School context statement

Cleveland Street Intensive English High School is a Port Jackson Network, New South Wales Public School. The total number of newly arrived, secondary aged students enrolled at Cleveland Street Intensive English High School in 2014 was 616. On completion of their 10 to 50 week enrolments 439 students transferred to 62 public high schools and three Technical and Further Education institutes (TAFE).

Built in 1856 Cleveland Street School was one of four schools established within the city precincts to provide free education to the many children living in the inner city whose families could not afford to pay for schooling. Throughout the course of its history Cleveland Street has been an infants and primary school, an intermediate high school for boys and girls, a boy’s high school, a co-educational high school and an intensive English centre. The current school was mandated as the state’s first intensive English high school in 2001.

The school provides intensive English as a second language (ESL), orientation, wellbeing, settlement and high school preparation programs for secondary aged, new arrival students needing English as second language tuition. The school’s Years 6 to 11 students are permanent and long-term temporary residents.

Students learn in age, stage and level of English language proficiency classes with senior students also participating in Year 11 language-based elective courses. Teaching and learning programs are differentiated to meet student needs. Gifted and talented programs support students in music, visual arts, information technology, mathematics and sport.

Specialist, secondary trained TEOSL and curriculum teachers (TESOL/KLA) deliver the school’s intensive English curriculum, which is referenced to Board of Studies, Teaching and Education Standards (BOSTES) syllabus outcomes and the NSW Intensive English Program Curriculum Framework (IEPCF). The school’s educational, orientation, wellbeing and settlement programs provide the foundation for students to achieve their full potential as successful 21st century learners and Australian citizens.

A specialist school counsellor, learning and support teacher (LaST), careers adviser and wellbeing team also support the student and family wellbeing and counselling programs.

Parents and carers also receive settlement information including interagency referrals. Student health is supported by NSW Health community doctors and immunisation teams.

Students develop their skills as community members and leaders through extra-curricular activities, the student representative council and values education groups. School learning support officers (LSO-Ethnic) provide students, parents and carers with interpreting and translation support in all of the school’s learning and settlement programs. The school’s student and parent community come from many diverse language, ethnic and cultural backgrounds.

The School’s location within the city of Sydney precinct places it at the centre of the city’s major transport hubs. Students are able to access the school from across the whole of the Sydney metropolitan region.

Term 2 Graduation Assembly

Principal’s message

In 2014 students, staff, parents, carers, former students, business community partners and other government agencies continued to work successfully together to provide a welcoming, harmonious and inclusive learning environment and school community.

The school’s many achievements in 2014 include: the successful transition of 439 students to their mainstream high school and TAFE studies, the celebration of student learning and school life in events such as visits to NSW parliament house to meet the Governor General, excursions to the zoo, museums, the opera house, Canberra, participation in school camps, parent teacher meetings and information sessions, Student Representative Council leadership activities, dance and music performances, art exhibitions and
grade, zone and state level participation in sport and learn to swim programs. A new mentoring program for boys and young men, Building Connections, was developed and implemented.

The school community of parents, students and staff participated in an evaluation of the 2012-2014 School Plan and the development of the new 2015-2017 School Plan through meetings, workshops and surveys. Together we reflected on school achievements, identified areas of required change and future directions and goals.

Students received both school and other organisation awards for outstanding performance in sport, citizenship, learning progress, performance and academic achievement. Teacher and school support staff contributions were acknowledged through service awards and recognition of postgraduate academic achievements. We also had the opportunity to share our experiences as educators with visiting teachers, academics and government officials from China, Japan and Korea.

Ongoing improvement of our school environment continued with the development of the Environment Group’s kitchen gardens, installation of new sound and lighting equipment, provision of a staff change and shower room, further purchase of modular class room furniture to support collaborative learning and the installation of rubberized bases to improve the ground-level safety of our school’s heritage-listed trees.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Jennifer Pilon
Principal

Aupendi parents’ support group message

The Aupendi parents’ group has been welcoming and supporting newly arrived parents and members of the school’s language background other than English local community since it was established in 2005.

We meet every Monday and participate by engaging in English-based discussion around a wide range of settlement themes. These include money, budgeting, shopping, banking, housing and health issues. Each meeting is led by a facilitator, with interpreter support.

Particularly popular in 2014 were the various meetings where a range of health issues were addressed these included: healthy eating, woman’s health and geriatric health. A workshop about stroke and heart attack which was run in conjunction with the Stroke Foundation was very well received by the group.

Aupendi members commented that they found the settlement program to be very beneficial. They felt that the group provided an inclusive and supportive learning environment. In particular, they expressed appreciation for learning practical skills that could be transferred to their real life situations and needs.

