2022 Annual Report

Central Sydney Intensive English High School

8288

Introduction

The Annual Report for 2022 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 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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School vision

At Central Sydney Intensive English High School (CSIEHS) we have a strong focus on supporting newly arrived, permanent and long-term temporary resident students and their families as they embark upon their educational journey at their first school in Australia. We are committed to enhancing the learning culture and building student resilience, knowledge and creativity to empower students to achieve their full potential as confident futures focused learners and contributors to Australian society.

School context

Central Sydney Intensive English High School (CSHIES) provides innovative English language, orientation, wellbeing, settlement and high school preparation programs to secondary aged, newly arrived students requiring intensive English as Additional Language (EAL/D) education.

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.

With changes to migration and international student programs, Central Sydney Intensive English High School will lead and design quality, inclusive EAL/D teaching and learning programs and initiatives to support student learning and teacher practice across a range of settings. This will include on-site programs for newly arrived students, online programs, support for rural and remote schools with EAL/D students and a range of initiatives supporting teaching and learning for EAL/D students in local high schools and primary schools.

The school's staffing entitlement for 2020 was 34.3 teaching staff and 14.3 non teaching staff. The school employs additional School Learning Support Officers to support students with their learning. Staff are very experienced with most having over 10 years of EAL/D teaching experience.

The school has completed a situational analysis that identified key areas for this Strategic Improvement Plan. The school is committed to providing excellence in EAL/D pedagogy through a consistent new arrival assessment program and effective personalised learning and support for all students. These initiatives will be implemented through data driven practices.

We aim to develop a strong professional community through targeted and collaborative EAL/D professional learning opportunities to support student growth and attainment, teacher capacity and parental engagement.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
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: Student growth and attainment

Purpose

By strengthening early intervention practices and response to individual student learning needs, we will further enhance student learning outcomes thereby ensuring students continue to build their capacity in English language acquisition.

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.

- Personalised Learning
- Whole school reading strategies

Resources allocated to this strategic direction

Professional learning: $15,020.00
Socio-economic background: $7,887.00
Low level adjustment for disability: $91,936.80

Summary of progress

We have commenced applying early intervention strategies through personalised learning and whole school reading strategies to enhance student learning outcomes and ensure student growth and attainment in English language acquisition.

Personalised Learning

In term 1, the Learning Support team researched evidence-based programs that would support newly arrived students with learning needs and basic reading skills. Learning Support team members, funded from needs based funding, were trained in and delivered the evidence-based individual reading program, Multi Lit.

At the beginning of the year the Wellbeing and Learning Support teams facilitated whole school professional learning on using Sentral to access information for individual students so learning needs can be met through identified adjustments. Throughout the year there was a focus on ensuring the referral process was clearly communicated so both teams were able to effectively support students, and staff accessed relevant individual student information.

The Learning Support Team delivered professional learning on SMART Goals in term 2. In 2020, staff completed modules on SMART Goals and had an in-depth knowledge of negotiating goals. To ensure new staff also gained an understanding of how SMART Goals can be used to support newly arrived secondary students, the professional learning incorporated an overview of what SMART Goals are and mixed-experienced groups had time to work collaboratively negotiating SMART Goals for a range of case study students.

The Multi Lit program proved successful and feedback from classroom teachers and facilitators was overwhelmingly positive. Students who had previously made minimal progress were beginning to develop foundation reading skills. The successful implementation also enabled the program to be expanded, the number of targeted students grew from two students in term 1 to ten students in term 4.

New and experienced staff collaboratively explored Sentral and gained a greater understanding of how to access individual student information. Staff had time to analyse PLSPs and how they are used to support individual student learning needs. Evaluation data highlighted all staff felt a high level of confidence when using Sentral as a resource to get to know their students.

The SMART Goal professional learning resulted in an enthused buy-in from staff and they were able to confidently negotiate and record student SMART Goals.

