

# 2023 Annual Report

## Central Sydney Intensive English High School



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# Introduction

The Annual Report for 2023 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.

## School contact details

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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>

## Strategic Direction 1: Student growth and attainment

### Purpose

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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

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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.

- Personalised Learning
- Whole school reading strategies

### Resources allocated to this strategic direction

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#### Per capita

#### Low level adjustment for disability

#### Student Support Officer

#### Socio-economic background

#### Professional learning

### Summary of progress

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#### Personalised Learning

This year the Learning Support team focused on researching and trialling a spelling/writing intervention program to support the individual learning needs of students at different levels of achievement. A school-wide approach to enhance student engagement with learning and wellbeing was achieved by embedding SMART goals into the school's wellbeing curriculum. Staff took a collective responsibility for student learning and wellbeing; they strengthened their skills in co-developing SMART goals with students and accessed individual student information from PLSPs to better support the diverse range of needs within their classrooms.

Staff discussed, evaluated, and shared their learning from the targeted spelling/writing intervention professional learning. This allowed for collaboration where knowledge and resources were shared, adjusted and trialled with the targeted student groups. The interventions evolved into a modified program underpinned by MultiLit as the preferred evidence-informed delivery style that saw the greatest improvement in student learning. A school-wide collective responsibility for student learning and wellbeing was fostered during practical professional learning session(s) providing staff with opportunity to delve deeply into the learning needs of student groups, access PLSPs and trial the new learning support referral. This PLSP referral process was also shared with all stakeholders including parents/carers.

Next year the school will cease reporting on the MultiLit initiative as it is embedded in the learning support program. The school will continue to implement SMART goals which will include a focus on attendance and continue to refine the learning support process, investigating ways to incorporate pathways into PLSPs for post-school transition.

#### Whole school reading strategies

The establishment of a focused reading strategy using SEEC and morphology as the basis for the development and implementation of a high-impact, evidence-based reading program has been consistently delivered across the whole school in all Key Learning Areas. Resources have been developed according to topic, subject area and language level and then used in class to target the English language needs of EAL/D students. By establishing a "Reading Team", teachers had the support necessary to develop and implement an effective, evidence-based, high-impact reading program resulting in student's improved reading skills as well as improved learning outcomes overall. The success of this strategy is due to the consistent whole school approach, making it a priority across all Key Learning Areas.

The whole school reading program, Ready Set Read was timetabled three days a week. At the beginning of each term resources were prepared and distributed to each class taking into consideration feedback from student surveys. The staff team was provided with time to plan and prepare for implementation. During the year, to further support the program, staff, students and parent/carers were provided with updates on the benefits of reading. 77% of students surveyed indicated they were now reading a book.

Next year, the DoE Effective Reading: Phonics Program will be introduced and trialed through the English KLA for Foundation and Level 1 classes as well as in Learning Support and Ready Set Read. As the Ready Set Read program is now embedded in the school curriculum it will no longer be reported on as part of this initiative.

## Progress towards achieving improvement measures

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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, Preliminary and Intermediate Levels.  SMART Goals to be developed and trialed incorporating student reflection.	PLSPs were created for 9.5% of students who were identified with additional learning needs.  100% of students have SMART goals with 75% of students reflecting on their goals weekly.
80% of exiting students enrolled at the school for over two terms show an improvement of 2 ESL Scale points in reading.	76% of exiting students who were enrolled for over two terms showed an improvement of 2 ESL Scale points in reading.
The percentage of students with attendance rates of 90% to achieve the lower bound target.	84.73% of students attended over 90% of the time, this is an increase from 2022.

## Strategic Direction 2: Excellence in EAL/D pedagogy

### Purpose

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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

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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.

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

### Resources allocated to this strategic direction

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#### Professional learning

#### Summary of progress

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##### Leading EAL/D professional learning in the virtual sphere

In 2023 the team consolidated the focus on Language Features including the use of the grammar booklets for English (Foundation Level, Level 1 and the online Outreach Program). Teaching and learning programs embedded and modified the language features and grammar resources to best meet the needs of subjects and class contexts.