Hoi Chi Lam
Aupendi

Student representative’s message

As Year 11 leaders of our school’s Student Representative Council (SRC), we were very proud to represent our fellow students this year and to be the student voice in the school. All SRC students met every Monday at lunch time and organised a variety of activities that involved students, teachers and the community. The Council focused on anti-racism, the environment, student leadership and social justice. We also chaired the whole school assemblies each term including our graduation assemblies at the end of each term.

Year 11 SRC leaders were very proud to represent our school at the Secondary School Student Leadership Program for School Captains, where we were fortunate to meet and speak to the Governor of NSW, Her Excellency The Honorable Marie Bashir. This was very exciting for us as she is an ex-student of Cleveland Street School. We also acted as guides for visiting student teachers from
various Sydney and overseas universities and for parents and carers at our parent teacher evenings.

Each term we hosted a lunch for our newly arrived international students to welcome them. We also created activities to help them learn about their new school and make new friends.

The SRC Environment Group worked very hard encouraging the school to Reduce, Reuse and Recycle. We ran a Bring Your Bottle campaign to promote the use of water bottles and also a Wonderful Water campaign. We presented information on many environmental topics such as Earth Hour, National Tree Day, Clean Up Schools Day at stage meetings and assemblies. Our biggest achievement was winning the New South Wales Teachers Federation, Sam Lewis Peace Prize for the video we made about our environment.

We used blogs to highlight important events. We ran a successful BlogED competition on the International Day for Peace focusing on the importance of peace in the world and everyone's responsibility to make sure the school is a safe, peaceful and happy place to be.

We raised money for the Red Cross, for research into genetic disorders on Jeans for Genes Day and for World Vision. Organising and participating in many events, developing confidence and leadership skills as well as helping others were some of the most rewarding aspects of being leaders in the SRC in 2014.

Cong Cong Du, Eiman Ghaderi and Vanaja Selvaratnam Year 11 SRC Leaders

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

The total number of students enrolled at Cleveland Street Intensive English High School in 2014 was 616 students. Of the new enrolments, 283 students were female and 333 were male. Of the 439 exiting students in 2014 there were 99 students enrolled in Stage 4. In Stage 5 there were 236 students. In Stage 6 there were 104 enrolments.

Student attendance profile

In 2014 94.4% of Year 7 students attended school on average each school day. This was 1.1% above the attendance rate for the state.

Ninety eight point three per cent of Year 8 students attended school on average each school day in 2014. This was 7.2% above the attendance rate for the state.

Ninety six point seven per cent of Year 9 students attended school on average each school day in 2014. This was 7% above the attendance rate for the state.

Ninety four point three per cent of Year 10 students attended school on average each school day. This was 5.6% above the attendance rate for the state.

Ninety four point three per cent of Year 11 students attended school on average each school day. This was 5.5% above the attendance rate for the state.

SRC Assembly – Acknowledgement of Country

![SRC Assembly - Acknowledgement of Country](image-url)
Management of non-attendance

Non-attendance issues were addressed using strategies such as student and parent interviews, support from wellbeing staff and referral to the school counsellor. Student advisers worked with students and SLSOs to monitor attendance. Head teachers implemented procedures to deal with partial truancy. The deputy principal conducted Getting to School on Time sessions to assist students with their punctuality.

All enrolling students, parents and carers participated in orientation sessions where they received translated information on school attendance requirements and the consequences of unsatisfactory attendance in NSW schools.

Class sizes

At this school the maximum class size is 18. Targeted Learning program classes have a maximum number of 10 students.

Structure of classes

In 2014 the school had a 20-class structure in semester 1 and a 22-class structure in semester 2. Classes included Stage 4 (Years 6, 7 and 8), Stage 5 (Years 9 and 10) and Stage 6 (Year 11) students at Foundation, Preliminary, Intermediate and Transition levels of English language proficiency. Students experiencing language or learning difficulties were supported in two Targeted Learning program classes.

International student support

Post-school destinations

The majority of students who completed their intensive English studies in 2014 transferred to 62 public high schools. Sixteen students transitioned to study in TAFE programs.

Of those students exiting to other high schools 12% were placed in Year 7, 11% in Year 8, 14% in Year 9, 39% in Year 10 and 24% in Year 11.


Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The school had 33.9 teaching positions in 2014. This included six executive staff. The teaching staff, parents and students were supported by five school administrative staff and ten SLSOs - ethnic.

The majority of staff members are very experienced, with 17 staff in non-promotion positions having ten or more years teaching experience.
Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>5.0</td>
</tr>
<tr>
<td>Secondary Intensive English teachers</td>
<td>33.9</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1.0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.58</td>
</tr>
<tr>
<td>School learning Support Officers – Ethnic</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60.00</strong></td>
</tr>
</tbody>
</table>

Workforce retention

The proportion of staff retained from 2014 is 95%. One permanent teacher retired in Term 2. Eight temporary teachers were employed throughout 2014 to support the teaching and learning program.