In term 3, SMART Goals were trialled for all students in all levels. Week 3 and 7 student meetings were dedicated to SMART Goals and weekly reflection opportunities were embedded into period 1 Friday lessons.

The first trial was successful, however feedback from staff suggested the 30-minute sessions weren't adequate, this resulted in the simplification of the logging process in term 4. Evidence indicates this was successful with an increase from 62.7% to 92% of students with SMART Goals on Sentral.

The impact in 2022 has been:

- an efficient approach to creating and accessing PLSPs has developed.
- teachers have gained a greater understanding of the needs of individual students by accessing PLSPs on Sentral and recording adjustments in the new program and register templates.
- a whole school approach for developing SMART Goals for all students has been implemented.
- a significant number of teachers are consistently embedding evidence-based teaching and learning strategies in their programs and adjustments are being made to support student learning needs.

Next year, in this initiative we will, expand the Multi Lit program by training all Learning Support teachers, investigate individualised evidence-based programs to support students with spelling difficulties. We will investigate ways that PLSPs can be created and reviewed more efficiently including harvesting relevant information from progress meetings and trial a whole school ten minute weekly SMART Goal session with students and their home teachers.

Whole school reading strategies

The area of vocabulary was identified as an area of weakness for our student cohort. As first phase language learners, students require extensive, explicit vocabulary instruction to develop their English language acquisition.

The cross faculty team through collaborative professional learning and application developed their knowledge of the "*Exploring words using the morphology vocabulary routine*" strategy.

In term 3 the team delivered a whole school professional learning session on this strategy. Faculties worked collaboratively to explicitly embed the morphology strategy into teaching and learning programs. The team supported teachers across KLAs in the implementation of the morphology strategy. Teacher programs and registers from term 3 reflected the explicit implementation of the morphology strategy.

The established cross faculty team, with a deep understanding of the morphology strategy, were able to provide evidence-based, high impact professional learning to the whole school and ongoing support to faculties allowing for consistent implementation.

It was evident through the analysis of teaching and learning documents that most teachers had incorporated this strategy.

The impact in 2022 has been:

- Document analysis of teaching programs and registers across all language levels (F to T) reflect the explicit implementation of the evidence-based morphology reading strategy.
- Staff collaborate within and across faculties to implement a consistent approach in explicitly teaching vocabulary through evidence-based strategies.
- Post professional learning survey results show that 74.2% of the staff felt they got a deeper understanding of the morphology and 81.3% felt that after the PL they would be able to embed the morphology strategy in their programs
- Term 4 school reading data indicates that 90% of students enrolled for two terms improved by 2 ESL scale points.

Next year, in this initiative we will build on the SEEC and morphology strategies by providing further collaborative support to teachers within faculties to create resources for I & T levels so first phase language learners can improve their reading skills and access the curriculum. We will also trial a whole school ten-minute reading program (3 times a week).

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
PLSPs created for all students identified as needing learning adjustments in Foundation and Preliminary Levels. SMART Goals to be developed and trialed for all students.	Students in Foundation and Preliminary Levels identified as needing learning adjustments have had PLSPs developed. 92% of all students have developed SMART Goals.
80% of exiting students enrolled at the school for over two terms show an improvement of 2 ESL Scale points in reading.	School reading data indicates that 90% of students enrolled for over two terms, improved by 2 ESL scale points.

The percentage of students with attendance rates of 90% or above to increase to 85.8%.	71.9% of students attended over 90% of time this is above DOE State, Network and SSSG levels.

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Strategic Direction 2: Excellence in EAL/D pedagogy

Purpose

Our purpose is to provide a quality professional learning environment where staff will work collaboratively with colleagues, within and beyond the school, to improve EAL/D student outcomes.

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.

- Leading EAL/D professional learning in the virtual sphere
- Leading in the classroom

Resources allocated to this strategic direction

Professional learning: $10,940.00
Per capita: $8,156.00
: $114,000.00

Summary of progress

This year staff have engaged in and provided quality professional learning and have worked collaboratively with colleagues, within and beyond the school, to improve EAL/D student outcomes.

