they are better prepared to be flexible and adaptable with the new challenges and opportunities.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.