Teacher qualifications

All teaching staff met the professional requirements for teaching in Australian schools and at an intensive English high school.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>31</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>69</td>
</tr>
</tbody>
</table>

Zoo Incursion – do lizards bite?

Professional learning and teacher accreditation

In 2014 the average number of days of professional learning for each teacher was three and for school support staff was one day. All staff also attended five professional learning days which were day one of each of terms 1, 2 and 3 and the last two days of term 4. The overall expenditure on professional learning for 2014 was $44,018. The average expenditure per teacher on professional learning was $1097.

Teachers participated in professional learning presented by colleagues, NSW Department of Education and Communities network and state presenters, professional association networks and conferences and the NSW Centre for Professional Learning.

Eleven temporary, early career teachers worked towards achieving their BOSTES accreditation at Proficient level throughout 2014. Eight full time teachers, continued to maintain their accreditation at Proficient level.

Professional learning programs continued to develop the capacity for all teachers including early career teachers, experienced teachers and aspiring and current school leaders.

Professional Learning occurred in the new arrivals program (NAP) curriculum areas which included integrating language with content learning across the intensive English curriculum and trialling and implementing the revised IEPCF Foundation and other Level outcomes. Teachers also participated in IEPCF workshops, a series of Intensive English Program (IEP) leadership curriculum workshops, IEP co-ordination and moderation workshops. Certificate of Spoken and Written English (CSWE) teachers participated in CSWE moderation workshops, training for new CSWE teachers, and a series of Differentiating the Curriculum for Every Learner workshops.

Key learning areas of professional learning included teacher participation in workshops for implementation of the National Curriculum across KLAs, Stage 6 English prescriptions, the English Teachers Association’s (ETA) leadership webinar series, ETA conference, integrating new language outcomes in the human society in its environment (HSIE) syllabus, senior biology and physics programming. Teachers also attended visual arts symposium, conferences, visual literacy webinars and BOSTES information workshops.

Wellbeing and equity courses included participation in the Department of Education and Communities International (DECI) school staff training day, the equity conference and network meetings. Teachers also participated in Generation Next professional learning days on internet addiction, mental health and wellbeing of young people, understanding and managing
classroom behaviour, Real Justice, knowing the right conversation and using therapeutic approaches. Staff also attended school counsellor, learning and support teacher conferences, professional association networks and whole staff child protection and emergency evacuation training.

Courses supporting student transition included ongoing enrolment, assessment and student placement training for teachers, transition officer network meetings, school counsellor meetings and participation in the careers adviser network.

Leadership and management professional learning included leading for school improvement, continued leadership of action research, aspiring head teacher mentoring and professional learning. School leaders also participation in NSW Ombudsman training and the Generation Next - Leaders Program.

Beginning teacher professional learning included teachers mentored and supported by their supervisors and mentor teachers, participation in early career teacher accreditation workshops and mediation and classroom behaviour management sessions.

School development day sessions included mandatory training in Child Protection, Code of Conduct, Anaphylaxis updates, Emergency Care and Cardiopulmonary Resuscitation (CPR) refreshers and Disabilities Standards online learning. Staff also participated emergency evacuation, lock in and lock down practice, new school plan consultations and differentiating the curriculum workshops.

School administrative and support staff attended the School Administration and Support Staff (SASS) Conference, network meetings, Strategic Financial Management for NSW Public Schools, Core Financial Literacy and Complaints Handling training. SLSOs continued to participate in SLSO-Ethic Role and Responsibilities professional learning sessions. The school administration manager (SAM) continued to mentor administration officers for the SAM role.

The senior executive participated in Port Jackson and Botany Bay principals’ network meetings, secondary principals’ council (SPC) professional learning days and conference. The principal was a member of the SPC Finance reference and International Students Advisory groups and also participated in a series of executive leadership seminars, managing online professional learning training, Law Sense, Strategic Financial Management for NSW public schools professional learning, a TALEO workshop and preparing the 2015-2017 School Plan workshops. The deputy principal attended the NSW deputy principals (NSWSDPA) professional learning days, state conference and congress and acted as convenor of Sydney NSWSDPA group.

One beginning teacher was appointed mid 2014. The teacher was supported by the Head Teacher eLearning to further develop his knowledge in Information and Communication Technology (ICT) within the school’s integrated curriculum and ICT programs. His professional development focused on an orientation to the school and DEC’s computer network systems, appraisal of educational software and use of the DEC procurement system and software catalogue.

