

# COLLINGWOOD ENGLISH LANGUAGE SCHOOL

**Collingwood Campus** 19 Cambridge Street Collingwood, VIC 3066  
**Broadmeadows Campus** 80 Johnstone Street Broadmeadows, VIC 3047  
**Craigieburn Campus** 71 Northleigh Avenue Craigieburn VIC 3064  
**South Morang Campus** 235 Gordons Road South Morang VIC 3752

Phone: 03 9419 7633  
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## About Our School

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### School context

Collingwood English Language School provides innovative, high quality, contemporary and relevant EAL teaching and learning programs to our students as their first educational experience in Australia, preparing them for successful transition into mainstream education 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. At CELS we have a theory of action around our vision: 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 and other pathways. This is important because our students are beginning new lives in their new country and CELS is the first experience of education in Australia for students and their families. The program varies in length between 6 and 12 months depending on whether students have had disruption to their schooling prior to arriving in Australia. CELS provides an exceptional English as an Additional Language program. We act with equity in mind. All our students feel respected and celebrated for who they are. We do this through holding all students to high standards, adjusting instruction so all students can learn and actively supporting access to ICT for all our students. Staffing reflects the equity lens as well with social workers and additional multicultural aides. We want to ensure improved academic outcomes and life chances. We have clear priorities at CELS around teaching and learning, and engagement and wellbeing. Underpinning all our work are agreed whole school standards, processes and expectations to support school improvement. A focus on building leadership capabilities continues as a priority to ensure teaching and learning is of high quality. There are four campuses that make up the Collingwood English Language School. Collingwood campus, based in the North East Melbourne area, was established in 1989. Broadmeadows and Craigieburn campuses have been running for 11 and 6 years respectively and our New campus at South Morang opened in July. 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. The ratio of students to teachers is 13:1. Collingwood campus is funded for 117 students. Broadmeadows and Craigieburn campuses, in the Hume network area are funded for 117 and 130 students respectively. The majority of students at the Hume campuses are on refugee visas and are predominantly 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 Family Occupation and Education index (SFOE). A higher SFOE indicates more disadvantage. Collingwood campus has an SFOE Index of 0.4272. Broadmeadows campus has an SFOE Index of 0.7226. Craigieburn campus has an SFOE Index of 0.7955. South Morang will be allocated an SFOE in 2024. Multicultural Education Aides support students in the classroom and ease communication between teachers and families. The number of FTE staff over the year changed as classes were stood up or closed down. The trend analysis report on the SRP indicates 68.40 FTE in 2023. We have no Aboriginal or Torres Strait Islander staff. CELS is able to place international students in our programs when appropriate. Enrolments continued to rise in 2023 building back towards pre Covid-19 numbers. We have been able to open 28 classes over the year. The CELS AIP ensured strategies and actions reflected emerging and anticipated needs over the 2023 school year with an understanding that flexibility was critical. The 4 year school review was completed in term 1 resulting in recognition of the growth and improvement in the school from 2018 - 2022. The whole school community appreciated the recognition. CELS continues to look for opportunities to contribute at a systems level. CELS became a network leader for the EAL Learning Specialist Community Of Practice (COP), a cross regional network of specialists. CELS Learning Specialists took a lead role. The initiative is part of the Government's \$25.2 million investment in recruiting, training and supporting learning specialists in every Victorian government school. The aim at systems level is for leaders to build collective efficacy by actively engaging, contributing and respectfully working together on a challenge of practice. They used a range of data and evidence to implement and monitor an evidence-based inquiry approach to strengthen and improve student outcomes across all schools within the Community of Practice. This work now moves to further development for CELS staff aligned with the new Strategic Plan.

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### Progress towards strategic goals, student outcomes and student engagement

#### Learning

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CELS made significant progress towards goals set for the year as outlined in the Annual Implementation Plan and confirmed in the school's school review. One goal was to build teacher knowledge and skills in assessment and differentiation to meet students' individual learning needs

Teachers believe they have more consistency in tracking students each term for reporting purposes and that assessments are aligned with the Victorian Curriculum EAL. Teachers also commented on assessments being more authentic and purposeful. CELS teachers agree they have a common language to talk about assessment of student work when they take part in moderation sessions.

Teachers also have a greater understanding of the ways they can differentiate the work for the students in their class. Staff have spent time through reading and professional discussions in meetings, Professional Learning Teams and student free days. Conversations at meetings are more meaningful showing deeper discussion and greater depth of understanding. Staff feedback on the Instructional Model shows a belief that they have a better knowledge and understanding of the connection between planning, assessment and feedback. A second highlight has been the work around a whole school curriculum design process for planning units of work. There has been an increased understanding of processes involved in developing units of work to form courses of study, linking learning goals, assessment and activities.

