2021 Annual Report

NSW School of Languages

NSW SCHOOL OF LANGUAGES

Learn locally. Communicate globally.

8588

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

2021 continued to be a year of flexibility as we headed towards our second year of COVID-19. NSW School of Languages is a distance education school that was able to provide continuity of learning for the students. The majority of school events, face-to-face lessons, and assessments were conducted online resulting in more inclusion from all stakeholders.

Our school was evaluated this year through the External Validation process. Across the three domains the school was mostly assessed at excelling in the School Excellence Framework.

Future directions to support school improvement include;

* Continuing to improve on teaching and learning programs to address individual students needs and involving parents in planning to support learning and share expected outcomes.

* Strengthening our student wellbeing support.

* Continuing to analyse internal and external data to identify strategic priorities.

Despite an unusual year with many disruptions and changes, the final Higher School Certificate results demonstrate that the work done has been exemplary and the student outcomes were not impacted.

School vision

To develop successful, thriving learners with a love of languages, intercultural understanding and skills for their future.

NSW School of Languages strives to lead the teaching and learning of languages through innovative quality language programs.

Our skilled and committed teachers work with the school community to ensure students reach their highest potential, broaden their global perspective and strengthen their connections with heritage and culture.

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.

In addition, the school delivers English as an Additional Language or Dialect (EAL/D) to Stage 6 students in regional and rural NSW whose schools are unable to offer a separate ESL course.

Over 2600 students complete online course work, attend weekly speaking lessons either online or via phone and attend a face-to-face lesson day with their cohort each term at the school in Petersham. The school seeks to continuously improve the course materials and teacher skills for its students.

NSW School of Languages is an active member of a network of distance education schools in New South Wales and a network of government language schools around Australia. The school staff work with Languages educators in all government and non-government sectors, both secondary and tertiary. We develop and share interactive online courses incorporating the recently researched pedagogy and the most appropriate use of technology.

NSW School of Languages maintains relationships with several foreign consulates who support the school with cultural contributions and resource development. The school intends to develop further relationships with the wider language and cultural community.

The school's Base allocation is enhanced by Distance Education funding and voluntary contributions from the home schools for each student enrolment. An equity loading that is not based on student enrolments is provided for Low Level adjustment for disability.

The school has identified the following areas for development and future growth through a detailed situational analysis.
- Student growth and attainment
- Improving the impact of teaching practice
- School community collaboration and partnerships.

Front of school

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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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	2021 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	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes and engagement, we will ensure students have access to high quality learning opportunities which support and inform personalised teaching and learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student wellbeing for learning
- Maximise student learning and engagement

Resources allocated to this strategic direction

Low level adjustment for disability: $67,270.20
6101: $160,000.00

Summary of progress

Student wellbeing for learning

The Student Wellbeing Committee consisting of Head Teacher Enrolments, Learning and Support Teacher and committee members were active in many initiatives across the school. These included;

- Updating School wellbeing guidelines to reflect Department of Education policies.

- Professional learning and individualised support for teachers in implementing guidelines.

- R U Ok checks with students.

- Student Wellbeing Committee and the senior executive participated in Youth Mental Health First Aid Training course.

Next year we will use school funding to appoint a Head Teacher of Wellbeing, it has become evident that this is an increasing issue that needs specialised attention.

Maximise student learning and engagement

Student online courses are being developed in the Canvas Learning Management System. The advanced features in Canvas allows for the tracking of learning and engagement.

The new courses all include success criteria in the focus tasks of each unit of the Stage 6 Beginners Course and published for students. The inclusion of success criteria has also been tested in the written submission, the speaking lesson and to provide feedback to students.

Collaborative tasks were included in the Beginner courses and implemented this year. It was trialled in Stage 5 Italian and samples of student work were shared on the school's Social Media platforms.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
100% of students with known disabilities or with health or learning issues have been identified; LaSTs provide specific guidance to teacher on request	The Student Wellbeing Guidelines were updated, adding new DoE policies (e.g, anti-bullying plan) and incorporating links to make it easier for teachers to access relevant DoE policies. We simplified the course engagement procedures flowchart. This made it easier for teachers to access what they needed to know. A recent survey indicated that 46% of teachers are using the Guidelines and 56% using the hard copy resources provided to each faculty.

