

# 2021 Annual Report

## Secondary College of Languages



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# Introduction

The Annual Report for 2021 is provided to the community of Secondary College 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.

## School contact details

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## Message from the principal

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It is with great pleasure that I introduce the first Annual School Report for the Secondary College of Languages. 2021 saw the name of our school change from the Saturday School of Community Languages to the Secondary College of Languages. This name was selected by our whole school community and embodies our vision to lead languages teaching and learning in NSW.

After 43 years of providing excellence in languages education, this significant milestone provides an ideal opportunity to introduce key changes.

The name, Secondary College of Languages, represents the purpose and operations of a College comprised of 14 Campuses and acknowledges its uniqueness and specialist nature.

Our new name will also unify the over 3,000 students and approximately 300 staff working across our Campuses, contributing to a sense of identity and belonging. The future vision for the College is to provide as many students as possible with the experience of learning their background language and developing their intercultural understanding in an interactive, dynamic and rich environment.

2021 was also a year in which we have seen the world change from what we had previously known and understood, to being overwhelmed with an unprecedented health crisis around the globe. The COVID-19 pandemic meant that we had to deeply reflect on our learning community environment and adjust how we approached online learning both for our staff and students. We have learnt from these changes and this will be incorporated into our future planning.

I am extremely proud of the way students, staff and our College managed these difficult changing circumstances. That said, it is paramount that as a College we continue to build a learning community that is supportive, flexible and future focused to ensure all our students access quality language learning.

Our wonderful 2021 HSC results were cause for celebration- 17 students First in State, 69 High Achievers and 192 Distinguished Achievers (107 of those on that list because of their language course studied at SCL). Our teachers continue to exhibit exemplary high quality language pedagogy with a focus on student achievement, which is proven in the fantastic results achieved in an HSC year that was so interrupted and stressful. We congratulate all our staff and the HSC 2021 cohort on that amazing achievement.

I look forward to many more achievements as we continue to ensure that SCL is the lighthouse for delivery of languages education in NSW. Our enrolments are steadily growing and we continue to maintain and strengthen connections with parents and community groups to promote languages education.

## School vision

The Secondary College of Languages provides a diverse and vibrant learning environment in which every student connects linguistically and culturally while striving to achieve excellence in their language learning.

## School context

The Secondary College of Languages (SCL), formerly the Saturday School of Community Languages (SSCL), is the largest provider of face-to-face languages education in NSW, operating in campuses located at 14 high school sites, including 12 campuses in metropolitan Sydney, and one each in Wollongong and Newcastle.

The SCL has a unique and dynamic school environment in which students from many cultural backgrounds can interact with others from their own language background. The College offers the opportunity for them to recognise and acknowledge the value of maintaining their own language and culture, and provides a context in which they are able to build intercultural understanding with other student groups who study community languages across campuses.

The SCL is a NSW Department of Education co-educational secondary school. It was established in 1978, and continues to offer a pathway for students from public schools and other educational providers to study their background community language on a Saturday, where that language is not available at their own school. Language courses are offered during school terms to over 3,200 students from Year 5 to Year 12.

All teaching and executive staff at the school are qualified teachers, with approval to teach from the NSW Department of Education. All courses are aligned with NSW Education Standards Authority (NESA) Languages syllabuses. The 24 languages that are studied at the school are included as part of a student's Record of School Achievement (RoSA) and Higher School Certificate.

As a result of the College's situational analysis, it has been determined that a whole-school approach is required to achieve improvement in student performance. This will involve all members of the College community consistently applying policies and processes across campuses.

We have identified the need to implement regular and systematic collection and analysis of student assessment data to ensure all students achieve and sustain academic growth through explicit teaching and effective feedback. This will be a focus for collaborative planning. A whole-school approach to teach and promote wellbeing will be implemented along with continued focus on improving adjustments to learning for individual students. The College is committed to preparing our students for the future.

Our approach will include:

- the evaluation, development and application of strong pedagogical practices in languages
- the development of a strong professional learning community which includes evaluation of impact across teaching and non-teaching staff
- strategic collection of relevant data and the development of systems that support the tracking of individual student performance from Years 5-12
- developing and embedding whole-school and community practices to improve student attendance.



Presentation Day at Smith's Hill Campus

## 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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2021 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	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure students grow in their language learning and intercultural understanding through engaging and explicit teaching that is research-informed and consistent across languages, stages of learning and campuses. Our staff will evaluate their effectiveness and reflectively adapt their practice through quality, targeted high impact professional learning and use of student assessment data to inform teaching and learning practices.