Leading EAL/D professional learning in the virtual sphere

Over 2022 a complete preliminary (Level 1) grammar curriculum was created which supports the IEPCF. 26 grammar booklets were developed that explicitly support teaching grammar in context (using multi-modal stimuli based on the latest SLA research) for EAL/D students (beginning and emerging) to progress across the IEPCF. These booklets were uploaded to the website which also hosts the foundation level booklets. In addition, the updated website was linked and shared to a Teams group, giving DoE teachers access to the website and resources, as well as a platform where teachers (within and beyond the school) could engage in professional discourse.

Zoom tutorials were facilitated with colleagues beyond the school, assessing students' work, providing colleagues with resources tailoring the curriculum to support them move individual students and their specific learning needs along the mode continuum.

Within the school English teachers of preliminary level have embedded the preliminary grammar scope and sequence within the context of their text type. Teachers have used the preliminary grammar booklets and adapted their materials to cover the identified grammar. The IEPCF learning outcomes across the preliminary level are now explicitly linked to the grammar booklets.

Whole school professional learning sessions were delivered with a focus on how to best use and adapt the foundation and preliminary level booklets to their specific KLAs. These grammar booklets are now integrated into the programs and registers of all teachers of foundation level (across KLAs) and preliminary level (in English KLA).

All new staff were provided the opportunity to attend small group, weekly, grammar professional learning sessions to better understand how grammar functions in language and how to best deliver grammar in context in a new arrivals program. Videos were developed exploring the entire English verb system as well as Articles, Pronunciation and Theoretical background and pedagogy. These videos formed the basis of the professional learning for the weekly sessions with in-person tutorials held weekly.

The booklets and videos provide a practical example of how and when to teach the grammar underpinning the IEPCF text types and allows teachers of foundation and preliminary levels supplementary learning activities to accompany the IEPCF learning outcomes. This initiative ensured that the grammar underpinning the preliminary level curriculum is evidence-based and high-challenge.

Covid restrictions delayed the provision of professional learning sessions to be delivered to collaborating schools who are using the booklet and video resources virtually.

The impact in 2022 has been:

- The grammar booklets and videos ensured that teachers and students have a uniform metalanguage for

discussing grammar across the school.
- All English programs and registers embedded the use of the booklets and the teaching of grammar in context.
- New staff supported with the grammar PL sessions had an increased understanding of grammar functions and were confident in applying their knowledge to their classroom practice.

Next year in this initiative, we will consolidate the focus on language features, including grammar, in two KLAs (English and HSIE) ensuring that teaching and learning programs are embedding and modifying the language features to best meet the needs of the subject(s). Professional learning sessions will be planned to facilitate the collaborative use of the language feature resources..

Leading in the classroom

In 2022, contingency teachers continued to support EALD students and teachers in mainstream high schools. Teachers met twice a term to collaborate on best practice EALD provision. Consolidating on the 2021 contingency support and findings, feedback and student achievement data highlighted the need to focus on two key areas; assessment and literacy strategies to support and develop EALD student writing skills.

Assessment focus - In term 2, a transition teacher was employed to work with CSIEHS feeder high schools to support transitioning students and develop consistent assessment practices that align with and better prepare students for their mainstream high schools. The transition teacher developed a timetable to support transition students, observed school wide assessment practices in the feeder schools and developed and piloted an assessment notification to support Transition students at CSIEHS.

Literacy strategy focus -In terms 1 and 2, the CSIEHS contingency teachers analysed student achievement data and feedback. This highlighted a need for explicit strategies that support students with their writing skills. In term 3, teachers shared and evaluated their experiences and strategies implemented. Through professional learning and feedback sessions teachers trialed the *Seldon Bubble Theory - This Does That* writing strategy with mainstream high school EALD students and transition students at CSIEHS.

In terms 3 and 4, the transition teacher and contingency teachers delivered a professional learning session to develop, trial and embed transition level assessment notifications and the writing strategy in transition programs at CSIEHS.