100% of students with known disabilities or with health or learning issues have been identified; LaSTs provide specific guidance to teacher on request	Student Wellbeing Tracking Sheets - provision of time for teachers to add their students to this document. It was helpful for the senior executive and HTs to see at a glance the most common mental health conditions in each cohort so that student needs for face-to-face days and assessments are known and met.
100% of students documented as having at least one wellbeing check-in per **semester** which is recorded on DEMS	The implementation of R U OK checks - suggested emails and speaking lesson questions - for teachers to use Week 5 of each term. These focussed on each teacher checking in with each student's wellbeing at least once per term so that subsequent learning is planned to better meet student needs. R U OK checks - a recent survey of teachers indicated that 50% of teachers completed the R U OK checks with 100% of students in Term 3 and 40% of teachers completed the R U OK checks with 100% of students in Term 4. Teacher comments were overwhelmingly positive and indicated that students felt 'heard and seen' by their teachers. One reported major challenging issue was identified and the teacher was able to refer to this student so that they could receive further support from their home school.
50% of student surveys indicate they have reached the cognitive load target.	Some faculties have begun the use of Student Reflection at the end of each unit.The data from these responses is collated and used to assess any modifications or changes to the courses.
Production of Wellbeing videos commenced	Postponed for next year. Working from home and teachers need to cover absent colleagues has made it difficult to release teachers to complete this project. Student Wellbeing professional learning - Student Wellbeing Committee members were given some time to develop and deliver the whole-school professional learning and the videos. A guest speaker from Head Space, ReachOut resources and BeYou resources were all beneficial in this initiative.
All new Beginners courses include learning intentions and success criteria for focus tasks. Some teachers use success criteria for speaking lessons	The pedagogy in the Year 11 Beginner courses included learning intentions and success criteria for all units. Stage 6 Beginners courses have focus tasks for each unit. • Some teachers used it for feedback of Yr 11 Beginners focus tasks • written for each meaningful task (monologue/writing/part B/personal research project submissions) of Extension optimised course • included as rubric in Canvas, used by all teachers of Extension for providing feedback
All Stage 5 courses show some elements of differentiation.	The optimisation of Stage 5 courses has begun. Each language has chosen which area is of greatest need. Some languages are creating content for background speakers or prior learners whilst others are optimising the current content.
All new Beginners and Extension courses include 2 collaborative tasks.	• two written into each Beginners course and implemented this year • one major group task continued in Stage 5 for one language • some student group artifacts were collected and shared on social media
All new Beginners courses include capabilities. PL on capabilities	Postponed to next year. With the NESA Curriculum reform underway it was decided to wait for updates in this areas before commencing the project.
Lesson day lesson plans and success criteria developed	No face-to-face lessons were held, postponed for next year.
50% of teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.	All programmes were new courses were written and include student adjustments.

Mask making

Strategic Direction 2: Improving the impact of teaching practice

Purpose

To improve staff engagement, collaboration and well-being. Staff will evaluate their practice and adapt it through quality, high impact professional learning and the analysis and interpretation of data.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Targeted and focussed Professional Learning
- Data to inform best practice

Resources allocated to this strategic direction

Professional learning: $67,269.00
6101: $100,000.00

Summary of progress

Targeted and focussed Professional Learning

Optimising the use of the school's Learning Management System (Canvas). All teacher professional learning was developed and delivered via Canvas. This allowed familiarisation with the platform but also allowed for teachers to progress independently at their own pace. Professional Learning was framed by Growth Mindset Principles and aligned to Teacher Professional goals and the Teaching Standards.

During Term 2, the school created a Canvas course focusing on teacher observations. Staff was familiarised with the process and the standard descriptors by first completing a self-observation and then observing and being observed by colleagues.

Improved teacher awareness of how they are being perceived in an online environment, in an attempt to improve our online presence and teaching abilities. Expectation of more collegial discussions to concrete learning from peer observations. Teachers have a greater awareness of on-screen presence and better skills with online lessons. Teachers are now more confident in their independent use of technology and are running group lessons online and participating in online PL. The data collected by our school demonstrates that there has been a large increase in the percentage of teachers delivering lessons online.

Next year, in this initiative/strategic direction, we will continue to have a balance of whole-school strategic PL as well as "choose-your-own-adventure" PL sessions where multiple different sessions are offered and teachers select their own PL pathway, teachers respond well to this type of PL and it gives them a level of autonomy over how they develop their skills and which skills they develop.