### 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.

- Highly effective language teaching practice
- Data to inform teaching practice

### Summary of progress

The professional learning (PL) program under the Strategic Improvement Plan (SIP) was developed collaboratively by the PL team, including leadership and classroom teachers, to ensure transparency, accountability and ownership of the SCL vision and targets. Raising collective capacity beyond leadership has been facilitated by offering PL in instructional leadership to nominated classroom teachers. Continued refinement of systems and processes for the application of PL programs and procedures for Performance and Development Plans (PDP) will be implemented in 2022.

In 2021, SCL PL sessions focused on embedding highly effective language teaching pedagogy and practice across all campuses, based on What Works Best principles and other recent individual research of Hattie, William and Robinson. The Assessment Project focused on Year 12 teaching teams developing quality Trial HSC examinations, with explicit marking guidelines, feedback strategies and moderation protocols. Common scope and sequences were developed for Stage 6, with clearly defined topics and timelines to facilitate collaborative quality practices across campuses.

To ensure student engagement during 'learning from home' periods due to the impact of COVID-19, the SCL reviewed and refined administrative processes to follow up on HSC student engagement, attendance and wellbeing, through clarifying roles and responsibilities and improving Millennium School Portal information retrieval, recording and reporting processes. Data literacy for teaching and executive staff continues to be a focus. The analysis of Results Analysis Package (RAP) data to inform teaching and learning continues to be refined, with external expert input to improve data analysis skills and the impact of data on teaching and learning programs, plans and assessment processes.

The appointment of a specialist Teaching and Learning Advisor in Term 3 2021 has facilitated the implementation of targeted PL programs under the SIP. The Teaching and Learning Advisor focuses on the development of quality formative assessment and feedback through collaborative practices to develop consistency across campuses. Evidence informed decisions, underpinned by data, including in-school assessment data, surveys of stakeholders and external data sources, have further enhanced the SCL's highly effective language teaching and learning programs and processes.

In 2022 the SCL will continue to develop staff capacity across Campuses to ensure that quality practices are embedded, monitored, evaluated and revised where necessary.

### 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
<b>EXPLICIT TEACHING</b>  As measured by the School Excellence Framework, in the element of 'Explicit Teaching' the school is moving towards the school identified target of Excelling.	Self-assessment against the School Excellence Framework shows the element of Explicit Teaching to be sustaining and growing.  The Assessment Project focused on the foundations of quality assessment principles and design. The project was developed collaboratively by the leadership team with input from external experts, and delivered in



<p><b>EXPLICIT TEACHING</b></p> <p>As measured by the School Excellence Framework, in the element of 'Explicit Teaching' the school is moving towards the school identified target of Excelling.</p>	<p>professional development sessions for all College staff. Year 12 teachers across campuses worked in teams to develop common understanding and capacity, by incorporating quality assessment principles into formative assessment, formal assessment tasks and feedback practices for Stage 6, with a view to enhancing consistent excellent practice.</p> <p>The impact of COVID-19, including lockdowns and subsequent 'learning from home' requirements, required changes to the delivery of assessment tasks. The SCL pivoted to enhancing practice for online teaching, learning and assessment. This included developing an online assessment policy and guidelines for students in accessing and managing online assessment, as well as providing professional development for teachers in best practice teaching and learning in the online context.</p> <p>Explicit feedback protocols were embedded via marking protocols and guidelines using effective rubrics in all assessment tasks. Success criteria, as outlined in the quality assessment design, reinforced by consistent feedback protocols, were included in a proforma for the extended writing task. This approach ensured that all students at the HSC level across all campuses and courses were provided with consistent quality feedback on their performance in the extended writing task. Moderation processes focusing on accuracy and equity were implemented across all Year 12 courses, with mandatory 10% double marking for multiple classes. All courses with multiple classes across campuses engaged with the checking processes.</p> <p>Survey data provided by teachers and Year 12 students on exit highlighted the success of the online platform for learning and assessment. (This was unexpected as 'learning from home' seemed to be viewed negatively by both students and teachers). Survey feedback also noted the need for more quality and equitable feedback to progress learning; this has been acknowledged in situational analysis in the SIP.</p> <p>The above practices for online assessment and the application of protocols for online practices were extended to a limited level to the rest of the College, and included professional development for teachers to improve consistent practice across campuses. The principles of quality assessment across all stages of learning require further attention to ensure that practices are high quality and consistent across campuses.</p>
<p><b>HSC TOP 2 BANDS</b></p> <p>The percentage of HSC Languages course results in the top two bands to be moving towards the school identified lower bound target of 75%.</p>	<p>72% of students attained results in the top two bands for Languages demonstrating progress toward the lower bound target.</p> <p>Refinement of systems, processes, and resourcing for Stage 6 teaching and learning was a focus for 2021.</p> <p>Common scope and sequences for all courses at Stage 6 level were used by teachers across campuses. The implementation of Stage 6 teaching teams to program and plan for course delivery, support and mentor new HSC teachers as well as complete marking, moderation and accuracy processes including quality feedback, all ensured consistent practices that drive student learning.</p> <p>The refinement of student wellbeing and engagement procedures, including follow-up on attendance, N warnings and other relevant concerns, ensured that the College effectively supported the learning and wellbeing of all Year 12 students. The Millennium team revised recording and monitoring of attendance and follow-up procedures to enhance College organisation and administration. Parent surveys showed that they felt connected to the College, praised the continuity of student learning through COVID-19 restrictions, and appreciated the personal communication from campus leadership about students in terms of attendance, engagement and effort.</p> <p>The online platform for recording and managing student records will continue to be revised and refined to more fully meet the needs of the College community, including our capacity to make evidence-informed decisions for the development of a College policy for Student Wellbeing and Learning. Planning and programming resources will continue to be revised</p>