Teacher collaboration ensured that teaching and learning programs were inclusive and described expected student progression in knowledge, understanding and skill. Programs developed were aligned to the Intensive English Program Curriculum Framework (IEPCF).

Next year the school will discontinue this initiative because the original intention of delivering online professional learning is unsustainable partly due to a shortage of expert staff. English teachers, through collaborative planning, are embedding evidence based specific strategies into teaching and learning programs. These programs, assessments and resources are shared on a digital platform.

##### Leading in the classroom

In 2023, the school focused on exploring and implementing reading and writing strategies that offer high challenge, high support for new arrival learners in preparation for the reading and writing demands of mainstream high school. To support this, the school focused on developing consistent and reliable assessment tasks to inform student learning and provide evidence-informed feedback for student progress and teaching practice.

Evidence-informed discussions and professional learning was a focus in faculty meetings. The 'This Does That' writing strategy and the 'Here, Hidden, Head' reading strategies were supported by the Transition teacher. Data and feedback were provided on the effectiveness of the strategies and how they can be used in the intensive English program to enhance student learning outcomes.

The school went through a revision process to improve monitoring, planning, and reporting of student learning. This involved equitable outcome allocation, developing assessment structures that explicitly reflect the assessment criteria and standards for each level. An improved system was developed to record student achievement which in conjunction with student work samples was used to inform student progress.

Next year, the 'Here, Hidden, Head' reading strategy will be introduced in Science and English classes. The transition teacher will continue to lead this initiative and support teachers in developing resource scaffolds. The school will continue to develop summative assessment tasks that reliably assess student language progress and the record of student achievement mark book system will be used as evidence of student achievement to measure improvement in reading, writing, speaking and listening.

### Progress towards achieving improvement measures

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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
Transition Level program aligned with EAL/D specific literacy skills and demands of mainstream high school programs.	All Transition Level (Level 3) programs aligned with EAL/D specific literacy skills and demands of mainstream high school programs. All Transition Level (Level 3) programs have embedded consistent Level 3 outcomes and assessment criteria.
Moving towards Excelling in the SEF themes, Expertise and innovation.	Self assessment against the SEF shows the theme of expertise and innovation moving 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

#### Student Support Officer

Per capita

### Summary of progress

#### New Arrival Diagnostic and Assessment Program (NADAP).

CSIEHS shared their expertise with on arrival diagnostic assessment and collaborated with EALD teachers from Plunkett St Public School and Glebe Public School to modify the New Arrivals Diagnostic Assessment Program (NADAP) to suit Stage 3 new arrival EALD students and with the Outreach program, trialled and developed and online assessment tool.

Through collaboration, teachers built their capacity to interpret diagnostic assessment data to inform teaching and learning that leads to measurable language and literacy improvements for Beginning and Emerging EAL/D students.

Next year, this initiative will cease as the revised Stage 3 NADAP and online assessment tool has been finalised and its delivery will be ongoing.

#### Parent and Carer Partnership

In 2023 the data-informed Parent and Carer Engagement Framework was used as a tool to map the school's work in building positive partnerships with its diverse, new arrival parent and carer community. A Parent and Carer support group, Caring Connections, was established to enable parents to make connections, receive support from the school, engage with support from external services for new arrival families and have input in the planning and design of the school's new Mobile Phone Management Strategy.

School Learning Support Officers provided first language support for parents and carers at the sessions enabling them to engage more deeply with the session content. Resources were allocated for the provision of professional translations of communication to Parents and Carers in the Languages other than English channels.

Parents and carers indicated they valued the support of School Learning Support Officers who spoke their language and were appreciative of the guest speakers who presented on a range topics. Parents actively engaged in the development of the school's "Phones off and away" procedures.

