

2022 Annual Report

NSW School of Languages



NSW SCHOOL OF **LANGUAGES**

Learn locally. Communicate globally.

8588

Introduction

The Annual Report for 2022 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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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 EAL/D 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.

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	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: \$66,838.21

Summary of progress

The **Student Wellbeing Team** including the Head Teacher for Student Wellbeing, Assistant Head Teacher for Student Wellbeing, and Learning and Support Teacher, was established in 2021 and has continued to develop protocols and processes to meet the needs of students enrolled at the NSW School of Languages.

The priorities for 2022 were:

- Establishing efficient methods for collecting data on student wellbeing issues from enrolment forms.
- Establishing proactive channels of communication with home schools to address student wellbeing needs.
- Updating all wellbeing resources on the learning management system for easy access by teachers.
- Creating a database of students requiring extra support.
- Establishing a system for teacher referral.
- Creating Personal Learning Plans (PLP) for students in collaboration with teachers, home schools, and parents.
- Supporting teachers in the implementation of Personal Learning Plans. (PLP)

To **maximise student learning and engagement**, the following strategies will be employed:

- Supporting online learning by providing access to collaborative activities.
- Optimising instructional design to include explicit teaching, success criteria, and effective feedback.

The priorities for 2022 were:

- Assessing all courses for optimum cognitive load.
- Optimising Canvas online courses.
- Using success criteria to provide feedback to students.
- Ensuring that collaborative activities are included in all online courses.

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 and specific guidance is given to the teacher.	The Wellbeing Committee has ensured that 100% of students with known disabilities or with health or learning issues have been identified and specific guidance is given to the teacher. This process has been conducted through the checking of enrolment forms. At the time of enrolment students with disabilities are identified and contact is made with home schools and parents to discuss what has worked well and what could be improved for the student.
50% of students documented as having at least one wellbeing check-in per term. Data collected in Learning	Every student received the well being check on Moodle or Canvas. Over 300 students responded to the well being check with 67 students being followed up with concerns. All information has been documented on Student

Management system.	Profile in DEMs.
30% of courses are assessed for cognitive load as a Quality Assurance Check in the course writing process.	The quality assurance of courses of courses begun with the older courses. They were checked for cognitive overload and modified as required. This process will continue to cycle through all courses.
All teachers of Beginners use success criteria for focus tasks. Success criteria are included in all new Canvas courses	The quality assurance of courses indicates 100% of staff utilise learning intentions and success criteria in their tasks to establish learning goals for all students.
50% of stage 5 courses include Background Speaker and Prior Learner activities in each unit.	On pause due to change in syllabus.
30% stage 5 courses include one collaborative task.	The additions of collaborative task in Stage 5 has been postponed until the release of the new syllabus.
Research and future application of NESA approved capabilities.	Research of capabilities has continued and investigation of how they can be measured. Final decisions will be made when new syllabuses and guidance from NESA has been received.

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

Per capita: \$102,941.70

Professional learning: \$102,219.75

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 continued using Canvas course to focus 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.

There has been improved awareness of how teachers are presenting themselves in an online environment, in an attempt to improve our online presence and teaching abilities. 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 Professional Learning. The data collected by our school demonstrates that there has been a large increase in the percentage of teachers delivering lessons online.

The school continued to have a balance of whole-school strategic Professional Learning as well as "choose-your-own-adventure" Professional Learning sessions where multiple different sessions are offered and teachers select their own Professional Learning pathway. Teachers respond well to this type of Professional Learning and it gives them a level of autonomy over how they develop their skills and which skills they develop.

Data to inform best practice

The focus on data collection was on Attendance as driven by the Department of Education. The School community review the attendance policy and put into place the review of student progress workflow to have consistent structures across the school to respond to any lack of attendance and engagement.

The Canvas Learning Portal for Staff Professional Learning continued with the focus on the Microsoft Office and Teams for online lesson delivery.

The Assessment Development Team created a more sustainable and accessible approach to evaluating Year 12 assessments and examinations across the school and then used those evaluations to inform and guide the assessment development process in Term 4. Evaluations are more meaningful and encouraged 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
70% 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.	PDP goals were established through the School Improvement Committees. 100% of teachers selected initiatives which were in their area of interest and skill. Committees worked on the initiatives to achieve their goals.
70% of teachers have a sound understanding of student assessment and data concepts through formal evaluation of all assessments.	Teachers were provided with PL in assessment evaluation. The data evaluation committee coordinated for all Year 12 assessment tasks to be evaluated following the completion of marking. This has informed future assessment development.
40% 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	Data from student surveys indicated that 83% of lessons were being conducted online. Teachers have developed confidence and expertise in using online platforms for connecting with students. The Instructional Video committee provided PL for teachers to develop videos to implement into teaching and learning programs. 15% of teachers have created Meet the Teacher videos to embed into the Teacher information pages of Canvas.
50% of teachers use digital evaluation technology to systematically evaluate face to face lessons and other learning activities and adopt strategies to reflect individually and collaboratively on own teaching practices.	The Lesson Day engagement committee developed strategies to share with the whole-school to evaluate face-face lesson days. Students complete a digital evaluation at the conclusion of the lesson day. Data is analysed to inform improvements in teaching and ensure lesson days are meeting student needs.
100% of teachers 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 and collaboratively 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.

