

# 2020 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](http://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 2020 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 25 June 2021 at 09:28 AM by Catherine McMahon (Principal)

The 2020 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 offline by School Council President and processed by Daniel Belic (SPOT Admin) on 25 June 2021 at 02:50 PM

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary. For example, in 2020 school-based surveys ran under changed circumstances.

Schools should keep this in mind when using this data for planning and evaluation purposes

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## What does the 'About Our School' section refer to?

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

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.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
  - the school's 'Student Family Occupation and Education' category
  - a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Language schools
  - school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Language schools
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## What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

## 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.

If CELS provides innovative, high quality eal teaching and learning programs students will become resilient, curious and feel confident about making a successful transition into mainstream schools and other pathways.

This is important because CELS is the first experience of education in Australia for students and their families. The curriculum program must be high quality to give students improved academic and life chances. We ensure students are placed at the centre of all planning for achievement, engagement and wellbeing.

The priorities for CELS have continued to be in Teacher practice, engagement and wellbeing work and Curriculum and Assessment. Agreed whole school standards, processes and expectations have been developed alongside these priorities to support the work. A focus on building leadership capabilities supports our intent.

There are three campuses at CELS. Collingwood campus, based in the North East Melbourne area, has been running since 1989. Broadmeadows and Craigieburn campuses have been running for 6 and 3 years respectively. In addition there are two outpost programs based at mainstream schools in Thomastown and Preston North East. We have a continuous intake model, subject to migration flow, which sees a higher number of students completing programs of between 2 and 4 terms than reflected in the target enrolment figures for each campus. Collingwood is funded for 117 students. Broadmeadows and Craigieburn campuses in the Hume network area are funded for 130 students each. The majority of students at the Hume campuses are on refugee visas and are from Syria and Iraq. Collingwood campus has a range of students from across the world and has a higher number of migrants than refugees. The level of Social Disadvantage is measured through the student's Student Family Occupation and Education (SFOE). A higher SFOE indicates more disadvantage. MEA staff speak a number of languages that enables ease of communication for students and funded through the SRP.

Collingwood campus has an SFOE Index 0.5215. Broadmeadows campus has an SFOE Index 0.7883. Craigieburn campus has an SFOE Index 0.8397

CELS is able to place international students in all programs where appropriate.

As a region-wide provider of intensive English to New Arrivals, the school works across a number of Department network areas.

The number of FTE employed at the school in 2020 was 73.97 including Principal and ES

There are no Aboriginal or Torres Strait Islander staff employed at CELS.

### Framework for Improving Student Outcomes (FISO)

#### Building practice excellence

The leadership team has developed their capacity to drive and oversee implementation of the school's improvement strategies. The pandemic response at CELS required flexibility, creativity and organisational efficiency. Teacher leaders started to emerge over this time through PLT's. Some strategies and actions needed to be modified or timelines extended for example, PLT inquiries were delayed by a term as teachers grappled with how to deliver online learning. In the place of this work staff were supported to build assessment literacy across the school, an identified interest for growth for all staff. This then enabled inquiries to proceed in Term 4. Leaders continued to develop their coaching skills and took part in a refresher in term 4 with Growth Coaching International. All leaders used the Harvard Data Wise meetings approach which has been successfully introduced across the school. The wellbeing leadership continued to streamline processes to ensure students and families were supported during a very challenging time.

The future work for leaders will be to develop ways of challenging and supporting teams with a continued focus on

building a collective view that teams achieve more than individuals. Teachers need to continue work around evidence-based approaches to discussions. The priority for 2021 will also be to build a shared depth of understanding about the nature of the work we do, to integrate Curriculum and Assessment as well as a focus on integrating wellbeing priorities across the school. Data collected from parents during the Remote learning period indicates a need to build on the connections established with them during this time. Leaders will be able to support this priority.

At the same time as the disruption to on-site learning the school was familiarising itself with the new Victorian EAL curriculum. This has been an opportunity to guide consistent practices in planning units of work and courses of study. Planning documents now show more consideration to learning goals, assessment and teaching approaches. The work around developing and documenting a whole school approach to Curriculum and Assessment continues as a priority. Teachers recognised a need to build their understandings of how we assess student learning. Teachers needed to include more student feedback into their planning which has led to a whole school focus identified on feedback in 2021. The curriculum policy has also been identified as needing review along with the associated processes to reflect the direction of the school in curriculum. The 2021 AIP will focus on strengthening documentation of the curriculum. As with most aspects of 2020, actions were needing to be modified given the Covid-19 pandemic. The year started well with two learning specialists and the principal attending the Data Wise professional learning through Harvard. CELS implemented many aspects from Data Wise, particularly changing the way meetings are run. CELS now uses a rolling agenda for all meetings supporting a more precise and efficient focus on the core work. This has streamlined the way meetings work and more areas are covered with fewer distractions.

