

2018 Annual Report to The School Community



School Name: Collingwood English Language School (8748)



Attested on 19 March 2019 at 04:07 PM by Catherine
McMahon (Principal)

Attested on 26 March 2019 at 05:39 PM by Trish Jelbart
(School Council President)

About Our School

School context

Collingwood English Language School provides innovative, high quality, contemporary and relevant teaching and learning programs to our students as their first educational experience in Australia preparing them for successful transition into mainstream and other pathways.

Our core purpose is underpinned by the following values

Respect: For ourselves, each other and our environment

Kindness: To others through compassion and celebrating success

Learning: Being ready to learn, do my best, be actively engaged, share ideas, seek support and welcome feedback.

Collingwood English Language School (CELS) is a major provider of the New Arrivals Program in the North Western Victoria Region. It is a combined primary and secondary school, providing full time, intensive English courses for newly-arrived migrants and refugees prior to their enrolment in a mainstream school or further education.

We provide a safe, supportive and stimulating learning environment where students prepare for a smooth academic, social and cultural transition to mainstream school or further education. We also support families and guardians to understand and engage with our school community and the Victorian Education system.

We have high expectations within a culture of support for all in our community. We provide an effective teaching and learning program and also deliver an opportunity for parent/carer and community engagement. We offer effective and responsive leadership, a positive and respectful environment, a commitment to student and staff wellbeing and high quality resources, facilities and physical environment.

Collingwood English Language School has three campuses, one in Collingwood established as a school in 1989, one at Broadmeadows and one at Craigieburn. The Collingwood Campus is located in Cambridge Street, Collingwood; the Broadmeadows Campus, part of the Dimboola Hub, shares the oval with Broadmeadows Valley Primary School and Hume Central (Dimboola Rd Campus); and the Craigieburn campus sits adjacent to Craigieburn South Primary School.

Each campus is well serviced by public transport, catering for new arrivals in the inner city area and from the Northern and Eastern suburbs at the Collingwood Campus, and new arrivals from the Northern suburbs at the Broadmeadows campus and Craigieburn campus. The school's target enrolment at the Collingwood campus is 91 secondary students and 39 primary students, 78 secondary and 104 primary children at the Broadmeadows campus and 52 secondary students and 65 primary students at the Craigieburn campus.

We currently operate two Outpost programs at Preston North East and Thomastown Primary Schools for a small number of primary students.

A Visiting Teacher Program is provided to isolated primary age students in the North West Region to increase access for newly arrived students.

Outreach Services Coordinators support improved access to appropriate programs for eligible students.

Framework for Improving Student Outcomes (FISO)

Goal 1: To ensure that all students experience quality teaching and learning at their point of need and experience success.

Key Improvement Strategy 1. If we develop, document and implement quality teaching and learning at student's point of need then all students will experience success

Goal 2: To ensure all students learn in a welcoming, vibrant and stimulating learning environment that fosters success.

Key Improvement Strategy 2. If we provide a stimulating and vibrant learning environment for all students they will achieve improved student learning outcomes.

Goal 3: That all staff engage in professional learning at their point of need, that ensures they can deliver the school's vision, values and expectations.

Key improvement Strategy 3.If we participate in PLC training then we will be able to implement a collaborative and consistent PLC framework that will improve student learning outcomes.

Achievement

Goals were partially met. The Strategic Plan targets for student achievement were partially achieved. For students who were at age equivalent level for secondary the target for 80% of students to achieve growth of two sub-stages at S level was not achieved. Similarly lower primary school students with no schooling at A level did not achieve the target. Classroom observations show there was some common practices within and across campuses but evidence of high impact strategies varied.

Engagement

A focus on developing shared understandings about what constitutes a high quality positive climate for learning commenced in 2018. Teachers are highly skilled in teaching EAL and differentiate to support learners using a vast range of strategies, tools and techniques. Teachers utilise Individual Learning Plans (ILP) to plan for individual needs. Student data shows that teachers are adaptive and responsive, modifying strategies to engage learners. Teachers explicitly teach how to learn skills through scaffolding tasks, providing immediate regular feedback, modelling tasks, group rotations and shared learning activities. Teachers track progress through reporting and moderation and discuss progress with students and families through a range of feedback mechanism including reporting and parent teacher conferences. Student feedback shows a belief that teachers know who they are and respond to their learning needs.