The key enabler of this initiative has been the collaborative relationships that the transition and contingency teachers have built with mainstream high school colleagues to support EALD student learning. This has ensured greater insight for CSIEHS teachers regarding the needs of EALD students in mainstream high schools.

Student, teacher, and coordinator surveys were triangulated against student work samples to evaluate the writing initiative. Data from student feedback surveys indicated that 45% of students identified writing as the area of highest need and the focus on writing led to an increase of 7% (T2 63.2% - T3 70.2%) in how helpful EALD students found the teacher support in the classroom. The pre and post student writing sample data from both CSIEHS and mainstream high schools highlighted this improvement.

100% of students surveyed reported that the assessment focused lessons had better prepared them for high school. Transition students in mainstream high schools reported that the support provided by the transition teacher assisted them to understand assessment tasks.
Feedback from contingency teachers and variations in timetables and classes being supported meant that it was difficult to implement the strategy in all contingency high school settings. However, elements of the strategy, including topic knowledge development and the exploration of analytical verbs supported students across all high schools.

The impact in 2022 has been:
- Transition level students have a clearer understanding of the requirements of high school assessment tasks and notifications.
- CSIEHS staff have an increased understanding of the requirements of high school assessment notifications.
- Assessment task notifications have been developed across all KLAs that reflect high school requirements.
- Stage 4 contingency and CSIEHS Level 3 transition teachers have embedded the *This Does That* strategy in teaching and learning programs.

Next year, in this initiative we will strengthen a school wide, consistent implementation of assessment notification at transition level, explore how we can integrate high school type texts in teaching and learning programs. We will support, with an identified expert teacher, the *This Does That* strategy to further embed it in transition level English programs.

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
Teachers in community of schools can access evidence based resources to support EAL/D pedagogy for Level 1.	All new staff at CSIEHS and at least 13 teachers beyond the school accessed the evidence based video and booklet resources developed.
Stage 4 Transition Level program aligned with EAL/D specific literacy skills and demands of mainstream high school Stage 4 program(s).	100% of staff have an increased understanding of the assessment requirements of high school. 100% of staff have an increased awareness of the literacy demands of high school and writing strategy to support EALD students.
Moving towards Excelling in the SEF themes, Expertise and innovation.	Self assessment against the SEF shows the theme of expertise and innovation trending towards excelling.

Strategic Direction 3: Community Connections

Purpose

Our purpose is to build strong and effective partnerships with our community of schools and families to enhance student 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.

- New Arrival Diagnostic Assessment Program
- Parent and Carer Partnership

Resources allocated to this strategic direction

Professional learning: $6,258.00
Per capita: $500.00

Summary of progress

We are strengthening positive community connections with staff in our community of schools and with our parent and carer community through two significant initiatives:

New Arrival Diagnostic and Assessment Program (NADAP).

In 2022 this initiative was implemented to help support in-area primary schools improve their understanding of baseline assessment data and to better identify and meet the needs of their EAL students.

The NADAP assessments have been rewritten, refined and administered. The feedback forms have also been redrafted on templates. These feedback forms cross-map ESL Scales and EAL Progression and link to the grammar booklets and videos ensuring primary teachers have the tools they need to provide evidence based EALD support. Professional Learning was provided through observation of the assessment process, feedback reports and ongoing professional discussion.

Conversations and surveys with in-area primary schools indicated that there was a need for the development of a needs based professional learning session to be delivered to participating primary schools. Whilst a bespoke professional learning session was prepared, due to the ongoing impact of Covid-19 on school staffing the professional learning session was unable to be delivered.

Surveys completed by participating primary schools indicated that the NADAP assessment tool developed, trialed and improved has been highly effective in providing primary colleagues with fresh insights into the L2 progression of Beginning and Emerging EAL Stage 3 students. NADAP staff commitment to continuous improvement has resulted in a highly effective NADAP tool. By specifically targeting Stage 3 new arrivals, we were better able support more schools and to address the needs of their EAL students.