#### Curriculum planning and assessment

The impact of COVID-19 meant that meetings were remote and trying to implement change was harder. Some work around a shared curriculum design approach has been delayed. A general acceptance and willingness to use the instructional model and developing familiarity with the curriculum design model is a positive outcome despite the challenges 2020 presented. This is evident in collegiate conversations and in planning documents. A surprise highlight of the work has been the discussions around student feedback. This will become a focus of our AIP work in 2021. It is also evident is that teachers are very interested in building their understanding of how we differentiate our planning and delivery of programs demonstrating a clear understanding that students are indeed being placed at the centre of curriculum planning. What has also emerged is a curiosity and differing views around how to integrate elements of other curriculum frameworks from mainstream into eal practices. Knowledge of other key learning areas and how they should inform curriculum provision and courses of study/units of work will be part of whole school work in 2021.

#### Achievement

Planning for Remote and Flexible learning began with strategic decision making including how we might ensure all students had access to devices and data along with strategies to ensure continuity of learning in a context of low digital literacy and families new to Australia. Student needs were identified over a number of weeks and then they were provided with access to data and devices. They were shown how to use videoconferencing, google classrooms and the seesaw application after the teachers taught each other how to use these applications and platforms. This work enabled all teachers to be confident that all students had access. Teachers video conferenced with students each day and ES staff made contact with families each week. The main aim was to ensure that all families understood the importance of engagement and attendance during this time. Attendance was excellent through this period. As with mainstream, some students relished remote learning and some struggled. Term 4 saw the focus moving to ensuring assessment was prioritised which enabled teachers to make decisions about where gaps in learning occurred and students' needs were. There has been an opportunity to extend the stay in the New Arrivals Program for some students based on teacher recommendations. A combination of paper-based and technology resources continued to be available through this time and several students made appointments with staff if there were ongoing issues around e.g. access to technology. Teachers, students and parents were surveyed regarding their experiences. For students, the hardest part of remote learning was accessing and understanding the content, communicating with teachers and socialising with their peers. Students learned that many of them work better and managed their own learning with a routine; that they work better with teachers and peers on hand to support and assist them; a belief that they can work

independently; and an increase in their digital literacy skills. Students want teachers to integrate ICT more. Staff data revealed they believed the academic emphasis remained and greater flexibility during this period provided a benefit for most students. They noticed how adaptable students were when it came to remote learning. Staff provided modified education plans for students with additional needs. Staff want to continue to integrate ICT into their Teaching and Learning programs and to collaborate more in teacher teams as it allowed time for analysis and reflection as remote learning was occurring. Parents and carers felt the learning culture came through strongly, they appreciated the efforts of teachers and felt a deeper connection to the school during this time. A surprising outcome from parents was that they felt learning from home enhanced the learning culture in their home.

With the pause in migration and uncertainty of numbers of enrolments in 2021 the school will make decisions based on a lower ratio of students to teacher and extend length of stay for students who need that option, to ensure all students are as successful as they can be as they transition into mainstream. There was no funding for psd students received in 2020. Though we put the process in play the length of stay meant funding didn't come through till students moved to their mainstream school.

### Engagement

The context of COVID and Teaching and Learning offsite has meant the school developed stronger relationships with parents through more frequent communication from Education Support staff and teachers. The remote & flexible learning period was a barrier to progress for some students and reflects the data collected by DET across the region. A Wellbeing task group has been effective in focusing our efforts across the school through their roles and campuses. This has included strengthening the work around transition, integrating this into curriculum and supporting students to develop understandings of what to expect as they move into mainstream schools and other pathways. Students are very engaged in this learning. The Assistant Principal and Leading Teacher have worked with a Transition Task Group and Education Support to streamline processes. The Transition task group has established 4 clear goals for actions in 2021. Transition is beginning to be seen as pivotal to our work and something that integrates into our systems and processes enabling it to be integral to the whole student experience. The Transition task group action plan will guide the work in 2021. All staff will participate in a Student Free Day around Transition where they will be informed of a new framing of Transition at CELS and become familiar with the 4 goals in the action plan in 2021.

As noted above the data from surveys of staff, parents and students show there is an interest in student voice along with engagement of all students. Continued evaluation of current programs to build towards environments that engage students in purposeful and meaningful learning is also flagged for 2021. Students did not complete the Attitudes to School Survey in 2020 due to the remote learning period. School-based surveys were done each term.

### Wellbeing

Survey data shows there was an impact on student mental health and wellbeing during remote and flexible learning. Regional data collection was similar to that collected by CELS.

Students often spoke about how much they missed and valued their peers during this time. They also recognised the importance of routines, immediate feedback and the need to find alternate supports during this time. Students said they want to feel safe first and then for teachers to support their motivation to learn by integrating ICT use and skills more into lessons. The wellbeing team has spent significant resources supporting high level needs and communicating with parents, carers and SSO's at the region to ensure wellbeing continues to be a focus over the return to face to face learning period in term 4. Planning to include health and wellbeing outcomes for students has begun, staff have received significant professional learning, including in developing IEP's, and opportunities to reflect and analyse student engagement and wellbeing data ensuring planning integrates these findings. Parents and carers were able to give feedback on how they felt their children were going learning at home each week through the Education Support staff or teachers showing the development of meaningful partnerships with parents/ carers. Issues were quickly identified and families felt very connected as the school worked through these with them.