Data to inform best practice

During Term 3 in our Canvas Professional Learning Portal, we created the PL module; What works best: Use of Data, aimed to help teachers assess their knowledge in identifying and adapting their teaching to accommodate student data evidence. The growth mindset chart completed by all teachers identified some gaps in knowledge and skills which we provided further PL in Canvas by use of videos. Teachers were able to access Canvas as learners by contributing to Discussion forums etc. The potential to use Canvas as a repository for PL sets us up for a sustainable method of delivering self-paced PL. The growth mindset chart ascertained the baseline of where the targeted PL needed to start which resulted in identifying the gaps in skills and knowledge in identifying Data Sources. Everyone was Working from Home so we were relying on online communications and the use of Canvas. There was no ability to support teachers face-face. Teachers participated in the PL module, sharing their expertise and ideas in the Discussion forum and the collaborative document to collate all the ways we collect data. There was a high demand from teachers to improve in areas where they felt they were lacking. Teachers worked towards achieving the targeted outcomes listed on the growth mindset chart. This provided a differentiated approach to teacher learning.

Next year, in this initiative/strategic direction, we will incorporate the growth mindset chart because it ascertains the baseline of where the targeted PL needs to start which results in identifying the gaps.

We will also create a more sustainable and accessible approach to evaluating Year 12 (and possibly Year 9) assessments and examinations across the school and then to use those evaluations to inform and guide the assessment development process in Term 4. This would make the evaluations more meaningful and it would encourage teachers to reflect on their own assessment processes and produce quality assessments.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
50% of PL initiatives are based on the NSL Growth Mindset charts to identify teachers' needs and to support their achievement of self-directed PDP goals which are aligned with Departmental requirements and SIP.	The growth mindset chart completed by all teachers identified some gaps in knowledge and skills which we provided further PL in Canvas by use of videos.
50% of teachers have a sound understanding of student assessment and data concepts through formal evaluation of all assessments.	During Term 3 in our Canvas Professional Learning Portal, we created the PL module; What works best: Use of Data, aimed to help teachers assess their knowledge in identifying and adapting their teaching to accommodate student data evidence.
30% of teachers are using online pedagogy and strategies to deliver and enhance teaching and learning, e.g. greater degree of effectiveness and efficiency in using the relevant LMS, connected/ collaborative lessons, online marking, creating instructional videos	With COVID this increased to 60% on teachers using online pedagogy. All face-to-face lessons were moved to an online platform. Course writers have begun creating instructional videos.
40% of teachers use digital evaluation technology (e.g. QR codes to systematically evaluate face to face lessons and other learning activities) and adopt strategies to reflect individually and collaboratively on own teaching practices.	Postponed due to COVID. Face to face lessons were shortened and moved online. Due to increased workload for teachers this QR code feedback will be implemented next year.
100% of teachers and HTs are engaged in the PDP process, and aim to demonstrate evidence of alignment with the teaching standards and the school plan.	Lesson observation (self and peer) - in Term 2 During Term 2, we created a Canvas course focusing on teacher observations. Staff were familiarised with the process and the standard descriptors by first completing a self-observation and then observing and being observed by colleagues. Observation sheets were uploaded to Canvas for data-collection purposes.
Teachers begin to analyse, interpret and extrapolate available data and they collaboratively use this to inform planning, identify interventions and modify teaching practice	Teachers in data evaluation committee have begun to analyse, interpret and extrapolate available data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
100% of teachers analyse and interpret available data (RAP, Internal Assessment data) and use this to inform planning and modify teaching practice.	All teachers participated in the RAP Data Analysis presentation and then participated in the course-specific workshops where HSC data was analysed and strategies to incorporate into the courses were devised and implemented during the year.
Begin to interpret available data from Assessment evaluations to optimise and improve future assessment writing processes.	This process was begun with the Year 12 Assessment Tasks although the questions need to be evaluated to achieve measurable data.