Although unfunded, four temporary beginning teachers were also supported by mentor teachers in the ESL/English, HSIE and Mathematics programs. They participated in subject and pedagogy specific professional learning and accreditation workshops.
**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>293,147.44</td>
</tr>
<tr>
<td>Global funds</td>
<td>282,564.72</td>
</tr>
<tr>
<td>Tied funds</td>
<td>127,176.27</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>498,148.00</td>
</tr>
<tr>
<td>Interest</td>
<td>9,662.99</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>9,227.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,219,926.97</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>78,141.02</td>
</tr>
<tr>
<td>Excursions</td>
<td>36,322.90</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>98,021.44</td>
</tr>
<tr>
<td>Library</td>
<td>2,866.11</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2,759.51</td>
</tr>
<tr>
<td>Tied funds</td>
<td>133,467.39</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>109,748.71</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>236,856.32</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>70,950.36</td>
</tr>
<tr>
<td>Maintenance</td>
<td>48,100.19</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>9,227.55</td>
</tr>
<tr>
<td>Capital programs</td>
<td>29,007.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>855,468.50</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>364,458.47</td>
</tr>
</tbody>
</table>

The 2014 Annual Financial Statement is linked to the 2012-2014 School Plan priority areas:

1. **Curriculum change.** School’s curriculum amended to incorporate changes required with implementation of the Australian Curriculum, New South Wales syllabus completed and revision of the Intensive English Program Curriculum Framework continued.

2. **Language, Literacy and Numeracy.** All students exit the program with improved level of English language acquisition and proficiency. Stage 4 students completed their participation in an Improving Literacy and Numeracy National Partnership focus on language and literacy acquisition.

3. **Engagement and Attainment.** All students supported to successfully engage, settle and commence learning in their new country.

4. **Leadership development.** Aspirant teachers supported by school’s leadership program including development of a mentoring program.

5. **Organisational Effectiveness.** Ongoing implementation of online learning for staff, online curriculum storage unit (Moodle) and preparation for transition to new LMBR management systems.

A full copy of the school’s 2014 financial statement was tabled at meetings of the parent body, Aupendi. Further details concerning the statement can be obtained by contacting the school.

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**School performance 2014**

**English Language Acquisition**

The progress of English language acquisition at this school is assessed over three areas or strands of language proficiency: Oral Interaction, Reading and Responding and Writing. The ESL Scales is the diagnostic tool used to indicate students’ progress and proficiency in English. The following is an overview of English language acquisition by the 439 students who completed their program of study in 2014. Of these 99 were Stage 4 students, 236 were Stage 5 students and 104 were Stage 6 students.

![%age of Students by Stage](image)

**Martial Arts class**

---

**School performance 2014**

**English Language Acquisition**

The progress of English language acquisition at this school is assessed over three areas or strands of language proficiency: Oral Interaction, Reading and Responding and Writing. The ESL Scales is the diagnostic tool used to indicate students’ progress and proficiency in English. The following is an overview of English language acquisition by the 439 students who completed their program of study in 2014. Of these 99 were Stage 4 students, 236 were Stage 5 students and 104 were Stage 6 students.

![%age of Students by Stage](image)
Oral Interaction

In Oral Interaction the majority of students who completed their studies in 2014 entered on Level 1 (39%). Other students entered on Level 2 (32%), Level 3 (20%) or Level 4 or higher (8%).

Below is a summary in table form showing student transition achievement at four entry levels.

### ESL Scales Entry Level 1

<table>
<thead>
<tr>
<th>EXIT LEVEL</th>
<th>Number of Students</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>8</td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td>86</td>
<td>50%</td>
</tr>
<tr>
<td>4</td>
<td>70</td>
<td>40%</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>5%</td>
</tr>
</tbody>
</table>

One hundred percent of students entering at Level 1 transitioned the program at Level 2 or higher for Oral Interaction.

### ESL Scales Entry Level 2

<table>
<thead>
<tr>
<th>EXIT LEVEL</th>
<th>Number of Students</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>53</td>
<td>37%</td>
</tr>
<tr>
<td>4</td>
<td>77</td>
<td>54%</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
<td>9%</td>
</tr>
</tbody>
</table>

One hundred percent of students entering at Level 2 transitioned the program at Level 3 or higher for Oral Interaction.

### ESL Scales Entry Level 3

<table>
<thead>
<tr>
<th>EXIT LEVEL</th>
<th>Number of Students</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>18</td>
<td>21%</td>
</tr>
<tr>
<td>4</td>
<td>46</td>
<td>53%</td>
</tr>
<tr>
<td>5</td>
<td>23</td>
<td>26%</td>
</tr>
</tbody>
</table>

Seventy nine percent of students entering at Level 3 transitioned the program at Level 4 or higher for Oral Interaction.

ESL Scales Entry Level 4 or higher

<table>
<thead>
<tr>
<th>EXIT LEVEL</th>
<th>Number of Students</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>15</td>
<td>42%</td>
</tr>
<tr>
<td>5</td>
<td>19</td>
<td>53%</td>
</tr>
<tr>
<td>6/7</td>
<td>2</td>
<td>6%</td>
</tr>
</tbody>
</table>

Fifty eight percent of students entering at Level 4 transitioned the program at Level 5 or higher for Oral Interaction.