In 2020 CELS further developed and streamlined key documents across the school to build more comprehensive profiles of students in order to meet their needs.

Further work around student voice and agency has been identified by staff as the next work.

The work is to strengthen curriculum programs by further integrating wellbeing, transition and pathways needs into programs.

The school was unable to meet face to face with parents during the year so have communicated information on transition, health and wellbeing planned or as needed through the Compass platform and video conferencing.

Feedback was very positive.

### **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 have 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. Highly successful programs over the year have been STEAM ' Makerspace' programs across each campus, The Music Room program , in it's third and final year, and relationships with local organisations to engage and support students.

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

# Performance Summary

The Performance Summary for government schools 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

### Enrolment Profile

A total of 332 students were enrolled at this school in 2020, 139 female and 193 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.

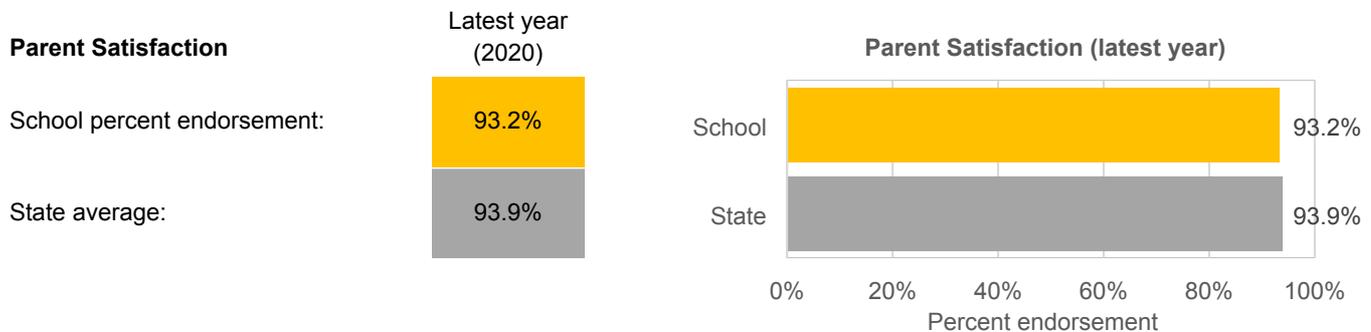
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

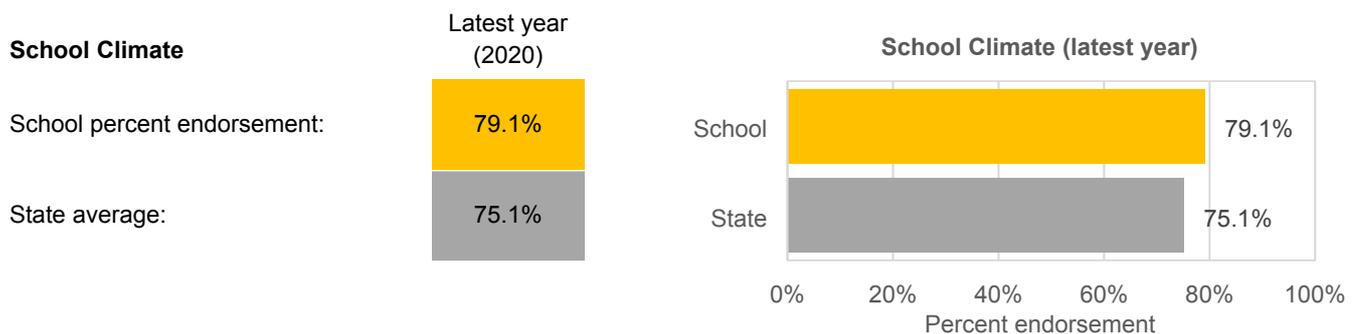


### School Staff Survey

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.



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$8,829,082
Government Provided DET Grants	\$1,083,752
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$18,810
Locally Raised Funds	\$23,931
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$9,955,574</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$891,642
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$891,642</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,498,518
Adjustments	NDA
Books & Publications	\$4,749
Camps/Excursions/Activities	\$19,212
Communication Costs	\$25,135
Consumables	\$175,466
Miscellaneous Expense <sup>3</sup>	\$8,804
Professional Development	\$43,827
Equipment/Maintenance/Hire	\$34,497
Property Services	\$94,819
Salaries & Allowances <sup>4</sup>	\$203,428
Support Services	\$123,836
Trading & Fundraising	\$3,995
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$14,273
Utilities	\$56,774
<b>Total Operating Expenditure</b>	<b>\$8,307,334</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,648,240</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,298,411
Official Account	\$45,947
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$1,344,358</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$120,795
Other Recurrent Expenditure	\$162
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$740,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$65,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$925,957</b>

*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.*