<b>HSC TOP 2 BANDS</b>  The percentage of HSC Languages course results in the top two bands to be moving towards the school identified lower bound target of 75%.	and refined, through developing teacher capacity to use data effectively to make evidence-based decisions, such as in-school assessments, NESA examination reports, RAP data with input from experts beyond SCL, and in-house instructional leadership. There is a need to gather and collate data through Millennium relating to attendance, N warning redemption, and other related issues.
<b>DATA SKILLS AND USE</b>  As measured by the School Excellence Framework, in the element of 'Data Skills and Use' the school is moving towards the school identified target of Excelling.	Self-assessment against the School Excellence framework shows the element of data skills and use to be sustaining and growing.  RAP data analysis, using the College designed analysis proforma, is an annual exercise for all campus leadership teams, with the expectation that the information is then disseminated at Campus level. There is a lack of clarity as to the consistent analysis and use of the data at a classroom teacher level. For campus leadership, PL includes NESA expert input to analyse trend data collated on a College wide level. The inclusion of Year 12 teachers in the PL ensures the development of capacity beyond leadership and facilitation of collaborative practice at the classroom teacher level. Data to evaluate the impact of this initiative will be collected in 2022, including the efficacy of more transparency at the Campus leadership level relating to the process of dissemination of data and follow-up.
<b>Performance and Development Program</b>  Teacher Performance and Development Programs that reflect a high performance culture with a clear focus on student progress and achievement is moving towards the school identified target of 100%.	A Teaching and Learning Advisor has been appointed to lead PL and focus on the SIP by measuring impacts on practices at SCL. A draft plan for 2021-2024 outlines focuses for each year; the 2022 plan was drafted in consultation with a PL team with input from a Department of Education expert, and is now complete.  The Weekly Memo includes a PL section explicitly linked to the APST and the SIP, with embedded reflection activities. Refinement of guidelines for the application for PL and the review of the application process have been completed. This initiative will facilitate the organisation, administration and effective processing of PL across campuses and tighten monitoring and accountability.  PDP processes refined through the revision of the SCL PDP proforma (automated to facilitate the development of a second PDP for most staff and articulation of a PDP goal linked to SIP, PL and APST). The effectiveness of the organisational restructures will be measured throughout 2022.



### HSC languages study guide

**General study tips**

- Download the syllabus and organise your notes according to the themes or topics listed.
- Make sure you have a dictionary and that you know how to use it.
- Refer to the 'Glossary of Key Words' on the NESA website so that you have a good understanding of words that appear frequently in exam questions and what the question is asking you to do.
- Organise your notes electronically so that you can always edit and add as you go.
- Practise completing past papers within the time frame of the exam. Try individual sections first and work your way up to completing the whole exam in one go.

**Speaking study tips**

- Sort vocabulary lists by theme or topics.
- Add any unfamiliar words to your vocabulary lists and use them in a sentence.
- Ask your teacher for a list of possible questions and write out sample responses for each question.
- Create a list of linking words and expressions you could use to help you sound more natural.
- Practise clear pronunciation and intonation by reciting your sample responses in front of a mirror.
- Find a native speaker to converse with. You might come across information expressions or colloquial speech in the exam, so having a bit of practice with a native speaker helps.

**Listening study tips**

- Listen to news, podcasts or radio stations in your target language. Get a family member or friend to ask you questions about the content to test your comprehension.
- Download the audio from past papers and do practice exams. Look at the marking guidelines and sample answers to see what mark you would have received. You can ask your teacher to mark it and provide feedback.
- Add any unfamiliar words in past HSC papers to your vocabulary list.
- When answering exam questions, provide as much detail as you can but do not translate everything you hear if it is not relevant.