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

Summary of progress

Effective systems for collaboration

Over the period of 2022, the school has increased consistent email communication to parents/carers and supervisors. The decision was to go with the current google calendar and link to the Learning Management system. The school calendar is the source of all information for the school.

NSW School of Languages has incorporated regular engagement checks on the calendar and standardised the process, using Return Rates data in Learning Management System to ascertain student engagement in course levels.

By implementing best practices for learning principles and tools, the school has optimized the use of Canvas and developed the Canvas Optimisation Checklist. This checklist establishes guidelines for curriculum development that ensure equal opportunities for all students using Universal User Design in online learning, ultimately resulting in improved online courses.

Authentic Learning Partnerships

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 Universities 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
School calendar reviewed regularly for consistency and modified according to school needs and school events	The current Google calendar was expanded to include all school activities for each year group, all school events, teacher professional learning and important Department of Education and NESA dates. This is the source of all information
Review standards and checklist according to system developments Upgrades to school technology and equipment implemented to meet school needs	The school added 30 devices. All electronic boards in classrooms were upgraded under the Rural Access Gap Scheme.
Stage 6 Beginners course optimisation undertaken	Stage 6 optimisation of courses was placed on pause as the writing of new courses in Continuers was prioritised. Professional Learning was provided to all course writers on the effective use of eLearning tools in Canvas.

All Canvas courses have integrated eLearning tools	
Increased number/percentage of participation in school events	Conducting events online has resulted in increased participation in all sessions. Parent information sessions. Supervisor sessions. Parent-teacher interviews.
Increased number of community members and organisation partnering with NSL Data collection for review of the events for improvement in quality and values	Continued Community partnerships with Thai Community Language School, Portuguese Community Language School, Modern Language Teachers Association, French Teachers Association, Language and Culture Unit, and Secondary College of Languages.
Increased number of requests for staff participation in external professional events	There has been a substantial increase in staff participation in online events including language network meetings, wellbeing sessions, NESA information sessions, and language conferences.

Funding sources	Impact achieved this year
<p>Professional learning</p> <p>\$102,219.75</p>	<p>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 NSW School of Languages.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted and focussed Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning to develop teacher capabilities in using online pedagogies, e.g. Improvement in the effective use of Learning management systems (Canvas /Moodle), using camera-based platforms to deliver group and individual connected lessons; online marking; collaborative discussion forums. • Internal and external Professional Learning sessions for all staff. <p>The allocation of this funding has resulted in the following impact: All teachers have engaged in this Professional Learning and this has resulted in the delivery of higher quality lessons. Higher level of engagement of students in online courses and efficient feedback to students.</p> <p>After evaluation, the next steps to support our students will be: To support our students moving forward we will continue gathering data on student engagement and optimising the courses and online lesson delivery to best cater for every student.</p>
<p>Low level adjustment for disability</p> <p>\$66,838.21</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student wellbeing for learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: The school has employed a Learning and Support Teacher (0.4) to work in collaboration with teachers in setting up Individual Learning Plans for students with identified needs. The LaST also supports individual students in lesson days and assessment tasks and daily communication with home schools and parents/caregivers.</p> <p>After evaluation, the next steps to support our students will be: To support students moving forward the school will continue to employ the Learning and Support teacher. This will ensure every student enrolled is best catered for in Distance Education setting.</p>

Student information

The enrolment for 2022 was 2532 students, an increase from 2021. 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

2022 __2532

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 EAL/D 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 their online work or are missing speaking lessons, warning letters are sent to the student, home school and parent.

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.

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 2022.

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 2022 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)	73.4
Learning and Support Teacher(s)	0.4
School Counsellor	1
School Administration and Support Staff	13.76

*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	2,912,933
Revenue	13,263,647
Appropriation	13,087,089
Sale of Goods and Services	-59,410
Grants and contributions	205,003
Investment income	30,965
Expenses	-13,379,399
Employee related	-12,889,041
Operating expenses	-490,358
Surplus / deficit for the year	-115,752
Closing Balance	2,797,181

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	66,838
Equity - Aboriginal	0
Equity - Socio-economic	0
Equity - Language	0
Equity - Disability	66,838
Base Total	729,136
Base - Per Capita	102,942
Base - Location	0
Base - Other	626,195
Other Total	12,164,880
Grand Total	12,960,855