Reading and Responding

In Reading and Responding the majority of students who completed their studies in 2014 entered on Level 1 (39%). Other students entered on Level 2 (33%), Level 3 (24%) or Level 4 or higher (5%).

Below is a summary in table form showing student transition achievement at four entry levels.

### ESL Scales Entry Level 1

<table>
<thead>
<tr>
<th>EXIT LEVEL</th>
<th>Number of Students</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td>94</td>
<td>55%</td>
</tr>
<tr>
<td>4</td>
<td>58</td>
<td>34%</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>4%</td>
</tr>
</tbody>
</table>

Ninety nine percent of students entering at Level 1 and below transitioned the program at Level 2 or higher for Reading and Responding.

### ESL Scales Entry Level 2

<table>
<thead>
<tr>
<th>EXIT LEVEL</th>
<th>Number of Students</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>47</td>
<td>33%</td>
</tr>
<tr>
<td>4</td>
<td>86</td>
<td>60%</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>7%</td>
</tr>
</tbody>
</table>

One hundred percent of students entering at Level 2 transitioned the program at Level 3 or higher for Reading and Responding.
ESL Scales Entry Level 3

<table>
<thead>
<tr>
<th>EXIT LEVEL</th>
<th>Number of Students</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>17</td>
<td>16%</td>
</tr>
<tr>
<td>4</td>
<td>63</td>
<td>60%</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
<td>24%</td>
</tr>
</tbody>
</table>

Eighty four percent of students entering at Level 3 transitioned the program at Level 4 or higher for Reading and Responding.

ESL Scales Entry Level 4 or higher

<table>
<thead>
<tr>
<th>EXIT LEVEL</th>
<th>Number of Students</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>12</td>
<td>57%</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>43%</td>
</tr>
</tbody>
</table>

Forty three percent of students entering at Level 4 transitioned the program at Level 5 for Reading and Responding.

Awards for successful learning

Writing

In Writing the majority of students who completed their studies at this school in 2014 entered on ESL Scales Level 1 and below (40%). Other students entered on Level 2 (32%), Level 3 (22%) or Level 4 and higher (6%).

One hundred percent of students entering at Level 1 or below transitioned the program at Level 2 or higher for Writing.

ESL Scales Entry Level 2

<table>
<thead>
<tr>
<th>EXIT LEVEL</th>
<th>Number of Students</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>51</td>
<td>36%</td>
</tr>
<tr>
<td>4</td>
<td>83</td>
<td>58%</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>6%</td>
</tr>
</tbody>
</table>

One hundred percent of students entering at Level 2 transitioned the program at Level 3 or higher for Writing.

ESL Scales Entry Level 3

<table>
<thead>
<tr>
<th>EXIT LEVEL</th>
<th>Number of Students</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>24</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
<td>52%</td>
</tr>
<tr>
<td>5</td>
<td>22</td>
<td>23%</td>
</tr>
</tbody>
</table>

Seventy five percent of students entering at Level 3 transitioned the program at Level 4 or higher for Writing.

ESL Scales Entry Level 4 or higher

<table>
<thead>
<tr>
<th>EXIT LEVEL</th>
<th>Number of Students</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>11</td>
<td>41%</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
<td>56%</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>4%</td>
</tr>
</tbody>
</table>

Fifty nine percent of students entering at Level 4 transitioned the program at Level 5 or higher for Writing.

Summary

The student English language acquisition outcomes data shows that in 2014 the majority of transition students made significant progress across the three strands of English language proficiency, achieving an increase of one or more levels above their entry level.
The Certificate of Spoken and Written English

The Certificate of Spoken and Written English (CSWE) is a nationally accredited, outcomes-based English language course offered to Stage 6 Intermediate and Transition level students. In 2014, 181 students participated in the CSWE Level 2 Certificate course. One hundred and one students were awarded the CSWE Level 2 Certificate of Achievement. Seventy seven students achieved a CSWE Statement of Attainment.

Whilst the majority of teachers at the school are trained to teach the CSWE course, a further two teachers were trained in 2014. Two teachers participated in two state-wide CSWE Cross-Moderation School Forums throughout the year.

NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) assessments are designed to assess students who are achieving at ESL Scales Level 7, the majority of whom have been educated in Australian schools for seven or nine years. At this school students participate in NAPLAN when they are in their final 10 weeks of their intensive English and high school preparation program and are achieving ESL Scales Level 3 of English language proficiency.

