

# 2022 Annual Report

## Secondary College of Languages



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# Introduction

The Annual Report for 2022 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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What a fantastic year it has been for the Secondary College of Languages! Classrooms on Saturday mornings were buzzing with quality learning, where students were engaged in learning their language and staying connected with their culture. Our amazing teachers continued to go above and beyond to provide students with enriching language learning experiences. A huge congratulations to our amazing 2022 Year 12 cohort who blitzed the HSC in their language studies. The Secondary College of Languages continues the tradition of gaining outstanding results in the HSC with 13 students achieving first place in language courses and 66 students placing in the Top Achievers in Course.

The College's focus for 2022 has been on formative assessment and effective feedback that contribute to learning and achievement. Teachers were provided with opportunities to build their understanding of best practice by focussing on constructive and instructive feedback to inform teacher planning as well as bridging the gap between current and desired student outcomes.

SCL teachers provided Years 7 to 10 students with another authentic learning experience by participating in the annual Modern Language Teachers' Association short film competition "Linguafest" based on the theme of generosity. The films were judged on language accuracy, creativity and interpretation of storyline. SCL received 3 awards: Stage 4 Spanish from Chatswood Campus, Stage 5 Turkish from Arthur Phillip Campus, and Best Editing from Chatswood Campuses. Congratulations to all our students and teachers.

I look forward to many more achievements as 2023 marks 45 years of providing excellence in languages teaching and learning at the Secondary College of Languages.



## 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), 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 2696 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 23 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.

## 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	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

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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

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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

### Resources allocated to this strategic direction

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### Summary of progress

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#### Highly effective language teaching practice

In 2022, 'Comprehension' was identified as a focus area for improvement. Professional learning was planned and led by executive staff to support teachers in analysing student data and identifying areas of need in reading, listening and writing components. Baseline data was initially captured and the focus was on the development of formative assessment and feedback project. All staff engaged in professional learning informed by Dylan William research to build their knowledge and understanding of formative assessment and effective feedback.

The Teaching and Learning Advisor designed and delivered strategies to sustain focus by developing common and shared understanding of formative assessment and feedback practices across all campuses. Leadership team and teaching staff implemented and embedded a common formative assessment and feedback strategy (question shells/ golden question) across all campuses. Focus was linked directly to PDP goal and peer observation.

Teachers are at different stages of their ability of using effective feedback to communicate an assessment of students' performances and stimulate students' reflections on their learning. Most teachers have shown a significant development in their pedagogical practices as they collaborated with other colleagues to build their capacity in the area of using question shells/ golden questions. Additionally, an improvement in students' learning and engagement in learning tasks was evident; most students became aware of their learning strengths and used teacher's feedback to focus on learning areas that need further improvement as evident in Year 12 exit survey. Based on observations and data from different campuses, there will be a need to further develop teachers' explicit teaching practices in 2023.

In 2023, SCL will focus on explicit teaching practices, particularly learning intentions and success criteria to enhance teachers' pedagogical practices in order to enable students to become reflective learners and achieve the desired goals and outcomes. Additionally, explicit teaching practices will be embedded within the familiarisation stage for the new languages syllabuses to build teachers' knowledge, understanding and skills in implementing them by 2024.

#### Data to inform teaching practice

The Teaching and Learning Advisor presented reports on HSC 2021 RAP data to campus executive unpacking data analysis skills. Campus executive engaged in ongoing professional learning to enhance data literacy skills throughout the teaching and learning cycle to analyse, interpret and inform next steps to enhance campus efficacy and productivity. Instructional leaders (campus supervisors and curriculum coordinators) led ongoing PL in data literacy and analysis using campus reports to inform next steps in teaching.

Teachers engaged in ongoing professional learning to enhance data literacy skills throughout the teaching and learning cycle to collect, analyse, interpret and inform next steps in planning and teaching. Teachers had collaborative meetings where they looked at students' assessments and planned learning activities to meet students' needs. Nevertheless, the language focus groups meetings across campuses in some instances were not as effective in achieving the desired outcomes.

Teachers are developing confidence in analysing students' work. Having the trial meetings and pilot meetings were very efficient in building teachers' capacity in using their professional knowledge and judgement when writing assessment tasks and providing constructive feedback to students.