Next year the school will continue to use the principles of the Parent and Carer Engagement Framework to further strengthen partnerships with the school's parent and carer community. The success of the Caring Connections sessions this year and the positive feedback from parents and carers will lead to a continuation of this program into 2024.

### 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	Two primary EALD teachers participated in three days of professional learning and diagnostic assessment observations. Both reported an increased knowledge of the diagnostic assessment and its use for planning

to community of schools.	and reporting.
Through partnership, open communication and collaboration parents and carers are engaged in the school community and their child's education.	Reflecting the principles of the Parent and Carer Engagement Framework, the school's Parent and Carer community has been actively involved in the life of the school and their children's education, through the focuses of clear and frequent communication, building community and purposeful consultation and collaboration.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$19,607.43</p>	<p>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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of external providers to support students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Supported students demonstrated positive engagement with their learning and increased confidence in speaking tasks reflected in strong overall attendance (92.2%).</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide support so students can actively participate in all aspects of school life.</p>
<p>Low level adjustment for disability</p> <p>\$113,652.27</p>	<p>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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> <li>• targeted students are provided with the evidence-based intervention Multi Lit and Spell It programs to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students who had previously made minimal progress with their spelling and writing skills were beginning to develop foundation skills in a highly supportive environment. Classroom teachers were given opportunities to working collaboratively with the facilitators so the spelling/writing program could be modified to incorporate areas of needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The Learning Support Team will focus on expanding MultiLit as a proven reading intervention. New learning support teachers and additional SLSOs will be trained to allow for more students to be supported. The team will continue to research and trial evidence-based spelling intervention programs for new arrival secondary students.</p>
<p>Professional learning</p> <p>\$47,547.00</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 Central Sydney Intensive English High School.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Professional learning</p> <p>\$47,547.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school reading strategies</li> <li>• Leading EAL/D in the numeracy sphere</li> <li>• Leading in the classroom</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• other methods of learning designed to improve student outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Analysis of programs and registers demonstrate that the morphology and SEEC reading strategy is embedded into all KLAs with specific vocabulary being targeted, resulting in students having developed their academic vocabulary.  Master Programs in the Foundation and Level 1 IEP Program along with assessment task banks and teaching resources have been developed and are available for staff to use to inform the development of future programs and lessons to meet future student needs.  100% of KLAs have embedded consistent summative assessment tasks in programs to explicitly assess student language acquisition and provide opportunities for students to receive feedback on their learning.  The school has developed systematic and reliable assessment information to effectively evaluate student learning over time against the Curriculum Framework criteria.  Student work samples indicate that 100% of students who were explicitly taught the This Does That writing strategy are able to write complex sentences using analytical verbs and 40% applied the strategy independently.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To provide professional learning for staff who will collaborate to trial and introduce the DoE Effective Reading: Phonics Program .  Through professional collaboration the Transition teacher will work with the Science and English faculties to introduce the reading and responding strategy "here, hidden, head" in Science and English Level 3 classes.</p>
<p>COVID ILSP</p> <p>\$21,534.50</p>	<p>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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy</li> <li>• providing intensive small group tuition for identified students who were falling behind in literacy</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Small group tuition has been implemented effectively for identified students in Years 7 and 8.  Students in the Multi Lit program improved an average of 2 word attack and sight word levels.  Students completing the targeted spelling and writing program improved their basic syntax skills.  The professional learning undertaken by the COVID ILSP literacy teachers as well as the supervisors of the program have helped the staff develop skills to assist in the delivery of the program.</p>

<p>COVID ILSP \$21,534.50</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Continue the small group tuition program into 2024 focusing on Multi Lit and targeted spelling.</p>
<p>Student Support Officer \$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Central Sydney Intensive English High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Parent and Carer Partnership</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• working collaboratively with external and other government agencies in their support of students and their families</li> <li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies</li> <li>• SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Optimum conditions for student wellbeing and learning across the whole school have been created. Parents/carers surveyed have indicated satisfaction with the support and assistance provided to help students fulfill their potential. Furthermore, student surveys show the majority of students know the support networks within the school and the positive impact programs such as Breakfast Club and conversation groups have on their engagement and wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to provide initiatives that support community engagement and evidence based student wellbeing programs to suit the needs of new arrivals.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	54	37	65	131
Girls	55	32	55	70