Another enabler has been existing on-arrival assessments and our online assessments developed over the year for offshore students. SD2 Leading EALD professional learning in the virtual sphere, greatly assisted teachers in developing their skills to better differentiate the students assessed. Primary teachers have access to grammar videos and booklets to support their teaching of beginning EAL students with the specific booklets targeting student's individual needs.

The impact for 2022 has been:

- The NADAP face to face tool was further refined and successfully used in a number of primary schools.
- Primary colleagues have indicated increased confidence in analysing and interpreting the assessment data.

Next year, in this initiative we will, partner with 2 primary schools providing support in interpreting diagnostic data to support their EALD teaching and learning. We will also develop and trial an online assessment tool.

Parent and Carer Partnership

In 2022 the school focused on the expansion and enhancement of the online communication platform, the Parent and Carer Hub which was established in 2021. The evidence-based Family-Schools Partnership Framework continued to be used as a tool to map the school's engagement with its diverse parent and carer community.

The enablers of this initiative included resources used for the training of the school's translation staff in the use of the new channel and new teams, additional School Learning Support Officer staffing to prepare the whole school professional learning for teachers, new presentation software to support its delivery and new software to create and enable the publishing of communication documents in digital formats with live links to translated materials.

Barriers to implementation included the challenge of providing translations in all required languages of the school community following a change in staffing. This was however overcome with the identification and training, leading to a NAATI Community languages qualification for another member of staff. Barriers also included the challenges of finding common collaboration time for part and full-time staff to work together on the planning and delivery of the whole school professional learning in this initiative.

Analysis of the data gathered which provided evidence of impact included parents and carers expressing satisfaction with the timely response to their communication. Parent responses to posts indicated their high degree of satisfaction with the new international student team, in particular enjoying seeing photographs of their children happily involved in school activities. Furthermore, the professional learning deepened staff understanding of our Parent and Carer Partnerships initiative and increased staff awareness of the complexities of communicating and connecting with linguistically and culturally diverse parents and carers.

Positive changes included an increase in profile and confidence for the school's bilingual learning support officers as a result of the professional learning presentation, for teachers, an increased awareness of the importance of maintaining clear, two way culturally sensitive communication channels with the school's diverse parent and carer community and for parents and carers, an increased presence on the school's Parent and Carer Hub, an increase in confidence in communicating and connecting with the school leading to increased involvement in the school such as representation on three school merit selection panels.

Next year in this initiative we will add the new NSW Department of Education evidence-based research tool, *Engaging our parents and carers to foster a better education for all* as another tool to map our work in building positive partnerships with our parent and carer community.

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
Successful delivery of professional learning on analysing and interpreting new arrival diagnostic assessment data to community of schools.	A total of thirteen rural and remote sites were engaged in the analysis of the diagnostic assessment process and a further two primary schools were provided with one on one professional learning.
Development of Face to Face Reading, Writing & Oracy assessment tool.	A comprehensive face to face assessment tool was developed and trialed for Stages 4 to 6.
Parents and carers welcome opportunities to communicate, connect, build community and consult which helps build the school as a cohesive educational community.	Measurable progress indicates that parents and carers have welcomed opportunities to communicate, connect, build community and consult which has helped to build the school as a cohesive educational community.

