

# Strategic Improvement Plan 2023-2026

## Secondary College of Languages 8600



# School vision and context

## School vision statement

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 leading provider of face-to-face language education in New South Wales (NSW), with campuses located at 13 high school sites. Among these, 11 are situated in metropolitan Sydney, while one is in Wollongong and another in Newcastle.

SCL fosters a unique and vibrant school environment that encourages students from diverse cultural backgrounds to engage with peers who share their language heritage. The college offers a platform for students to appreciate the importance of preserving their own language and culture, while also facilitating intercultural understanding with fellow students studying community languages across different campuses.

Established in 1978, SCL is a co-educational secondary school under the NSW Department of Education. It serves as an avenue for students from public schools and other educational institutions to learn their community language on Saturdays if it is not available at their regular school. Language courses are provided during school terms to more than 2700 students spanning from Year 5 to Year 12.

All teaching staff at the school are qualified teachers, with approval to teach from the NSW Department of Education. The courses offered align with the language syllabuses of the NSW Education Standards Authority (NESA). The 23 languages studied at the college contribute to a student's Record of School Achievement (RoSA) and Higher School Certificate.

To enhance student performance in languages, a comprehensive approach involving the entire college community is deemed necessary based on the findings of the situational analysis. This approach entails consistent implementation of policies and processes across all campuses.

The college has identified the importance of implementing explicit teaching strategies with an emphasis on clear learning intentions and success criteria, providing students with a structured framework to improve their academic growth. This approach aims to foster critical thinking skills and reflective practice among both teachers and students, creating an environment conducive to intellectual development and self-improvement.

Our approach includes:

- evaluating, developing, and implementing effective pedagogical practices in language education
- establishing a robust professional learning community that evaluates its impact on both teaching and non-teaching staff
- strategically collecting relevant data and developing systems to track individual student performance from Years 5 to 12.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to ensure students grow in their language learning and intercultural understanding through engaging in learning 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.

## Improvement measures

### EXPLICIT TEACHING

Achieve by year: 2026

### EXPLICIT TEACHING

An improvement in the element of 'Explicit Teaching' to the level of Excelling as measured by the School Excellence Framework.

Achieve by year: 2026

### HSC TOP 2 BANDS

Increase the percentage of HSC Languages course results in the top two bands to be above the school identified lower bound target of 75%.

### DATA SKILLS AND USE

Achieve by year: 2026

### DATA SKILLS AND USE

An improvement in the element of 'Data Skills and Use' to the level of Excelling as measured by the School Excellence Framework.

### PERFORMANCE AND DEVELOPMENT PLAN

Achieve by year: 2026

### PERFORMANCE AND DEVELOPMENT PLAN

100% of teacher Performance and Development Plan

## Initiatives

### Highly effective language teaching practice

#### Engage in professional learning on explicit teaching and work collaboratively in developing innovative teaching practices where teacher reflection informs practice.

- Initial taster session on 'Explicit teaching' to build knowledge and understanding of strategies used in explicit teaching
- Professional learning on different types of learning intentions (Term 1) to enhance teacher understanding of learning aligned with higher order thinking levels.
- Professional learning on skills in writing learning intentions and success criteria to support teachers through collaboration to create well-sequenced units of work embedding learning intentions and success criteria (Terms 2 and 3)
- Develop quality assessment practices with an emphasis on explicit feedback (use of success criteria) to move student learning forward.
- Professional learning and CSDW to develop teacher expertise in the implementation and assessment of the NESA new Modern Languages K-10 syllabus, CCAFL Continuers and In Context syllabuses. the development and resourcing of the new CCAFL syllabuses. ((Terms 2 to 4)

### Data to inform teaching practice

#### Use data to inform teaching practice and improve student achievement and growth.

- Develop a comprehensive and ongoing staff professional learning program to continually build teacher capacity to use data to inform teaching and provide feedback to students.
- Embed data-informed formative assessment practices as an integral part of daily instruction in every classroom.

## Success criteria for this strategic direction

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement.

Teaching and learning programs are responsive to the needs of all learners, showing evidence of learning intentions and success criteria as well as adjustments based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.

All teachers are committed to identifying, understanding and implementing the most effective evidence-based explicit teaching strategies.

## Evaluation plan for this strategic direction

**Question:** How will explicit teaching and using data inform teaching practice to improve student learning outcomes?

**Data:** We will use:

- External student performance measures (HSC analysis using RAP data)
- internal student performance measures
- teaching programs
- classroom observations
- student work samples

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved. Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress towards the improvement measures.

**Implications:**

Student work samples demonstrate personalised success criteria and build on prior learning.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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reflect a high performance culture with a clear focus on student progress and achievement.

## Evaluation plan for this strategic direction

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Where do we go from here? Future directions and next steps.

## 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.

### Improvement measures

#### COLLABORATIVE PRACTICE

Achieve by year: 2026

#### COLLABORATIVE PRACTICE

An improvement in the element of 'Learning and Development' to the level of Excelling as measured by the School Excellence Framework.

#### Attendance (>90%)

Achieve by year: 2023

#### ATTENDANCE

An improvement in the theme of 'Attendance' to the level of Excelling as measured by the School Excellence Framework.

#### Wellbeing

Achieve by year: 2023

#### WELLBEING

An improvement in the element of 'Wellbeing' to the level of Excelling as measured by the School Excellence Framework.

### Initiatives

#### Collaborative practices

Implement collaborative and effectively planned professional practices that are aligned with student achievement and growth.

- Embed explicit systems for teacher collaboration in familiarising themselves with the new syllabuses, sharing of resources and expertise across all campuses
- Working collaboratively to create scope and sequences, assessments and units of work that will be used across the college to help promote consistency in accessing the curriculum and support teachers in making comparable judgement of student learning, as well as identifying skill gaps for improvement and areas for extension.

#### Wellbeing, engagement and attendance

**A whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success.**

- Familiarise staff with Inclusive, Engaging and Respectful Schools policy by looking at student behaviour and restrictive practices prior to implementation.
- Use unique whole-school wellbeing processes e.g. exit surveys and satisfaction surveys, monitor and evaluation student wellbeing, attendance, learning and engagement.
- Embed the SCL Wellbeing Framework into school culture through ongoing staff professional learning with a focus on growth mindset.

### Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment that promotes learning excellence and responsiveness in meeting the needs of all students.

Teachers collaborate within and across stages and languages to share student data, curriculum knowledge and effective teaching and classroom strategies

Regular and ongoing planning, monitoring and evaluation of whole school approaches to effective teaching practices.

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. Students are achieving higher than expected growth on internal school progress and achievement data

There are explicit systems for collaboration to sustain quality teaching practice. Planning and provision for learning is informed by holistic information about each student's wellbeing and **learning needs** in consultation with families.

### Evaluation plan for this strategic direction

**Question:** What has been the impact of collaboration and using consistent, explicit inquiry-based teaching protocols, on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

**Data:** External student performance measures (HSC) internal student performance measures. teaching programs, classroom observations, student work samples.

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

**Implications:** Where do we go from here? Future directions and next steps.

## Strategic Direction 2: Quality practices and engagement

### Evaluation plan for this strategic direction

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**Question:** How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

**Data:** Wellbeing Framework Self-assessment, pre and post data. Professional Development Plans. Student progress.

**Analysis:**

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

**Implications:**

What are the implications for our work? Future directions and next steps.