Korean class

Strategic Direction 3: School community collaboration and partnerships

Purpose

To extend the reach of NSL and encourage mutually beneficial community and real-world partnerships, nurturing relationships and sharing expertise to build productive learning communities.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective systems for collaboration
- Authentic Learning Partnerships

Resources allocated to this strategic direction

Professional learning: $22,000.00
6101: $87,000.00
School support allocation (principal support): $27,268.55

Summary of progress

- **Effective systems for collaboration**

Over the period of 2021, the school has increased consistent email communication to parents/carers and supervisors, in particular during the Covid lockdown period. The investigated different methods and systems for updating our School calendar, e.g. DEMS inbuilt system calendar, MS Team calendar, linking Google calendars.

NSW School of Languages has incorporated progress DEMS checks on the calendar and standardised the checking process, using Return Rates data in DEMS to ascertain student engagement in course levels.

The school has implemented best practice eLearning principles and tools to increase the use of Canvas which resulted in the creation of the Canvas Optimisation Checklist which incorporates Universal User Design for online learning and overall improved online courses.

- **Authentic Learning Partnerships**

Due to COVID the many planned activities with partners were cancelled.

The school ran all Information sessions online (Supervisor and parent) and these will continue to be offered online in the future.

There was a substantial increase in our relationship with Univerisities with regards to practicum student placements. We were able to offer teacher practicums to students from three universities.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Review of current communication practices and the whole school calendar. Analysis of parent/carer survey completed to identify key communication targets required	Each faculty has incorporated progress DEMS checks on the calendar and standardised the checking process, using Return Rates data in DEMS to ascertain student engagement in course levels. The DEMS checking process was a brainstormed process during the Executive meeting. A checklist on paper will still need to be created incorporating the ideas and feedback discussed.
• Whole School standards established for a Record Cards and Register checklist for faculty DEMS check •	Over the period of 2021, we have increased consistent email communication to parents/carers and supervisors, in particular during the Covid lockdown period. We investigated different methods and systems for updating our School calendar, e.g. DEMS inbuilt system calendar, MS Team calendar, linking Google calendars. An increase to parent/carers and

Review efficiency of school technology and identify upgrades to equipment and systems required	supervisors email communication and website updates needed to be prioritised due to lockdown circumstances. Changes and updates to all assessment timetables were made at a rapid pace.
• 63 active courses in Canvas LMS and initial course optimisation set up for Stage 5 courses • Integration of eLearning tools, e.g. Canvas Studio, Discussions	The school has implemented best practice eLearning principles and tools to increase the use of Canvas which resulted in the creation of the Canvas Optimisation Checklist which incorporates Universal User Design for online learning and overall improved online courses. The plan and timeline for optimisation were made flexible to suit the optimisers workload during lockdown period. A focus on Stage 5 Year 9 courses was needed as these courses were the first courses developed in Canvas.
• Review of participation of students, supervisors, parents and carers' participation in previous events participation to attain base data if available • Plan and organise school events with collection of participation data	Postponed due to COVID. All school events were held online. Parent Information session, Supervisor information session. Parent/Teacher meetings. This resulted in better attendance as Supervisors and parents do not need to travel to Petersham.
• Collection of base data for improvement measurement	Student, supervisor, parent and community surveys were conducted and result analysed.
• Collection of base data for improvement measurement • Exploration of possible external professional events for staff participation	Teachers participated in online conferences. Presenting at the National AFMLTA conference, MLTA conference and network meetings.
• Explore possibilities for School advisory council	Question included in parent survey to generate a list of interested parents.

Korean costumes

Funding sources	Impact achieved this year
Low level adjustment for disability $67,270.20	Low level adjustment for disability equity loading provides support for students at NSW School of Languages in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student wellbeing for learning **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers **The allocation of this funding has resulted in:** Students requiring support for physical, mental health or learning difficulties were supported. Teachers were given professional learning to improve their knowledge of support available. and to create Personal Learning Plans for some students. **After evaluation, the next steps to support our students with this funding will be:** Continued liaison with the home schools in sharing information and Personal Learning Plans. Targeted assistance to students with specific learning needs.

Student information

The enrolment for 2021 was 2416 students, a slight decrease from 2020. This enrolment was still on the higher end looking at data from the last 5 years.

2017 __2250

2018 __2345

2019__2480

2020__2580

2021__2416

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 460 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.

Approximately 68% of students are female and 32% male in the school.

Students 'attend' a distance education school by participating in their online course, attending regular speaking lessons and by regular submission of work. If students are not keeping up with thier online work or are missing speaking lessons, warning letters are sent to the student, home school and parent.