**Reading study tips**

- Read as much as possible, look for articles that interest you on the internet.
- Read news articles or blogs in your target language and practise summarising the key points.
- Add any new words to your vocabulary list.
- Try to understand the main messages and keywords in the text but don't stress if you do not understand every single word.

**Writing study tips**

- Refer to the text type list in the syllabus and make sure you have a sample for each text type and the features it should include.
- Go through the grammar lists and make sure you understand when to use each structure.
- Keep a diary or a writing journal and ask your teacher for feedback.
- Download past papers from the NESA website and practise answering the questions within the exam time frame.
- Read over and revise your practice answers. You can also ask your teacher for feedback.

## Strategic Direction 2: Quality practices and engagement

### Purpose

The College situational analysis identified the need for increased teacher collaboration and sharing. Through targeted professional learning; all teachers will develop a practical understanding of the relevant pedagogies to improve teaching practices and support high expectations and monitor the learning progress and achievements of all students by working within and across campuses and languages.

### 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.

- Collaborative practices
- Wellbeing, engagement and attendance

### Summary of progress

The SCL initiated opportunities to enable the formation of collaborative teams to design and develop a common approach to the development of HSC Trial examinations, with funding and time allocations to facilitate the project. All HSC trial examinations were developed under the supervision of a Curriculum Coordinator with expertise in the course/language. Proformas for the task and task notifications were developed and used throughout the College to ensure quality assurance and consistency. Where expertise was limited on campus, the College engaged outside expertise to develop tasks in consultation with course teachers at all stages of design. The recruitment of a Teaching and Learning Advisor facilitated the development of marking guidelines, feedback and moderation protocols, including the development of a feedback process and a proforma for writing sections of the examination. PL was embedded in teacher meetings for task design, marking and moderation, allowing for collaborative activity and professional discussion across campuses.

The role of Assistant Supervisor was reviewed and refined to enhance practices for monitoring and following up on student attendance. The use of DEMS as a tool to record, manage and organise systems was delivered via PL, facilitated by the Millennium team who also served as consultants. These organisational refinements were embedded to establish consistency and fairness in procedure as well as tighten the accuracy of the reports generated to track attendance.

In 2022 we will continue to develop teacher expertise through the opportunity to engage in focused leadership PL to improve teaching, learning and assessment across the college.

### 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
<b>COLLABORATIVE PRACTICE</b>  As measured by the School Excellence Framework, in the element of 'Learning and Development' the school is moving towards the school identified target of Excelling.	Self-assessment against the School Excellence framework shows the element of Learning and Development to be sustaining and growing.  Cross campus teaching groups were established under the leadership of Curriculum Coordinators to engage in PL relating to assessment design, marking and moderation. In 2021, all campuses delivered common Trial HSC examinations across courses in terms of structure and design. Where a language course was taught at different campuses, e.g. Arabic, students sat the same Trial HSC examination. Expert input into assessment design principles delivered via the leadership team at campus staff development workshops ensured consistency of practice. The practical implementation was focused on Trial HSC examinations, as COVID-19 impacted on implementation plans for other stages of learning, with the need for the College to pivot to online task design and delivery.



<p><b>COLLABORATIVE PRACTICE</b></p> <p>As measured by the School Excellence Framework, in the element of 'Learning and Development' the school is moving towards the school identified target of Excelling.</p>	<p>In 2022 the SCL will continue to focus on Assessment and Feedback, embracing the experience and expertise gained to further develop common assessment practice, thereby ensuring consistency and quality of practice across all stages of learning.</p> <p>The SCL engaged outside expertise to deliver PL on assessment design and principles, developing the capacity of College instructional leadership to implement the project across campuses. Curriculum Coordinator expertise was utilised in the organisation of teaching teams to design tasks and develop collective capacity as instructional leaders across campuses. The development of the Trial HSC examinations was completed as a collaborative exercise, increasing the capacity of the Year 12 teaching cohort to embed quality practices in their HSC assessment programs.</p> <p>In 2022, this collaboratively developed PL plan and focus project will be expanded to include all year groups.</p>
<p><b>ATTENDANCE</b></p> <p>As measured by the School Excellence Framework, in the theme of 'Attendance' the school is moving towards the school identified target of Excelling.</p>	<p>Self-assessment against the School Excellence framework shows the theme of Attendance to be sustaining and growing.</p> <p>The roles and responsibilities of the Assistant Supervisors at SCL were refined to embed consistent and fair practices across the College in terms of student attendance. The Millennium team led targeted PL in the use of the platform in recording, managing and tracking student attendance and ensuring accuracy of data. Follow-up systems and procedures were also refined. There is evidence of increased consistency across campuses, and further streamlining of policies, processes and procedures in 2022 will further support this.</p>
<p><b>WELLBEING</b></p> <p>As measured by the School Excellence Framework, in the element of 'Wellbeing' the school is moving towards the school identified target of Excelling.</p>	<p>Self-assessment against the School Excellence framework shows the element of Wellbeing to be sustaining and growing.</p> <p>SCL executive have collaborated to evaluate current practices across the 14 campuses in terms of attendance and monitoring of attendance.</p>