It is important to note that the NAPLAN literacy results are not a true indicator of our students’ English language potential. Generally it takes up to seven years for newly arrived ESL students to close the language gap and reach ESL Scales Level 7 (equal to native speaker level of proficiency across the domains). Importantly, their English language skills will improve exponentially over that seven year period.

Participation in NAPLAN also provides Cleveland Street’s newly arrived students and parents with an opportunity to experience their first formal diagnostic assessment in a NSW government school.

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 4 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

The diagnosis of student performance in NAPLAN is used by teachers to inform teaching and learning programs.

NAPLAN Year 7 - Literacy

Five Year 7 students took part in NAPLAN in 2014. The Literacy assessment included Reading, Writing, Spelling and Grammar and Punctuation. The following tables show the bands achieved by these Year 7 students in overall literacy compared to the NSW state results.
NAPLAN Year 7 - Numeracy

The table below shows the bands achieved by our Year 7 students in overall numeracy compared to the NSW state results. Numeracy results outperform literacy results for this group of students.

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 4</td>
<td>468.1</td>
<td>547.5</td>
<td>538.9</td>
</tr>
<tr>
<td>Band 5</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Band 6</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Band 7</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Band 8</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Band 9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number in Band</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>22.7</td>
<td>63.6</td>
<td>11.4</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
<td>2.4</td>
<td>12.2</td>
<td>25.9</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>5.0</td>
<td>16.3</td>
<td>26.8</td>
</tr>
</tbody>
</table>

Year 7 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>468.1</td>
<td>547.5</td>
<td>538.9</td>
<td></td>
</tr>
</tbody>
</table>

Year 7 NAPLAN Writing

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>476.3</td>
<td>515.2</td>
<td>499.0</td>
<td></td>
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</table>

Year 7 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>447.8</td>
<td>555.5</td>
<td>545.1</td>
<td></td>
</tr>
</tbody>
</table>

Year 7 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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</thead>
<tbody>
<tr>
<td>478.0</td>
<td>549.3</td>
<td>538.5</td>
<td></td>
</tr>
</tbody>
</table>

NAPLAN Year 7 - Literacy

Seven Year 9 students took part in NAPLAN in 2014. The Literacy assessment included Reading, Writing, Spelling and Grammar and Punctuation. The tables below show the bands achieved by these Year 9 students in overall literacy compared to the NSW state results.

Year 9 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>475.2</td>
<td>585.6</td>
<td>575.0</td>
<td></td>
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</tbody>
</table>

Year 9 NAPLAN Writing

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>492.0</td>
<td>548.9</td>
<td>530.2</td>
<td></td>
</tr>
</tbody>
</table>

Drumbeat workshop

NAPLAN Year 9 - Literacy

Seven Year 9 students took part in NAPLAN in 2014. The Literacy assessment included Reading, Writing, Spelling and Grammar and Punctuation. The tables below show the bands achieved by these Year 9 students in overall literacy compared to the NSW state results.
Year 9 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>466.5</td>
<td>595.3</td>
<td>582.1</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>62.5</td>
<td>0.0</td>
<td>25.0</td>
<td>12.5</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
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<td>7.7</td>
<td>1.9</td>
<td>0.0</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
<td>6.0</td>
<td>10.9</td>
<td>25.0</td>
<td>31.0</td>
<td>14.9</td>
<td>12.3</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>10.2</td>
<td>13.5</td>
<td>26.1</td>
<td>25.4</td>
<td>12.6</td>
<td>12.2</td>
</tr>
</tbody>
</table>

Year 9 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>483.6</td>
<td>578.5</td>
<td>566.5</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>62.5</td>
<td>12.5</td>
<td>25.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>34.6</td>
<td>25.0</td>
<td>28.9</td>
<td>11.5</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
<td>9.2</td>
<td>19.0</td>
<td>27.7</td>
<td>21.4</td>
<td>16.6</td>
<td>6.1</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>14.4</td>
<td>22.3</td>
<td>25.4</td>
<td>17.2</td>
<td>14.0</td>
<td>6.8</td>
</tr>
</tbody>
</table>

Year 9 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>541.4</td>
<td>598.2</td>
<td>587.8</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>42.9</td>
<td>28.6</td>
<td>28.6</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>0.0</td>
<td>20.0</td>
<td>26.0</td>
<td>18.0</td>
<td>22.0</td>
<td>14.0</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
<td>2.1</td>
<td>14.9</td>
<td>27.7</td>
<td>26.3</td>
<td>16.0</td>
<td>12.9</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>4.3</td>
<td>21.9</td>
<td>27.5</td>
<td>21.1</td>
<td>11.9</td>
<td>13.3</td>
</tr>
</tbody>
</table>

NAPLAN Year 9 - Numeracy

The table below shows the bands achieved by our Year 9 students in overall numeracy compared to the NSW state results. Numeracy results outperform literacy results for this group of students.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 7 and 9.

