

# Strategic Improvement Plan 2021-2024

## NSW School of Languages 8588



# NSW SCHOOL OF LANGUAGES

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Learn locally. Communicate globally.

# School vision and context

## School vision statement

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 ESL 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.

# 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.

## Improvement measures

### Target year: 2022

100% of students with known disabilities or with health or learning issues have been identified and specific guidance is given to the teacher.

### Target year: 2024

80% of student surveys indicate they have reached the cognitive load target.

### Target year: 2023

100% of students documented as having at least one wellbeing check-in per term which is recorded on DEMS.

### Target year: 2024

Teachers use the wellbeing videos to assist in lesson planning for students with special needs.

### Target year: 2024

All teachers use learning intentions and success criteria in all lessons.

### Target year: 2024

All courses show elements of differentiation for different student groups.

### Target year: 2024

All courses show collaboration activities among the students.

### Target year: 2024

## Initiatives

### Student wellbeing for learning

Collective whole-school strategies to embed student wellbeing measures that support student learning.

- Establish processes for an improvement in the frequency of communication between LaST, teacher, and supervisor to support students with learning and/or health difficulties
- Revision of student profile document on DEMS, also to include goal setting.
- Establishment of regular student wellbeing check-in by all teachers by embedding student wellbeing resources from external agencies
- Creation of videos demonstrating teaching students with disabilities by Student Wellbeing Committee for whole staff

### Maximise student learning and engagement

Strategies to support online learning, access to collaborative activities. Optimising instructional design to include explicit teaching, success criteria and effective feedback.

- Course optimisers use student reflections and surveys to inform optimisation needs.
- Development of success criteria for lesson days, so teachers have a better understanding of the goals and expectations of the lesson days at NSL.
- Reports adjusted to include Teachers' comments on 5Cs (NSL capabilities)
- Teachers have continued PL in the use of success criteria to provide feedback-up-feedback & feed-forward and participate in teaching sprints to improve, evaluate and share.

## Success criteria for this strategic direction

- Database of support needs of students.
- Wellbeing issues identified early by a student wellbeing checklist and acted upon.
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Fact sheets and videos of main disability learning needs created and used by teachers
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Students report satisfaction with the school and their course
- Students are keen to continue their study of language from year 10 to year 11
- Lesson day plans embed school developed success criteria
- Cognitive load in each module, weekly lesson, lesson day is considered and improvements made. Inclusion of success criteria, explicit teaching, differentiation, collaboration in each module.
- Reports redesigned to include capabilities.

## Evaluation plan for this strategic direction

**Question 1:** Are all students and their needs known to their teachers and are teachers engaging with the school's student wellbeing resources?

**Data:** Completed student wellbeing checklists uploaded on DEMS, adjustments to assessment tasks, risk assessments/adjustments for Face-to-Face Days uploaded on DEMS and provided to Faculty HT, DPs and supervisors

LaST records of interactions with students and teachers

# Strategic Direction 1: Student growth and attainment

## Improvement measures

Reports for all courses have been modified to include capabilities.

### Target year: 2024

80% of Lesson days are evaluated positively by teachers, HTs, and students against the lesson day success criteria

### Target year: 2024

100% of teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

## Evaluation plan for this strategic direction

**Analysis:** Analyse the data to determine the extent teachers are responding to students' wellbeing needs

**Implications:** What are our next steps? How do we ensure that student wellbeing remains at the forefront of our practice?

**Question 2:** What has been the impact on student learning and engagement as a result of the implementation of key strategies and improvement processes in online courses, weekly teaching practices, and lesson days?

**Data:** Student surveys, HSC results, internal assessment results, formative assessment data, teaching sprint evaluation data, Teacher surveys, Canvas engagement data, DEMS attendance data; completion rates, improved retention rates in transitional years, e.g. from Year 10 into 11.

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

**Implications:** Where do we go from here?

How can we celebrate and share our successes? How can we accept and learn from the shortcomings or failures of this improvement cycle? What new research and evidence-based practices do we have available to inform our next cycle?

## 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.

### Improvement measures

#### Target year: 2024

##### Professional Learning

100% of Professional Learning initiatives are relevant to school needs, as identified in the PDP process and aligned with Departmental requirements and school needs.

#### Target year: 2024

##### Data skills and use

100% of teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

#### Target year: 2024

85% 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

#### Target year: 2024

80% of teachers participating in meaningful reflection and sharing of best practice demonstrated by:

- the level of planning, reflection and evaluation which feeds into the Teaching and Learning cycle.
- Improved student learning outcomes through explicit, consistent and research informed teaching.

### Initiatives

#### Targeted and focussed Professional Learning

Targeted and focused High Impact Professional Learning (HIPL) that is strategically planned based on evidence and research to meet the needs of the school context and the specific needs of the staff.

Implement collaborative approaches and processes to:

- value and use lesson observations of face-to-face and speaking lessons and group lessons
- Implement effective PDP processes to ensure a collective understanding and consistent practices aligned with the goal setting, reflection, and evaluation stages of the process.
- use PDPs to guide Professional Learning provision in the school
- targeted Professional learning to promote teacher use of online tools, e.g. marking online, using camera-based platforms for lessons.

#### Data to inform best practice

To use data for evaluation and strategic planning for improvements and future directions.