Wellbeing

A focus on developing shared understandings about what constitutes high quality positive climate for learning commenced in 2018. Health and Wellbeing has been of critical importance at CELS. The school engages with a range of services to support and promote happy, healthy and resilient kids. Agencies include Foundation House, AMES, Orygen Youth Mental Health, Red Cross, Foodbank, EatUp,Life Saving Victoria, Sports clinics, CoHealth and local community groups. The school has engaged parents through Coffee and Conversation afternoons with legal aid Victoria, dieticians and Centerlink. Parents are included in information sessions and conferences with interpreters. Community Connections curriculum provides curriculum programs for students around health and wellbeing. The data shows that resilience in primary and secondary students is high at 95% positive and 76% positive. Student comments and opinion data, in relation to motivation, show they believe that teachers have high expectations and believe in them in. Whilst it is not clear that work with outside agencies has a direct impact on health and wellbeing from this data, anecdotally, families and parents have been observed to benefit from these links and in many cases have improved outcomes because of these connections. This is evidenced through comments in the Compass data system and from surveys for example at coffee and conversation afternoons.

Financial performance and position

The school annual result was a surplus
It is the nature of the New Arrivals Program to operate within a complex funding formula with multiple factors impacting on financial decision making. Equity funding is high due to the number of migrants and refugees attending this program and this allows for programs linked to student needs to be funded. Settlement patterns are not able to be anticipated with great accuracy and there are a number of reasons for families not knowing about or accessing the intensive New Arrivals Programs offered by CELS. This context, together with a multi campus setting spread across the Hume and North East Melbourne Area has implications for workforce planning and longer term projects. During this period the school was also building the infrastructure of the newly opened Craigieburn campus of CELS. Program and initiatives attracting funding for CELS included the Refugee Scholarships initiative and the Songroom program.

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Language Schools: Results for this school: Median of all Victorian Government Language Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 348 students were enrolled at this school in 2018, 148 female and 200 male.</p> <p>100 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,353,324	High Yield Investment Account	\$1,052,044
Government Provided DET Grants	\$1,620,791	Official Account	\$57,277
Revenue Other	\$72,601	Other Accounts	\$30,000
Locally Raised Funds	\$35,615	Total Funds Available	\$1,139,321
Total Operating Revenue	\$9,082,331		
Equity¹			
Equity (Social Disadvantage)	\$957,394		
Equity Total	\$957,394		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,880,982	Operating Reserve	\$198,748
Books & Publications	\$16,309	School Based Programs	\$772,600
Communication Costs	\$9,954	Asset/Equipment Replacement < 12 months	\$60,000
Consumables	\$167,576	Maintenance - Buildings/Grounds < 12 months	\$106,000
Miscellaneous Expense ³	\$214,515	Total Financial Commitments	\$1,137,348
Professional Development	\$35,129		
Property and Equipment Services	\$388,465		
Salaries & Allowances ⁴	\$392,474		
Trading & Fundraising	\$523		
Travel & Subsistence	\$77,845		
Utilities	\$31,726		
Total Operating Expenditure	\$8,215,497		
Net Operating Surplus/-Deficit	\$866,834		
Asset Acquisitions	\$12,440		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

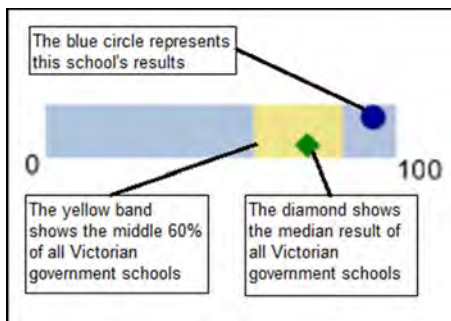
Engagement

- student attendance and engagement at school
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

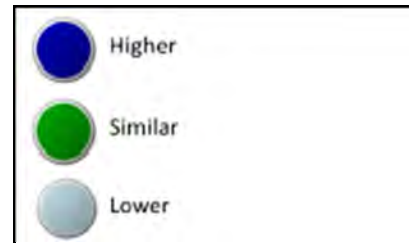
Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).



The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does 'Data not available' or 'ND' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the Victorian Curriculum?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.