

2019 Annual Report to The School Community



School Name: Collingwood English Language School (8748)



**COLLINGWOOD ENGLISH
LANGUAGE SCHOOL**

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 20 October 2020 at 08:13 AM by Catherine McMahon (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 22 October 2020 at 10:59 AM by Trish Jelbart (School Council President)

About Our School

School context

Collingwood English Language School provides innovative, high quality, contemporary and relevant eal teaching and learning programs for New Arrival migrants and refugees in P-10.This is the first educational experience for students in Australia.

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 Metropolitan 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, and, a commitment to student and staff well being.

CELS has three campuses. The Collingwood Campus was established as a stand alone school in 1989. This campus is the main administration hub. We have two campuses in the HUMA area, Broadmeadows and Craigieburn campuses. The Collingwood Campus is located in Cambridge Street, Collingwood; the Broadmeadows Campus is part of the Dimboola Hub and shares the oval with Broadmeadows Valley Primary School and Hume Central (Dimboola Rd Campus); 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 and Craigieburn campuses. The school's target enrolment in 2019 at the Collingwood campus is 65 secondary students and 52 primary students, 65 secondary and 65 primary children at the Broadmeadows campus and 65 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.

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

Framework for Improving Student Outcomes (FISO)

CELS Strategic Plan contains key goals and initiatives:

Goal 1 - Develop a culture of learning where every student achieves success in English speaking and listening, reading and writing.

Initiatives to support this goal in 2019 included to: Build and implement a cohesive leadership framework that supports and ensures accountability for whole school improvement (BLT) and; Collaboratively design and implement a research-informed pedagogical model to guide consistent practice. (BPE, and CPA); Build the capability of all staff through a professional action plan targeted to meet individual learning needs and school priorities. (BPE)

The leadership approach started with the implementation of a new organisational design based on portfolios linked to

the Strategic Plan and led by assistant principals, leading teachers for curriculum and learning specialists in each portfolio. This was foreshadowed in 2018 and staff were involved in discussions around this new design. The implementation has been very smooth, Leaders understand their role, have coaching skills, project management skills, understand change management principles, are able to work closely with each other and staff and support effective teams. We have an Educational Consultant working with us on our implementation planning.

Staff are further developing their understanding of how they contribute to the achievement of school priorities through their own professional development plan goals.

A Professional Learning Communities approach has been established across the school and teacher feedback is positive around student learning and achievement. This was reviewed at the end of 2019 showing more work to be done in 2020 around collaborative work.

Most staff are now using a common lesson planner reflecting the instructional model based on the Gradual Release of Responsibility approach, the CELS Instructional model.

There has been a move from individual planning to collaborative planning referencing the CELS instructional model and we hope this results in an increase by staff in their sense of collective responsibility for all students coming through the program.

Evidence of the embedding of this approach comes from observations during learning walks and use of the template as part of personal goal setting.

2020 work continues with the integration of the three portfolio strategies further.

Goal 2 -Build student engagement and empower each student as a confident learner.

The initiative in 2019 was to Implement a rich and authentic curriculum that engages and motivates students. (CPA) This work continues to be in the background with Leadership and some key staff in preparation for it being a major priority in 2020.

Key strategies on implementation of a whole school approach to curriculum using a design model will be a high priority in 2020.

Goal 3 - Support and enhance student and family health and wellbeing to improve student learning outcomes.

The initiatives for goal 3 included: Document and implement a whole school approach to health, wellbeing and community inclusion; Embed a co-ordinated approach to prepare and support students for successful transition to education or training in Australian society. (SEPI)

Recruitment of a Social Worker and Integration Aide was a strategic decision to ensure conditions were there for improvement around this goal.

Student Wellbeing Coordinators were allocated to each campus, overseen by Leading Teacher and AP. This has been an effective structure.

Achievement

The Strategic Plan targets for student achievement were partially achieved. There is no ability to aggregate achievement data by DET. CELS has made a decision to find other ways of measuring growth. Compass has been involved in supporting some of this work. Most students have progressed by at least 2 sub stages over the period of their program. We developed an instructional model over the 2019 school year and this has supported a whole school approach to high quality teaching and learning practice and been the basis for curriculum days where staff get together to work on high impact teaching strategies. Collaboration has been a new concept and opportunity across the whole school in 2019. Staff opinion shows more work needs to be done on what we mean and how we work collaboratively to achieve improved student learning outcomes. Learning walks indicate a consistency across all campuses in the CELS in implementation of the instructional model and supports discussion led by Teacher Practice team. The new Victorian eal curriculum mandated for 2021 presents an opportunity for a whole school approach and continuous improvement about learning design which will build on 2019 work into 2020.

Teachers have a shared focus for improvement in student outcomes differentiated for stages of eal students e.g. oral language A, genre focus B and C

A curriculum plan is being developed where learning areas, capabilities, pedagogy and assessment is documented into a program of teaching and learning. This work continues over the period of the Strategic Plan.

Differentiated approaches to curriculum planning is a focus during 2020 and sits with a documented learning design model of unit planning for all our students. This will allow us to identify key assessment tasks and moderation opportunities across the whole school.

Teachers plan together in teams in stages of learning against the new eal curriculum.

The work for 2020 - 2021 will be on school assessment which includes as of for and moderation opportunities.

Standardised lesson planning templates are used and refined across the school.

Peer observation and feedback has been integrated in to PLT teams and learning walks are a feature internally as well as through the school networks. Teachers use student achievement data in PLTs to identify own PL needs

Teachers are developing an understanding of what it means to work collaboratively to review and develop their practice with opportunities to work cross campus

Teams monitor impact of teaching strategies on learning and adapt teaching .