## Student attendance profile

School				
Year	2020	2021	2022	2023
7	94.4	94.8	92.0	94.4
8	88.4	95.0	91.6	94.9
9	94.6	96.7	95.9	94.4
10	92.8	90.6	95.3	93.7
11	87.5	81.4	88.8	87.8
All Years	92.2	93.7	93.3	94.0
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
All Years	89.5	85.7	81.4	83.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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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)	2.8
Learning and Support Teacher(s)	0.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.3
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 2023, 2.5% 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>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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

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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

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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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	1,760,106.85
<b>Revenue</b>	7,194,170.49
Appropriation	6,832,562.31
Sale of Goods and Services	35,596.07
Grants and contributions	46,451.45
Investment income	23,556.91
Other revenue	256,003.75
<b>Expenses</b>	-7,403,182.22
Employee related	-6,621,084.41
Operating expenses	-782,097.81
<b>Surplus / deficit for the year</b>	-209,011.73
<b>Closing Balance</b>	1,551,095.12

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	133,260
Equity - Aboriginal	0
Equity - Socio-economic	19,607
Equity - Language	0
Equity - Disability	113,652
<b>Base Total</b>	2,397,254
Base - Per Capita	40,080
Base - Location	0
Base - Other	2,357,174
<b>Other Total</b>	4,003,643
<b>Grand Total</b>	6,534,157

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

**Parents and Carers** completed surveys at the end of Semester 1 and 2 which focused on the areas of their child's learning and wellbeing and the quality of teaching at the school.

98% of parents and carers reported that they were very satisfied with the education their child received at the school and 97% felt that their child's learning needs were being met. 98% of parents and carers indicated that teachers encouraged their child to learn and achieve their best, 94% 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. 94% of parents and carers reported that they were happy with the way the school worked with them to support their child's learning and 96% indicated that they felt their child was safe and happy at school and 95% 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 focus on oral communication with more opportunities for their children to improve their speaking skills in particular in the area of formal speeches and activities aimed at increasing their self-confidence. They also indicated they would like more work provided for their children to complete at home and more after school homework groups.

**Transitioning students** completed a survey at the end of their final term about their learning and wellbeing at Central Sydney Intensive English High School. Their views were sought as part of the schools ongoing evaluation and development of high-quality learning and wellbeing programs.

On a scale of 1-5, where 1 is the lowest and 5 is the highest, 84 % of students rated their learning in English at 4 or above. Across the core subject areas, the majority of students felt challenged by the learning programs at Central Sydney Intensive English High School; 85% of students felt challenged in the core subjects English, HSIE, Science and Maths. Of the remaining students most felt the learning programs were not challenging suggesting further emphasis is to be placed on providing extension opportunities to cater for all learners.

Students responded favourably to the school's wellbeing programs with the vast majority of students rating their experiences, 'feeling a sense of belonging' and 'making friends' between 4 and 5 stars. Students felt happy and safe with 91% of students reporting 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. The number of staff responding to the survey in 2023 increased by 57%. With very high staff satisfactions rates of over 85%, the following, were identified as areas of strength:

- staff felt respected and supported by the school.
- 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 and were designed to support collaboration among staff.
- data was routinely reviewed and used to make decisions about the school and data informed decisions guide the selection of improvement initiatives in the school.

78% of staff indicated (very true- mostly true) that the school values perspectives from all members of the learning community in decision making and the focus of improvement efforts was on changing systems and practices to better support students. That is a slight decline in satisfaction rates in both those areas compared to previous years. System changes in 2023 may have impacted staff attitude in these areas as well as greater numbers responding to the survey.

# 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.