There was no significant decrease in engagement with NSL students due to the pandemic.

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	NA	NA	NA
Employment	NA	NA	NA
TAFE entry	NA	NA	NA
University Entry	NA	NA	NA
Other	NA	NA	NA
Unknown	NA	NA	NA

Year 12 students undertaking vocational or trade training

0% of Year 12 students at NSW School of Languages undertook vocational education and training in 2021.

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 2021 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)	74.9
Learning and Support Teacher(s)	0.4
School Administration and Support Staff	13.11

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	2,901,149
Revenue	13,569,684
Appropriation	12,707,390
Sale of Goods and Services	596,210
Grants and contributions	263,093
Investment income	2,991
Expenses	-13,557,900
Employee related	-12,712,039
Operating expenses	-845,862
Surplus / deficit for the year	11,784
Closing Balance	2,912,933

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.

	2021 **SBAR Adjustments** ($)
Targeted Total	0
Equity Total	66,195
Equity - Aboriginal	0
Equity - Socio-economic	0
Equity - Language	0
Equity - Disability	66,195
Base Total	723,100
Base - Per Capita	100,061
Base - Location	0
Base - Other	623,039
Other Total	11,836,278
Grand Total	12,625,573

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 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.
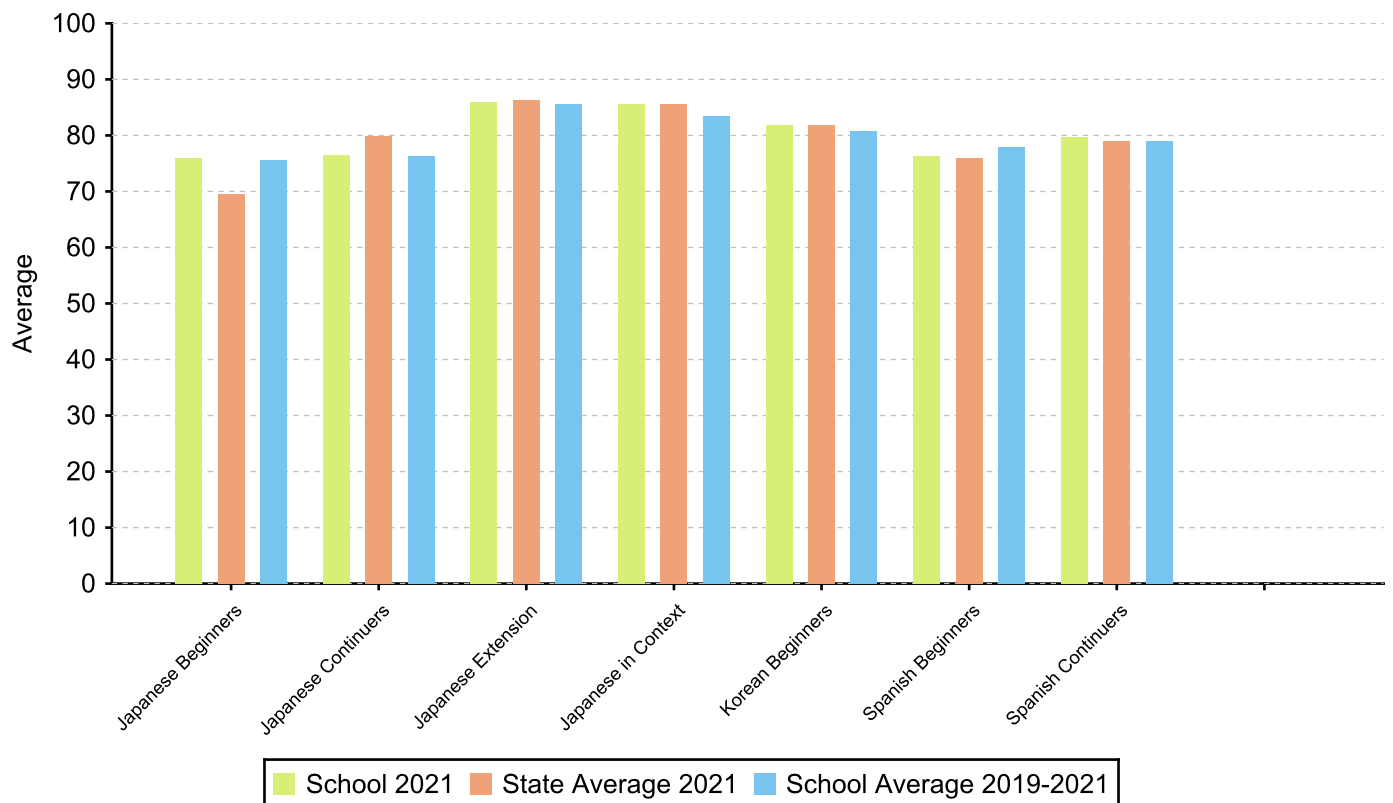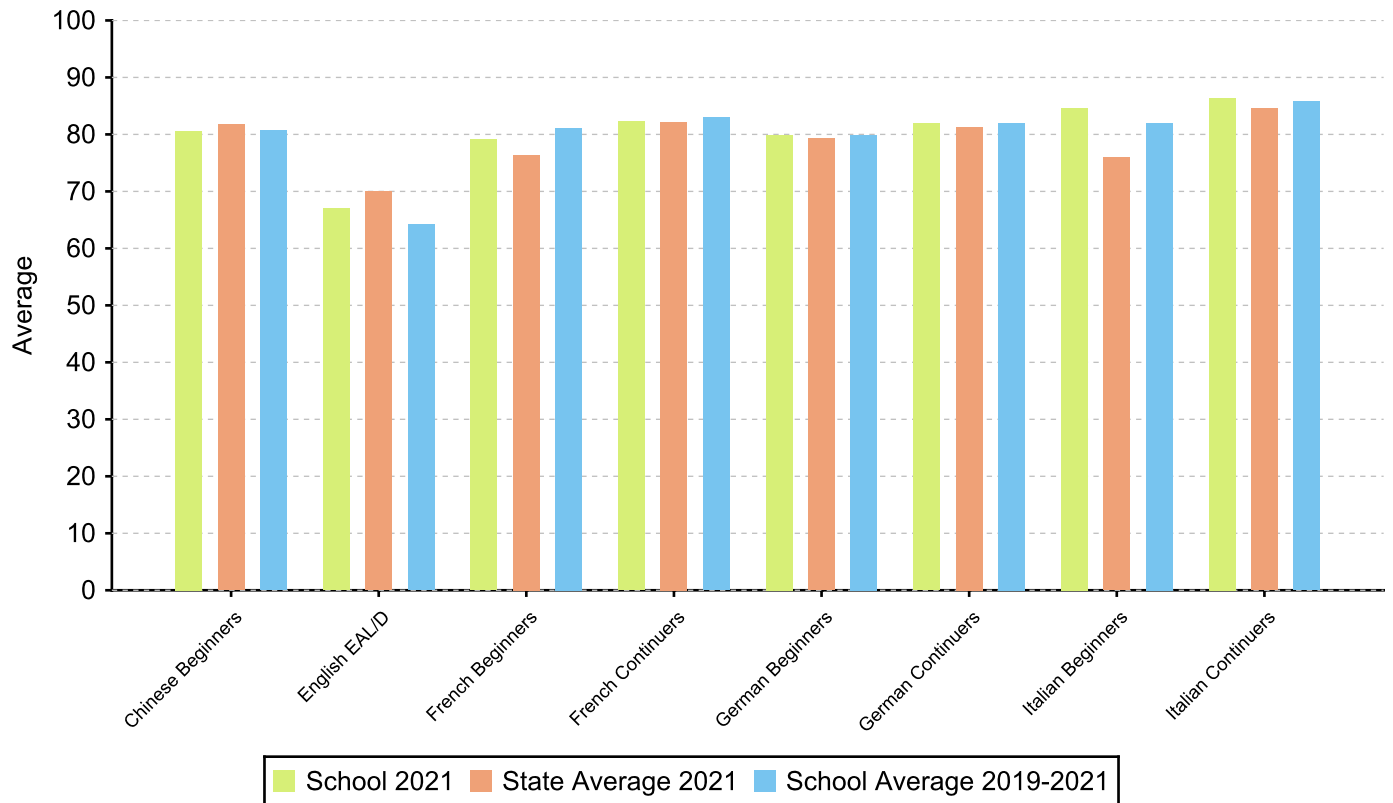
Subject	School 2021	State	School Average 2019-2021
Chinese Beginners	80.6	81.7	80.7
English EAL/D	67.0	70.0	64.2
French Beginners	79.1	76.4	81.2
French Continuers	82.3	82.2	82.9
German Beginners	79.9	79.3	79.9
German Continuers	81.9	81.3	82.0
Italian Beginners	84.6	75.9	82.0
Italian Continuers	86.4	84.5	85.8
Japanese Beginners	76.0	69.5	75.6
Japanese Continuers	76.4	79.9	76.3
Japanese Extension	86.0	86.3	85.6
Japanese in Context	85.5	85.5	83.5
Korean Beginners	81.8	81.9	80.8
Spanish Beginners	76.3	75.9	77.8
Spanish Continuers	79.7	78.9	78.9