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

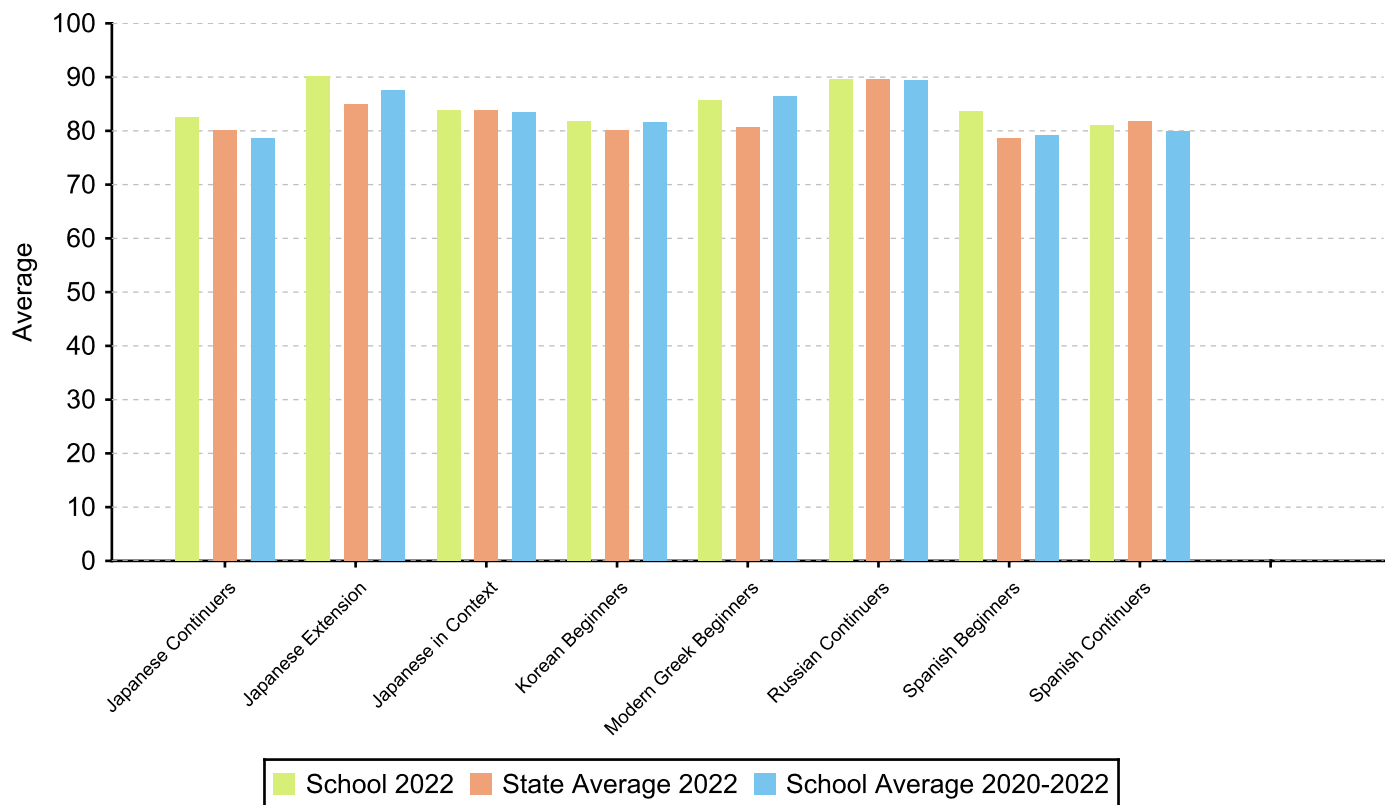
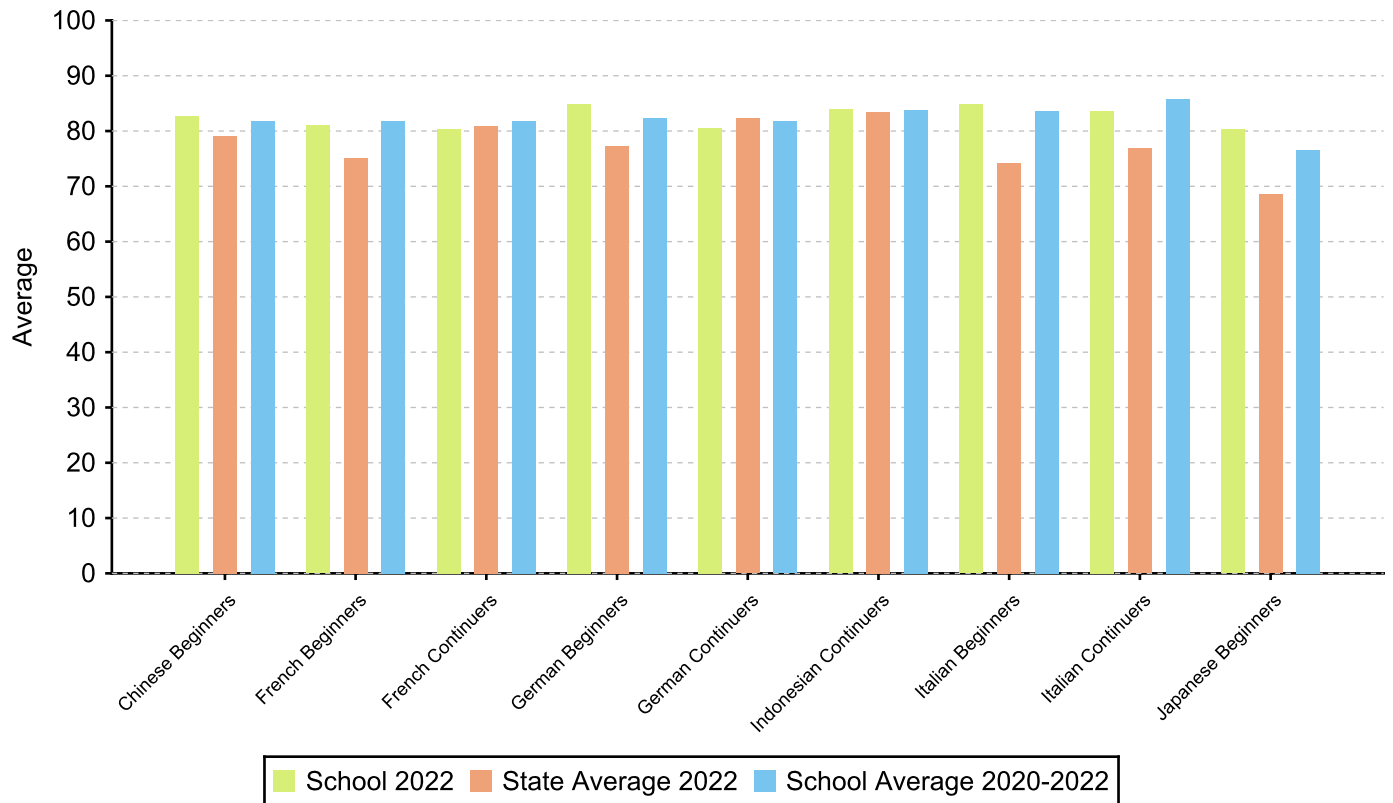
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	State	School Average 2020-2022
Chinese Beginners	82.7	79.2	81.8
French Beginners	81.0	75.2	81.9
French Continuers	80.4	81.0	81.8
German Beginners	84.9	77.3	82.3
German Continuers	80.5	82.3	81.7
Indonesian Continuers	83.9	83.5	83.8
Italian Beginners	84.8	74.3	83.6
Italian Continuers	83.6	76.8	85.8
Japanese Beginners	80.3	68.5	76.5
Japanese Continuers	82.6	80.1	78.5
Japanese Extension	90.1	85.0	87.4
Japanese in Context	83.8	83.8	83.5
Korean Beginners	81.7	80.2	81.5
Modern Greek Beginners	85.6	80.6	86.4
Russian Continuers	89.6	89.6	89.3
Spanish Beginners	83.7	78.6	79.2
Spanish Continuers	81.1	81.8	79.9