- Establish a process for collecting Lesson day student evaluation data electronically and used to inform the quality of the lesson, the level of motivation and engagement achieved and whether the student expectations have been met.
- Establish a streamlined process to collect updated work samples based on the A-E grade scale and appropriate skills descriptors in each of the language-specific areas, to continue the process of standardising teacher judgements.
- Redesign student reports to provide an accurate reflection of student learning outcomes, based on effective formative and summative assessment data; (Assessment as, of and for learning)
- Design assessment evaluations to inform the

### Success criteria for this strategic direction

- Professional Learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated.
- Teachers use teaching and learning pedagogies and strategies which optimise learning progress for students and are a result of the targeted professional development initiatives.
- Teachers share best practice, knowledge and experience across the school and the Languages community
- All staff engage with the PDP process to implement relevant goals to inform the PL needs within the school
- Teachers demonstrate explicit and research and data-informed quality teaching across the school and networks.
- There are explicit systems for collaboration and feedback to sustain quality teaching practice.
- HSC RAP data and internal assessment data is used to identify strengths and weaknesses and potential gaps in curriculum to inform improvements in online pedagogy and assessment practices.
- There are systems for collecting quantitative and qualitative data across the school.
- Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

### Evaluation plan for this strategic direction

**Question 1:** Has PL been strategically planned?

**Data:**

- Staff and student surveys to identify current practices, e.g. using online lessons
- Teacher surveys

## Strategic Direction 2: Improving the impact of teaching practice

### Improvement measures

#### Target year: 2024

100% of teachers and HTs are engaged in the PDP process, demonstrating evidence of alignment with the teaching standards and the school plan, through goal orientation, self-reflection, and evaluation of teaching practices.

#### Target year: 2023

60% of teachers regularly reflect on and use data to inform their teaching practices in relation to quality of curriculum delivery, online learning pedagogy and level of student engagement.

#### Target year: 2024

100% of teachers analyse, interpret and extrapolate available data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

#### Target year: 2022

All relevant data obtained from Assessment evaluations/analysis is interpreted and used to optimise and improve future assessment writing processes.

### Initiatives

teaching and learning cycle, which includes improvements to curriculum through optimisation of course materials, and to inform ongoing improvements in assessment practices.

- Processes developed to use HSC RAP data and internal assessment data to inform improvements in online pedagogy and assessment practices.

### Evaluation plan for this strategic direction

- Lesson observations
- Presentations of research findings
- Professional learning calendar, PDPs, attendance, and evaluation data

**Analysis:** Analyse the data to determine the extent to which the targeted PL has been successful.

**Implications:** Evaluations to inform future PL and continuous cycle of improvement.

**Question 2:** Is data being recorded and used to improve pedagogy and student outcomes?

#### Data:

- Teacher surveys to establish use of data to improve pedagogy
- Regular overview taken of available data

**Analysis:** Analyse systems to ensure data collection is easy for teachers and systems are in place to help teachers analyse and use the data to inform their practice.

**Implications:** Systems may need to be adjusted or more professional learning on data use may be needed.

## 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.

### Improvement measures

#### Target year: 2024

Improvement in consistency of communication with the school community.

#### Target year: 2024

Improvement in the consistency and efficiency of the use of DEMS/Millennium and school technology.

#### Target year: 2024

Increase in the use of Canvas as LMS and integrated eLearning tools

#### Target year: 2024

Increased participation by students, Supervisors, parents and carers in school events.

#### Target year: 2024

Increase in the number of community members and organisations partnering with NSL.

#### Target year: 2024

Increased number of requests for staff participation in external professional learning events.

#### Target year: 2024

School advisory council established.

### Initiatives

#### Effective systems for collaboration

Improve effective systems through a focus on refining current processes

- Analyse current communication processes and implement targets of communication on the school calendar
- Develop consistent and efficient DEMS/Millennium standards and checklists
- Integrate best practice eLearning principles and learning tools to increase the use of Canvas.

#### Authentic Learning Partnerships

- Research and develop social media strategies
- Well planned and organised Open Day
- Create an NSL alumni group and invite them for lesson days, tutoring services, and other school events/activities
- Establish a School Advisory Council
- NSL State-wide language competitions
- Invite university participation in NSL professional learning
- Invite community expertise to supplement teacher input

### Success criteria for this strategic direction

- Whole school targets established and standardised to increase communication with supervisors and parents/carers.
- Staff collaboration to foster respectful, positive relationships in an inclusive working environment
- Active and engaging NSL social media platforms
- Active school community participation in Open Day to promote NSL in School Community and beyond
- Teachers report good relationships with colleagues, students, parents and supervisors.
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.
- Teachers collaborate with staff in other schools to share and embed good practice.
- Teaching staff demonstrate and share their expertise within their school and with other schools.
- The school is recognised as excellent and responsive by the community because it uses best practice to embed a culture of high expectations
- The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required.
- Input from wider school community is reflected in teaching and learning at NSL
- Teaching staff actively involved in professional associations, conferences, and meetings to promote NSL
- The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students.
- School advisory council established.

### Evaluation plan for this strategic direction

## Strategic Direction 3: School community collaboration and partnerships

### Evaluation plan for this strategic direction

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**Question 1:** Are school systems and processes improving staff work practices and improving staff wellbeing?

**Data:**

- Overview of processes and work practices throughout the school
- Staff Survey to identify 'pinch points'
- Tell Them From Me survey to measure improvement in staff wellbeing.

**Analysis:**

Identify which practices are personal, school and Departmental decisions and which can be modified and improved.

**Implications:**

Implement changes to improve workflow to improve staff wellbeing

**Question 2:** Is NSL engaging with the school and external community to enhance teacher expertise and student learning?

**Data:**

- Participation numbers for Parent/Carer and Supervisor events
- Participation of students in competitions
- Number of teachers involved in external presentations
- Number of presentations by external community to school
- Number of schools/teachers requesting resources or advice from NSL

**Analysis:**

Is the school seen as a lighthouse for Languages



## Strategic Direction 3: School community collaboration and partnerships

### Evaluation plan for this strategic direction

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education? Is NSL tapping into available expertise within the community? Where are the gaps?

#### Implications:

NSL will need to develop deliberate and proactive steps to further enhance its reputation.