Funding sources	Impact achieved this year
Socio-economic background $7,887.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Central Sydney Intensive English High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning **Overview of activities partially or fully funded with this equity loading include:** • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** Supported students demonstrated positive engagement with their learning and increased confidence in speaking tasks as demonstrated by strong attendance (91.4%). **After evaluation, the next steps to support our students will be:** Continue to provide support to allow students to participate in all aspects of school life.
Low level adjustment for disability $91,936.80	Low level adjustment for disability equity loading provides support for students at Central Sydney Intensive English High School 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:** • Personalised Learning **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Multi Lit program to increase learning outcomes • employment of LaST and interventionist teacher **The allocation of this funding has resulted in the following impact:** The implementation of the Multi Lit program proved successful and feedback from classroom teachers and facilitators was overwhelmingly positive. Students who had previously made minimal progress were beginning to develop foundation reading skills. An efficient approach to creating and accessing PLSPs has been developed and teachers have gained a greater understanding of the needs of individual students by accessing PLSPs on Sentral and recording adjustments in the new program and register templates. **After evaluation, the next steps to support our students will be:** To expand the Multi Lit program by training all Learning Support teachers and investigate individualised evidence-based programs to support students with spelling difficulties. We will also investigate ways that PLSPs can be created and reviewed more efficiently including harvesting relevant information from progress meetings.
Professional learning $32,218.00	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Central Sydney Intensive English High School.

| Professional learning

$32,218.00 | **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**
 • Personalised Learning
 • Whole school reading strategies
 • Leading EAL/D professional learning in the virtual sphere
 • Leading in the classroom
 • New Arrival Diagnostic Assessment Program
 • Parent and Carer Partnership

Overview of activities partially or fully funded with this initiative funding include:
 • Learning and Support Team delivered whole school professional learning on negotiating SMART goals, the professional learning incorporated an overview of what SMART Goals are and mixed-experienced groups worked collaboratively negotiating SMART Goals for a range of case study students
 • whole school professional learning delivered on "Exploring words using the morphology vocabulary routine" strategy and an expert team supported teachers across KLAs in the implementation of the morphology strategy
 • the website hosting the grammar curriculum resources was updated and shared to a Teams group, giving DoE teachers access to resources, as well as a platform to engage in professional discourse. Online tutorials and face to face professional learning facilitated access to resources to support colleagues move individual students and their specific learning needs along the mode continuum
 • a specialist teacher unpacked evidence-based approaches to teaching writing and explored modelled, interactive, guided and independent writing strategies
 • whole school professional learning was delivered on the online communication platform which developed staff understanding of the presentation software and skills in the publishing of communication documents in digital formats with live links to translated materials

The allocation of this funding has resulted in the following impact:
A whole school approach for developing SMART Goals for all students has been implemented and teachers have gained a greater understanding of the needs of individual students by accessing PLSPs on Sentral and recording adjustments in the new program and register templates.
Staff developed a deeper understanding of the morphology and collaboration supported a consistent approach in explicitly teaching vocabulary through evidence-based strategies.
The grammar booklets and videos ensured that teachers have a uniform metalanguage for discussing grammar across and beyond the school increasing understanding and confidence in applying their knowledge to classroom practice.
CSIEHS staff have an increased understanding of the requirements of high school assessment notifications and have developed tasks that reflect high school requirements. The This Does That strategy was embedded in contingency classes and Level 3/Transition teaching and learning programs.
School Learning Support Officers increased their profile and confidence on the school's Parent and Carer Hub as a result of their professional. They effectively connected with the community resulting in increased parent/carer involvement with the school.

After evaluation, the next steps to support our students will be:
Investigate individualised evidence-based programs to support students with spelling difficulties and ways that PLSPs can be created and reviewed more efficiently.
Build on the SEEC and morphology strategies by providing further collaborative support to teachers within faculties to create teaching resources.
Consolidate the focus on language features, including grammar in two KLAs ensuring that teaching and learning programs are embedding and modifying the language features to best meet the needs of the subjects supported through collaborative professional learning.
Strengthen a school wide, consistent implementation of assessment notification at transition level, explore how we can integrate high school type |

Professional learning $32,218.00	texts in teaching and learning programs. Partner with 2 primary schools and provide professional support in interpreting diagnostic data to support EALD teaching and learning.
COVID ILSP $36,973.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Employment of teachers/educators to deliver small group tuition. Providing targeted, explicit instruction for student groups in literacy/numeracy EA/LD individual needs based. Releasing staff to participate in professional learning. **The allocation of this funding has resulted in the following impact:** Students have benefited from the small group literacy and numeracy intervention evidenced by their improvement in ESL Scales across the modes of oracy, reading and responding and writing and by their improvement in numeracy skills across a range of areas. including number, measurement and statistics. **After evaluation, the next steps to support our students will be:** Next steps include continued small group literacy and numeracy intervention using the funds allocated for 2023.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	67	54	37	65
Girls	68	55	32	55