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 2022, nine students were placed First in Course in the HSC examination and 47 students were placed in the Top Achievers Merit List. 495 (64%) students achieved results in the top 2 bands, well above the state average.

Parent/caregiver, student, teacher satisfaction

Results from the school student survey show that 86% of students have a positive relationship with the school. 80% of our students' report feeling appropriately challenged in their lessons, and 62% participate in online discussion forums and collaborate with their peers. A positive learning climate is also reported.

In 2022, 83% of students access their speaking lessons online, and 80% expressed satisfaction with these lessons. Most students work from the Canvas platform and are satisfied with the course platform structure and engagement. 76% of students attend face-to-face lessons, while 12% cannot attend because they reside too far from the school.

In the parent survey, 75% of parents feel that their child is accessing a quality education at NSW School of Languages, and 71% feel that their child's needs are being catered to. 67% feel informed about their child's progress, with the newsletter being the main source of communication. 93% of parents appreciated the Parent-Teacher and Information meetings held online.

In the teacher survey, 82% of staff feel that the school environment is comfortable and inviting for students. 80% of staff feel informed about school matters, and 88% felt that their concerns were taken seriously and considered in decision-making in their faculty. 80% of staff feel supported by Senior Executive and feel there is effective leadership and direction in the school. Finally, 80% of staff feel motivated to perform well in their jobs.

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.

Multicultural and anti-racism education - School Statement

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