In 2023, SCL will continue to develop staff capacity across campuses to ensure that quality practices are embedded, monitored, evaluated and revised where necessary. We will continue to analyse available data to identify trends and inform future planned collaborative sessions which are considered very valuable in steering teachers toward improving their pedagogical practice.

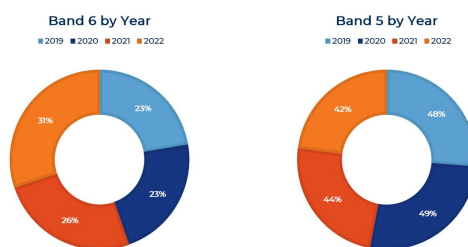
## Progress towards achieving improvement measures

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 school currently performing at sustaining and growing in the theme of Explicit Teaching.
<b>HSC TOP 2 BANDS</b>  Increase the percentage of HSC Languages course results in the top two bands to be above the school identified lower bound target of 75%.	73% of students attained results in the top two bands for languages (42% band 5 and 31% band 6) just below the indicated school negotiated target. There was a positive shift in having an increase of 5% more students performing at band 6 in comparison with 2021 results.
<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 school currently performing at sustaining and growing in the element of Data Skills and Use.
<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%.	Analysis of internal school data shows that Teacher Performance and Development Programs that reflect a high performance culture with a clear focus on student progress and achievement indicating progress toward the school identified target.

Secondary College of Languages

### Band 6 and 5 in 2022 HSC



Comparative data of HSC results over 4 years



## 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

### Resources allocated to this strategic direction

### Summary of progress

#### Collaborative practices

In 2022, SCL planned collaborative learning sessions to build teacher capacity by providing all Stage 6 teachers across all courses with opportunities to work on quality assessment design. Teachers and executive undertook PL in HSC strategies led by a NESA Assessment Officer to enhance skills in the planning and development of common Language specific HSC trial papers. All HSC trial examinations were developed under the supervision of assigned Curriculum Coordinators with expertise in the course/language. Proformas for assessment tasks and task notifications were refined and used throughout the College to ensure quality assurance. Marking guidelines, feedback proforma for responding in language and writing sections were developed to ensure consistency, validity and reliability in marking. Professional learning was also embedded in teacher meetings for task design, marking and moderation, allowing for collaborative activity and professional discussion across campuses.

Teachers collaborated and developed high quality Trial papers with mapping grids, marking guidelines and sample answers. Opportunities were provided for pilot marking after the completion of the trial exam. Feedback from staff indicated that more collaborative time is required to effectively deconstruct and have a deeper understanding of the marking guidelines **prior** to starting the marking.

In 2023, further support and opportunities will be provided to develop teacher expertise to improve teaching and learning strategies and assessment design across the College particularly that new syllabuses will be implemented in the following year which requires further upskilling in writing HSC style questions.

#### Wellbeing, engagement and attendance

In 2022, SCL centralised record keeping and communication procedures and processes to track and report the learning progress of students with specific needs. The leadership team was provided with professional learning to unpack the Disability Strategy for SCL and draft implementation document in order to identify the practices that support the best learning outcomes.

In 2023, the focus will be on ensuring that differentiation is evident in meeting the learning and emotional needs of students with learning/ behavioural/ health in accordance with individual learning plans (ILP) provided by day school.

### 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>	Self-assessment against the School Excellence Framework shows the



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.	school currently performing at sustaining and growing in the element of Learning and Development.
<b>ATTENDANCE</b>  An improvement in the theme of 'Attendance' to the level of Excelling as measured by the School Excellence Framework.	The number of students attending greater than 90% of the time or more has decreased however, this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested.
<b>WELLBEING</b>  As measured by the School Excellence Framework, in the element of 'Wellbeing' the school is moving towards the school identified target of Excelling.	Year 12 completed an exit survey with a section that covers sense of wellbeing (expectations for success, advocacy, and sense of belonging at school). The data reveals that 81% of students considered SCL as a safe and positive environment.