The performance of students in our school in the NAPLAN is compared to these minimum standards. All participating Year 7 and 9 students achieved at or above the National Minimum Standard in both Literacy and Numeracy.

Other achievements

Creative Arts – Music and Visual Arts

In 2014 traditional musical instruments, including a Gudzhen and an Erhu were purchased in the music to promote cultural inclusivity and to enable to students to refine their existing musical skills. Students were given a variety of performance opportunities to demonstrate their skills on these ancient instruments. A drum kit lab was established to further enhance the existing music programs.

Performance using traditional instruments

Music and visual arts students participated in a range of excursions including the Opera House, the Australian Institute of Music, Sculpture by the Sea and the Art Gallery of New South Wales. Stage 4 and stage 6 students participated in a portrait painting workshop related to the Archibald prize. The portraits they created were displayed around the school.

Gifted music and visual arts students were able to extend their skills in the weekly gifted and talented programs conducted in both KLA’s. In 2014, 38 students participated in these programs. The gifted and talented lunchtime art class was extended to three days a week due to an increase in demand by students whose passion is art.

Parent Teacher nights provided wonderful opportunities for students to showcase their talent with exhibitions of student artwork and live musical performances for parents. Over the year these performances and school events were recorded and students collaborated with others to create films and photographic records of their experiences.
In 2014 the sport program provided students with the opportunity to learn English through sport. It also introduced them to the importance of sport in both the curriculum and Australian culture. Students participated in badminton, basketball, cricket, dance, soccer, swimming, table tennis, tennis, volleyball, and yoga for Wednesday afternoon house sport.

Junior and senior students participated in Eastern Suburbs Inter-school Zone sport with Alexandria Park Community School, Rose Bay Secondary College and JJ Cahill Memorial High School. Activities this year included gala days, Year 7 and 8 girls and boys basketball and boys soccer competitions.

A number of talented sport students also represented the school in zone swimming, cross country and athletics events. Participation in these sporting events assisted students to improve their English and develop friendships which assisted them in their successful transition to their new school upon completion of their study at Cleveland Street.

The Learn To Swim programs continued to be popular with 30 students completing the term four two week program at Prince Alfred Park Pool. Students were also able to learn and practise their swimming skills in the ongoing Wednesday sport learn to swim program.

Fifty five students attended the school camp held at Stanwell Tops Conference Centre. This highly successful program provided students with opportunities to make new friends, experience the Australian bush, test themselves by participating in challenging outdoor activities, develop leadership and team building skills and learn English in a new context.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Throughout 2014 the school continued to implement the Aboriginal and Education and Training policy with all KLAS providing students with opportunities to develop deeper understandings of Aboriginal histories and cultures through Aboriginal education cross curriculum content.

In the ESL/English program Aboriginal education is embedded within the teaching of Discussion, a Transition-level text type. Students study the topic of The Stolen Generations. Teachers address students’ cognitive and academic English language needs through the comparison between a novel and a film, or a poem and a short story. ESL pedagogy is modelled, the field is built, empathy developed, academic written and oral structures are scaffolded and students are introduced to the Aboriginal content within their ESL/English course.
Reconciliation Week was celebrated in Term 2. The theme was Let’s Walk the Talk and focused on recognising the unique contribution of indigenous people in our community, with recognition being the starting point for friendship and understanding to build positive and respectful relationships. The Value of the Month of May was Reconciliation.

Cleveland Street students and staff continued their support of the local indigenous community by being FROGS (Friends of Gadigal Information Services) and also by continuing to work in partnership with Koori Kids supporting their NAIDOC Week initiatives.

Multicultural education

Throughout 2014 school assemblies promoted the values of multicultural education. These values included: understanding, respect and peace and harmony in the school community. The student led assemblies showcased the diversity of students’ home languages in the form of a monthly greeting. Students then used these languages to greet each other and their teachers, developing a greater awareness and respect for each other’s languages and cultures. In 2014 we learnt to greet each other in Mandarin, Cantonese, Korean, Vietnamese, Farsi, Indonesian, Tamil, Dari, Russian and Greek.

The school’s ARCO, Anti-Racism Contact Officer, continued to work proactively to ensure that the school community was inclusive and that the learning and working environment was harmonious and free of racism for all students and staff.

The SRC social justice group promoted values education at Language Group Meetings. Students discussed how they showed these values at school, at home and in the community. The values discussed included: care, harmony, peace, responsibility, respect, friendship and human rights.

Through the SRC programs were also developed that addressed the issue of racism and effective and sustainable student-led, student-voice, anti-racism strategies. Students had the opportunity to express their views and opinions using BlogED, a networked learning community which encouraged student voice in a culturally diverse society. They discussed the importance of values such as peace and identified and described what they could do to help make the school, their local community and the world a more peaceful place.