We can see this consistency through the online planners. Staff continue to build their capacity to use English as an additional language appropriate High Impact Teaching Strategies, and want to extend their knowledge and understanding of reading approaches for lower level EAL students.

## Wellbeing

CELS has a unique wellbeing framework, The STEP Model, (Settlement, Trauma-Informed, Engaged, Pathways) built over several years in response to the priorities and needs of our students as they move through the New Arrivals Program. The STEP Model is inclusive of Foundation House' Recovery Goals, the Respectful Relationships initiative, Berry Street Domains, Pathways programs and Social and Emotional Learning. The model acknowledges the starting points of our learners, their strengths and needs as they prepare for a pathway into mainstream education and other pathways. For students, it builds language alongside self awareness, voice and agency. For staff, the STEP Model provides a framework and shared professional language to support students as they settle, learn and grow to imagine a future in a new society. The following aspects of school improvement work are also worth noting: Outreach and Assistant Principals liaise constantly with families and schools across a very large feeder area; The CELS social worker and Mental Health Practitioners are available at all campuses; Transition coordinators communicate with schools as students are preparing to exit CELS.

Embedding transition into student programs has been successful: Parent engagement sessions are timetabled each term; Partnerships with external agencies are strong and comprehensive at each campus; Refugee Transition Scholarships are allocated each Semester; Families comment that they feel connected to the school from enrolment through to transition; and students tell us through feedback they feel more confident and prepared for their next steps.

## Engagement

CELS has a student centred approach that ensures there is a link from vision and values to our teaching and learning practices Learning Program highlights we are proud of include orientation activities, our personal learning program and the strengthened transition programs. The Makerspace (STEM) program, the PE and electives programs, student-led assemblies and graduations, and the careful planning of whole school incursions and excursions are also worth noting.

Parent engagement sessions have been reviewed and refreshed, pathways sessions with external organisations occur across campuses and are well planned using parent input. Follow up phone calls to parents are systematic. The parent opinion survey shows a high level of trust in the school indicating successful strategies.

CELS continues to ensure we build on partnerships with external agencies to support the work our school does with our community for example Spectrum, Foundation House, Brotherhood of St Laurence and Banksia Gardens.

Connections between students and teachers create a sense of belonging and inclusion. Knowing our students well often includes ensuring we have an understanding of trauma as part of practice approaches, along with wellbeing support. The wellbeing team of Mental Health Practitioners and a Social Worker support this approach. The aim will be to employ an additional Social Worker to support the newly opened South Morang Campus in 2024. Structures and processes, wellbeing and transition teams and a focus on

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building relationships with parents reflect a very strong team that contributes to positive outcomes for all students. Our community focuses on positive classroom environments, supported by a school wide positive approach to wellbeing, knowing this approach leads to higher levels of engagement and therefore attendance. Student agency is built gradually as students develop their repertoire of English and learn about their new country. Students are guided to develop their understandings around their own empowerment and building school pride and always with the aim of reducing the impact of disadvantage.

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## Other highlights from the school year

CELS continues to provide a STEM program supporting selected students from each of the established campuses with creative and technical based activities using found items such as old computers and electrical boards. Students in upper primary are particularly interested and it's great to see many of our girls engaged in these activities. CELS continues to ensure there is a focus for our New arrival students on developing their cultural understandings and the critical importance of embracing diversity in Australia. This includes ensuring our students learn about our First Australians including acknowledgement of Country. CELS leads celebrations for Harmony Week to recognise diversity and inclusion activities that take place during the week. Australia is one of the most successful multicultural countries in the world and we celebrate this. Harmony Week is about inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic background, united by a set of core Australian values. Harmony week activities are an excellent opportunity to ensure that CELS' core vision and values are explicitly taught in every classroom.

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## Financial performance

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. The school is funded using a target enrolment figure rather than an indicative enrolment figure which may change on a yearly basis. Equity funding is significant due to the number of migrants and refugees attending this program. This allows the school to target programs more closely to student needs. Settlement patterns are not able to be anticipated with great accuracy resulting in uncertainty and volatility across the campuses. A number of mainstream schools are not aware of the eligibility of families for the program requiring significant work at the school level to ensure all families know about the opportunity to enrol their children in this intensive New arrivals program. 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. Highly successful programs over the year have been the STEM ' Makerspace' programs across each campus, and The Song Room program at the Hume campuses.

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