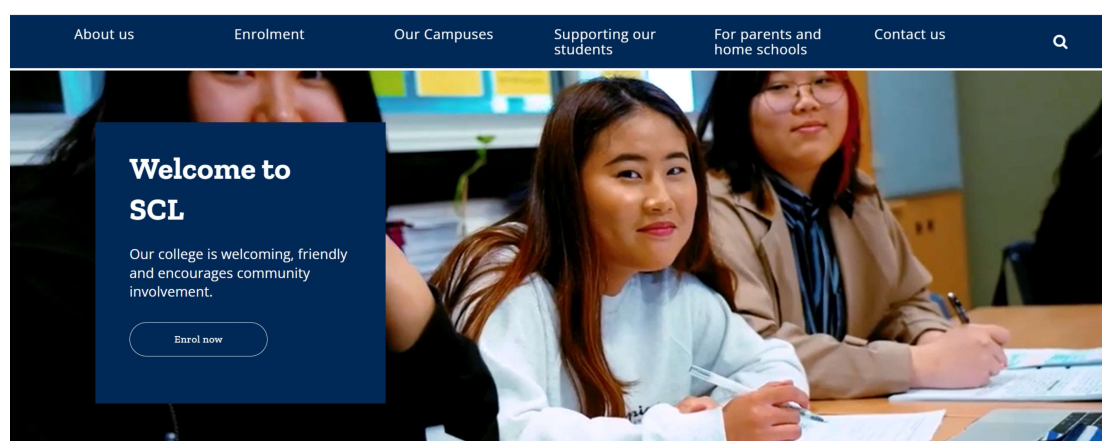
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## Student information

In 2021 SCL had 2944 students enrolled at 14 campuses (12 in the Sydney Metropolitan area, 1 in Wollongong and 1 in Newcastle)

2027 students from 198 government schools and 917 students were from 173 other educational providers. 39 students accessed language classes remotely on a Saturday morning.

The enrolments per language are listed below:

Arabic	481	Japanese	68	Punjabi	106
Armenian	28	Khmer	21	Russian	20
Bosnian	12	Korean	203	Serbian	96
Chinese	741	Macedonian	122	Spanish	226
Croatian	28	Maltese	4	Tamil	1
Filipino	17	Modern Greek	127	Turkish	119
Hindi	49	Persian	53	Vietnamese	266
Hungarian	2	Polish	81		
Italian	40	Portuguese	27		

### 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.

## 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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

Secondary College of Languages employs 289 staff on a casual basis. This includes: 209 teachers, 42 executives and 35 administrative support staff across 14 Campuses.



The Hills Sports Campus team

## Parent/caregiver, student, teacher satisfaction

Online learning surveys were completed for teachers and students in 2021.

Teacher confidence in the use of digital tools rose substantially throughout the COVID-19 pandemic with unanimous appreciation for the IT coordinators and Millennium team emphasised. The teacher survey provided impetus for the creation of a Professional Learning IT plan coordinated by the Assistant Supervisor of the Millennium team. The evidence informed decisions for professional learning in technology throughout 2022, ensuring that PL delivery is targeted, needs based and relevant.

Student surveys reflected appreciation for the effort of teachers in ensuring that quality teaching and learning continued throughout the 'learning from home' period. Students provided valuable feedback and insight regarding online classroom management and behavior, which SCL integrated into teacher guidelines. The use of live feeds (Zoom /MS Teams interactions) was greatly valued as a wellbeing tool and students appreciated the opportunity to engage face to face with their peers and teachers. Valuable information regarding the amount of time for teacher input and student interaction led to the development of a guide to online language learning for maximum engagement of all students. The incorporation of student feedback into teaching and learning decisions is a particularly significant tool in encouraging student voice and choice and enhancing learning engagement and achievement.

The Year 12 exit survey supported the SCL strategic directions in terms of quality pedagogy and practice, with the need for increased opportunities for feedback raised as an issue to be addressed.





# 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 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

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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.