Engagement

Teachers have had a shared focus for improvement in student outcomes, differentiated for stages of eal students e.g. oral language EAL Stage A, and genre focus Stage B and C. The oral language through developmental play program was trialed at the Craigieburn Campus and is being rolled out into all campuses in 2020. The genre work is based on research into EAL and is a particularly powerful part of the curriculum, worth strengthening particularly in upper primary and secondary planning.

There has been some prework done to prepare for a curriculum review which will then be a focus for 2020. The aim is for :

- differentiated approaches to curriculum planning informed by student backgrounds
- teacher teams plan curriculum and assessment together in stages of learning against eal curriculum
- a school assessment plan which includes formative and summative assessment and moderation
- Documented whole school pedagogical practice, evidence based with shared high impact teaching strategies agreed upon and centralised.

Part of this work was the development of a discussion paper on curriculum and assessment taken to leadership and a draft action plan together with a key improvement strategy developed for implementation in 2020.

Further work on consistent assessment practices will also be a focus and linked to curriculum as the review progresses and staff are ready to look closely at these practices.

2019 saw the school starting to focus on student voice and agency. Our self assessment shows the need to look at our students differently to those in mainstream given they are newly arrived into Australia, have minimal English and new to the culture. This will continue as we develop a consistent approach to curriculum design and when the timing allows this to be resourced appropriately.

Wellbeing

CELS recruited a Social Worker and Integration Aide in 2019 as part of a new organisational design model for the engagement and wellbeing portfolio.

There are Student Wellbeing Coordinators at each campus, overseen by a Leading Teacher and Assistant Principal. This structure may need adjusting but so far has been effective with the work and communication flow. Collaborative work has increased. with an approach prioritising distributed leadership, and consistency across the school when working with all students. Decisions have also come from our focus on the vision and values of the school community. There has been an increase in the documenting of important aspects of school for students. Compass is being used

across all campuses and becoming a very effective way to track wellbeing of students. We will move to this platform to communicate with parents

The RESP project at the two Hume campuses has focused on parent engagement. This partnership between Foundation House, Arabic Welfare and Centre for Multicultural Youth has been highly beneficial for parents and students, along with CELS staff. The report is evaluation report is available to read.

CELS continues to build partnerships with the broader community and agencies, supporting all students. 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. Parents are included in information sessions and conferences with interpreters. Community Connections curriculum provides 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 respectively. 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..

3 way conferences are now part of all campuses. Each term a day is set aside for parents, students and teachers to meet and discuss student progress and learning goals, supported by interpreters. It is expected that parents and students contribute to the discussion along with the teacher, a change from previous more traditional parent teacher interviews. This is a cultural change for families and staff.

Mentor teacher roles have been reviewed and strengthened.

Student engagement guidelines have been drafted and policies reviewed to support student engagement. The work in 2020 will be on including a whole school approach to student management along with a framework to articulate the work around wellbeing at the school.

In 2020 we will move to further development and streamlining of key documents across the school to profile students and meet their needs

Further work around student voice and agency as mentioned above has been identified by staff.

Curriculum programs will be audited then strengthened to integrate wellbeing, transition and pathways needs

We will prioritise the continued improvement of information sessions for parents and students, aiming for clarity and consistency of messaging

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. A target enrolment rather than an indicative enrolment figure which may change on a yearly basis led by DET is how the school is funded. 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 appropriately. 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. The broad models of delivery of programs also bring challenges around funding for students hosted in other primary schools and support for those teachers delivering these outpost programs.

Region continues to take an interest in provision in the NWR. They are taking an interest in where settlement pressures are geographically situated continue to look to more accurate data to help with provision decisions. Programs and initiatives that are attracting funding for CELS include the Refugee Scholarships initiative and the Songroom program.

For more detailed information regarding our school please visit our website at
<https://www.collingwoodels.vic.edu.au/>

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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report .

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government language school type.*

Enrolment Profile

A total of 247 students were enrolled at this school in 2019, 103 female and 144 male.

100 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	94.6	94.6	94.4	97.2

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	63.0	69.6	63.0	69.9

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$8,449,598
Government Provided DET Grants	\$1,069,881
Government Grants Commonwealth	\$615
Government Grants State	\$0
Revenue Other	\$29,582
Locally Raised Funds	\$25,994
Capital Grants	\$0
Total Operating Revenue	\$9,575,670

Equity ¹	Actual
Equity (Social Disadvantage)	\$867,485
Transition Funding	\$0
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$867,485

Expenditure	Actual
Student Resource Package ²	\$7,279,971
Adjustments	\$0
Books & Publications	\$19,634
Communication Costs	\$13,532
Consumables	\$159,716
Miscellaneous Expense ³	\$213,381
Professional Development	\$58,373
Property and Equipment Services	\$265,291
Salaries & Allowances ⁴	\$396,302
Trading & Fundraising	\$1,843
Travel & Subsistence	\$53,820
Utilities	\$41,679
Total Operating Expenditure	\$8,503,543
Net Operating Surplus/-Deficit	\$1,072,127
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$942,770
Official Account	\$71,791
Other Accounts	\$0
Total Funds Available	\$1,014,561

Financial Commitments	Actual
Operating Reserve	\$190,669
Other Recurrent Expenditure	\$99
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$805,300
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$51,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$80,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,127,068

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 2020 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, including:
 - 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) factors:
 - 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).

WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 eleven 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').