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
7	96.4	94.4	94.8	92.0
8	93.1	88.4	95.0	91.6
9	92.3	94.6	96.7	95.9
10	96.3	92.8	90.6	95.3
11	89.3	87.5	81.4	88.8
All Years	94.3	92.2	93.7	93.3
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
All Years	87.9	89.5	85.7	81.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	2.4
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.3
Other Positions	25.7

*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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	3,040,825
Revenue	5,991,531
Appropriation	5,856,590
Sale of Goods and Services	20,436
Grants and contributions	22,763
Investment income	7,982
Other revenue	83,760
Expenses	-7,185,426
Employee related	-5,496,748
Operating expenses	-1,688,678
Surplus / deficit for the year	-1,193,895
Closing Balance	1,846,930

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	0
Equity Total	118,132
Equity - Aboriginal	0
Equity - Socio-economic	4,479
Equity - Language	0
Equity - Disability	113,652
Base Total	2,244,531
Base - Per Capita	27,289
Base - Location	0
Base - Other	2,217,241
Other Total	3,782,300
Grand Total	6,144,963

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.

Parent/caregiver, student, teacher satisfaction

Parents and carers were invited to complete surveys during the year which focused on the areas of their child's learning and wellbeing and the quality of teaching at the school. The survey data was captured at the end of Semester 1 and 2.

96% of parents and carers reported that they were very satisfied with the education their child received at the school and 95% felt that their child's learning needs were being met.

95% of parents and carers indicated that teachers encouraged their child to learn and achieve their best, 97% reported that teachers provided their child with useful feedback about their work and 94% felt that teachers made it clear what was expected of their child in assessments and assignments.

93% of parents and carers reported that they were happy with the way the school worked with them to support their child's learning and 98% indicated that they felt their child was safe and happy at school. 94% of parents and carers also reported that their child had many opportunities to participate in a full range of activities.

Parents and carers who responded to an open-ended survey question indicated that they would like to see a greater use of workbooks especially for Mathematics and more work provided for their child to complete at home including a focus on English grammar, project work and inferential reading.

All transitioning students completed a survey about their experience at Central Sydney Intensive High School. Their views are sought as part of the school's ongoing development and evaluation of high-quality learning and wellbeing programs.

On a scale of 1-5, where 1 is the lowest and 5 is the highest, students rated their progress in learning English at 4.06. On average, students also rated their learning in the individual language modes of reading, writing, speaking and listening at 4.15.

Across all subject areas, 71.25% of students felt "challenged" by the learning programs at Central Sydney Intensive English High School while also expressing that they could complete the classwork and homework and were progressing well in their learning. Only 5% of students found the schoolwork "too easy".

Students responded favourably to the school's wellbeing programs, they rated their experiences of "making friends" and "feeling a sense of belonging" between 4 and 5 stars. Students overwhelmingly felt "happy and safe" at school and expressed confidence that they could ask teachers for help if needed.

Teachers completed an annual survey to gauge satisfaction in the areas of school environment, leadership and data informed practices. With very high staff satisfactions rates of over 90% the following were identified as areas of strength:

- the school valued perspectives from all members of the learning community.
- the school provision of professional learning experiences was aligned to the strategic improvement plan.
- the focus of improvement efforts was on changing systems and practices to better support students and the results from monitoring and assessment efforts were used to inform and enhance ongoing improvement.

Whilst 85% of staff indicated (very true- mostly true) that the school supports ongoing professional learning and growth, this is a slight decline from previous years. Factors such as covid and difficulties with staffing contributed to this.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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.