

# 2022 Annual Report to the School Community

School Name: Collingwood English Language School (8748)



- 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 of the previous calendar year 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 09 March 2023 at 09:08 AM by Catherine McMahon (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested offline by School Council President and processed by Sandra Collinson (SPOT Admin) on 05 May 2023 at 03:59 PM

## How to read the Annual Report

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### What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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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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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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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

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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 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 three campuses at CELS. Collingwood campus, based in the North East Melbourne area, was established in 1989. Broadmeadows and Craigieburn campuses have been running for 10 and 5 years respectively. 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 104 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 0.4481 Broadmeadows campus has an SFOE Index of 0.5886. Craigieburn campus has an SFOE Index of 0.7800. 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 56.30 FTE staff for 2022. We have no Aboriginal or Torres Strait Islander staff. CELS is able to place international students in our programs when appropriate.

There has been continued disruption to enrolments during 2022 and a lack of any reliable trend data as the international borders reopened creating uncertainty. Student numbers did increase however and we were able to open up 23 classes over the year. Staff found themselves in a position where a return to full on site teaching and learning created a different set of challenges. There was a need to consider how to best build back policies and processes, and teaching and learning, while balancing staff and student wellbeing needs after having to modify these to suit the COVID - 19 circumstances. Careful attention to wellbeing of staff and students continued to be required over the 2022 school year. Changes to processes around leadership administration, the extension of stay process for students, staff preferences process, consultative processes, changes in roles impacting the work of teachers, and clarity of information actions and timelines had to be addressed.

A number of staff returned from temporary placement in mainstream schools, mostly in the North West Region through the ETAC and ECEP initiative. That experience turned out to be a significant professional development opportunity for these staff to build understandings of mainstream programs for English as an additional language students and contribute to the learning of all staff at CELS.

The CELS AIP ensured strategies and actions reflected emerging and anticipated needs over the 2022 school year with an understanding that flexibility was critical. A key focus was to address staff and student survey data which showed a sharp drop in positive endorsement of academic emphasis and collective efficacy. However student feelings of connectedness remained consistent.

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 CoP. This EAL COP

will expand to include more mainstream schools in the North West Region, again funded in 2023 with CELS staff leading and facilitating this work.

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

### Learning

CELS made significant progress towards goals set for the year as outlined in the Annual Implementation Plan. 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; and

Families feeling connected to the school from enrolment through to transition and students tell us 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; and 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. Structures and processes, wellbeing and transition teams and a focus on building relationships with parents contribute to positive outcomes for all students.

An underpinning feature of the school is creating the conditions for all students to experience success. Our community focuses on positive classroom environments as part of this approach, knowing these lead to higher levels of engagement ensuring 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

The CELS elective program builds on other school improvement priorities and actions, along with an ability for the school to ensure student voice and agency for our secondary cohort across the campuses.

The elective program was developed as part of the transition program as students prepared for their mainstream education and other pathways. The program provides students with opportunities to select subjects they are interested in or curious about.

Electives provide students with opportunities to experience different learning and experience interesting ways to learn in and through the English language. There are a range of options including the arts, sport, physical education, and technology.

The program forms part of a rich curriculum that engages and motivates students. Electives have been known to help students discover their passions and explore future careers.

Students identified electives as being interesting. In a survey 59% of students rated satisfaction with their elective as 'Very High', 30% as 'High' with 4% rating their satisfaction as 'Low' or 'Very Low'. In addition, 72% of students said they 'Learnt a lot' from their elective.

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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/>

# 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 2.0 (FISO 2.0).

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 225 students were enrolled at this school in 2022, 98 female and 127 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).

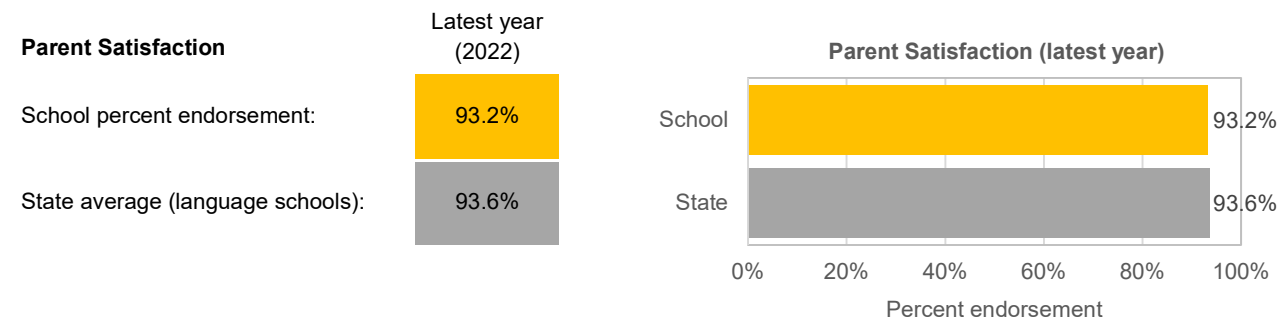
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

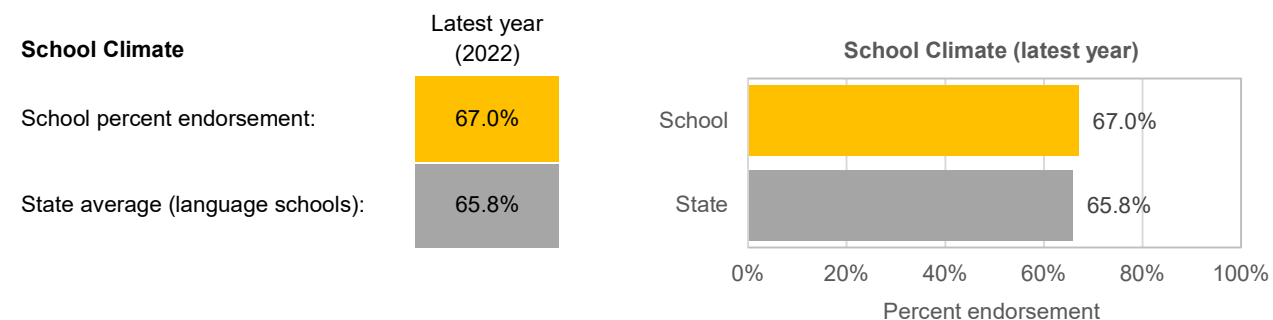


### School Staff Survey

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, 2022

Revenue	Actual
Student Resource Package	\$9,572,119
Government Provided DET Grants	\$1,081,135
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$51,940
Locally Raised Funds	\$11,188
Capital Grants	\$60,000
<b>Total Operating Revenue</b>	<b>\$10,776,381</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$957,332
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$957,332</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,547,798
Adjustments	\$0
Books & Publications	\$2,696
Camps/Excursions/Activities	\$22,119
Communication Costs	\$16,647
Consumables	\$111,751
Miscellaneous Expense <sup>3</sup>	\$3,227
Professional Development	\$24,829
Equipment/Maintenance/Hire	\$92,583
Property Services	\$112,894
Salaries & Allowances <sup>4</sup>	\$231,947
Support Services	\$56,398
Trading & Fundraising	\$7,909
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$46,714
Utilities	\$48,312
<b>Total Operating Expenditure</b>	<b>\$7,325,826</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$3,390,555</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 24 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$2,242,075
Official Account	\$70,103
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$2,312,178</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$112,039
Other Recurrent Expenditure	\$162
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$535,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$324,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$971,701</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.*