## Student information

In 2022 SCL had 2713 students enrolled at 14 campuses (11 in the Sydney Metropolitan area, 1 in Wollongong and 1 in Newcastle). 1778 students from 195 government schools and 935 students were from 165 other educational providers. 45 students accessed language classes remotely on a Saturday morning. The enrolments per language are listed below:

Arabic	421	Japanese	82	Punjabi	107
Armenian	27	Khmer	27	Russian	16
Bosnian	12	Korean	212	Serbian	116
Chinese	667	Macedonian	101	Spanish	201
Croatian	30	Modern Greek	141	Turkish	110
Filipino	18	Persian	50	Vietnamese	193
Hindi	46	Polish	80		
Italian	31	Portuguese	25		

## 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

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

Secondary College of Languages employs 291 staff on a casual basis. This includes: 209 teachers, 42 executives and 40 administrative support staff across 14 Campuses. Campus Staff Development workshops are embedded in our yearly calendar. Teachers can also access targeted professional learning to meet their specific learning needs.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	4
<b>Revenue</b>	7,202,280
Appropriation	7,202,380
Grants and contributions	-100
<b>Expenses</b>	-6,652,407
Employee related	-6,444,977
Operating expenses	-207,430
<b>Surplus / deficit for the year</b>	549,873
<b>Closing Balance</b>	549,877

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.

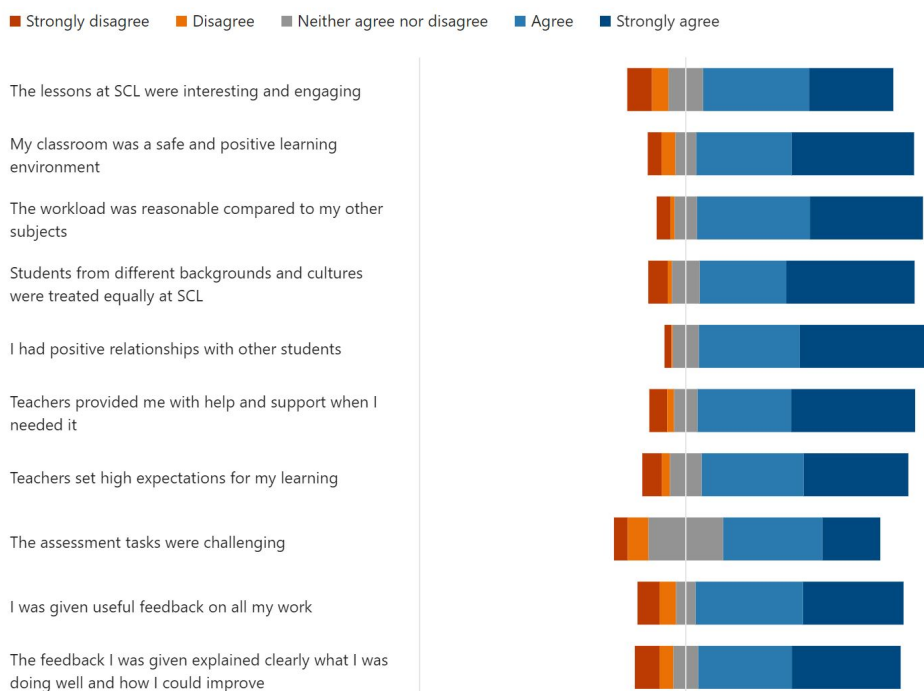
# Parent/caregiver, student, teacher satisfaction

## Teacher survey

Teachers reported that they value the campus staff development days and the collaborative planning sessions in building their capacity and enhancing their practice. They found that planned professional learning sessions are integral in targeting their specific needs and encouraging collegiality among staff.

## Student survey

Year 12 exit survey reveals that most students were appreciative of teachers for creating a safe and positive learning environment where they felt supported. 86% of students valued the positive relationships they had with teachers and other students. 78% of students were satisfied with the variety of learning tasks that harnessed their engagement and learning of the language as high expectations were set for their learning. Also, 76% of students valued the feedback provided on their learning to explain clearly areas of strengths and identifying areas for improvement.



A snapshot of students feedback

# 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.



End of Year presentation at The Hills Sports Campus