These results reflect the work of the Government school students who were enrolled at the school. Approximately 50% of our students come from non-government schools and they are not seen here in this data.

In 2021, five students were placed First in Course in the HSC examination and 25 students were placed in the Top Achievers Merit List. 498 (65%) students achieved results in the top 2 bands, well above the state average.


School building

Parent/caregiver, student, teacher satisfaction

In a survey of parents and carers, 88% felt that their child was receiving a quality education at NSL and 89% thought that they would recommend the school to others. 91% of parents found the school staff were approachable and 88 % felt that the school communicated well with them.

When surveyed, 97% of students said that they were satisfied with the school and outlined the many rewarding experiences they had experience at the school. 97% of students were proud to be a member of the school and had a positive relationship with their teacher.

In a survey of teachers, 90% felt that the school communicated well, and 97% felt the expectations for their role were clear. 94% felt that the Professional Learning Needs were being met and 96% felt that their colleagues were caring and supportive
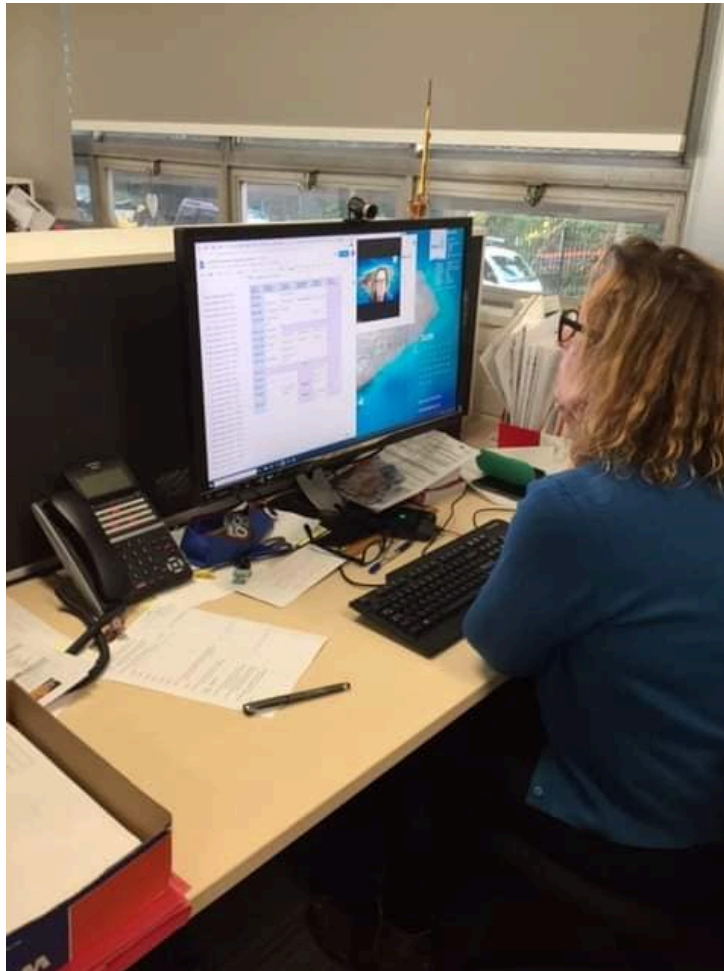
Online parent teacher interviews

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 - School statement

All of the school's courses incorporate aspects of the Aboriginal and Torres Strait Islander perspectives.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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 and anti-racism education - School Statement

NSW School of Languages celebrates linguistic and cultural diversity in every course and lesson in the school.

Aerial shot of school