Socio-economic background

In 2014 the school received $8,836 to support the needs of students from low socio-economic backgrounds. At this school the young people supported included refugee, protected, unaccompanied, out of detention students and students whose parents were unemployed.

In consultation with students, parents, carers, supporting agencies, teachers, the learning and support teacher (LaST), SLSOs and the school wellbeing team, funding was used to support student immediate wellbeing and learning needs.

At enrolment students were provided with uniforms, stationary packs, textbooks and assisted with initial transport costs. The school also provided breakfast and lunch throughout the year. Students were also supported to participate in excursions, camps, grade sport, gifted and talented and learn to swim programs.

Low Level Adjustment for disability - learning and support for students with additional educational needs

As a new arrivals program school the Student Wellbeing policy ensures early intervention in the areas of student health and learning needs. Vital to this mandate is our community partnership with the NSW Department of Health, Eastern Suburbs Community Health team. Each week, every newly enrolled student had their hearing, vision, teeth and heart checked by the team’s doctors. Students who were found to have health concerns were given referrals to the Sydney Children’s Hospital in their first language. These referrals were documented and followed up by
the wellbeing team and when required student medical plans were developed in consultation with parents and carers.

Students with hearing impairment were supported by the hearing consultant, who also provided professional learning to staff on teaching strategies for these students. Students with hearing impairments were provided with individual learning support in class by a specialist hearing teacher. Teachers also developed differentiated learning materials, resources and environments.

**Other significant initiatives**

**National partnerships program – Improving Literacy and Numeracy National Partnership**

The school participated for a second year in the Improving Literacy and Numeracy National Partnership (ILNNP) project. The focus of the partnership was improved outcomes for students identified as not achieving at equivalent levels in literacy in Stage 4, in an intensive English language context. At the end of 2013 a number of students in the initial project exited to begin at their mainstream high school at the beginning of 2014. The progress of the remaining student cohort continued to be tracked. These students were in Stage 4 Intermediate and Transition classes. Five goals defined the project:

- effective delivery and assessment of literacy teaching
- school leadership teams mentoring good practice
- teacher capacity built through best practice professional learning
- data used effectively to improve whole-school planning and student outcomes
- enhanced teacher collaboration and shared responsibility for student outcomes.

The 2014 school-based ILNNP projects facilitated the delivery and assessment of new IEPCE learning outcomes. These units of work are now implemented into teaching learning programs in order to facilitate a range of core curriculum outcomes including:

- visual literacy
- multi-modal presentations
- basic interpersonal communication skills
- cognitive and academic language proficiency
- integration of the national curriculum 7-10 and differentiated curriculum.

New assessments have enabled teachers to unpack top-down structures and bottom-up language features through a range of student work samples. These samples were annotated to improve accuracy, validity and reliability. This ensures that the teaching programs have consistency within and across the levels and stages.

Professional learning initiatives for the project included workshops and seminars for teachers provided by consultants, academic partners and network consultants. Teachers also participated in webinars run by professional organizations, school-based professional learning targeting TESOL pedagogy, curriculum and the National Teaching Standards. A newly developed mentoring program led to observable improvements to classroom delivery and assessment. This was evidenced in both student on-arrival and progress assessments and student engagement and measurable progress. (See students ESL Scales levels on-arrival and at exit English Language Acquisition pages 7 to 10.)

**Preparing the Pho**

**Vocational Education and Training (VET) - Preparation for Hospitality studies**

Thirty seven students completed the VET elective in 2014. This school developed Preparation for Hospitality Studies course prepared students for jobs in the hospitality and retail industries. Each week students worked together in the school’s canteen to prepare and serve a healthy, hot lunch to the broader school community. They also learnt specific job skills such as: safe food handling, kitchen operations, cash handling and stocktaking. The learning material and modules
for this course were based on the Australian Skills Quality Authority standards. Students successfully completing this course were awarded a Statement of Achievement in Preparatory Workplace Skills.

VET students also studied in the school developed Information Technology for VET elective which prepared them for the hospitality and retail industries by introducing them to computer applications and concepts used in VET training and workplaces.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used at this school include:

- Project management methodologies associated with the school’s participation in the ILNNP project used to support achievement of target outcomes.
- Student learning needs identified through ongoing monitoring of progress and assessment supported by differentiated learning activities.
- Teachers and school leaders worked collegially in project, faculty and cross KLA teams and participated in professional learning to achieve target outcomes.

School planning 2012-2014:

School priority 1

Continued adaptation of the school’s intensive English and high school preparation curriculum to include the new NSW BOSTES syllabus outcomes.

Outcomes from 2012–2014

Teachers across all KLAs worked towards finalizing this priority in 2014.

Evidence of achievement of outcomes in 2014:

- All teachers continued participation in BOSTES, subject specific, quality teaching professional learning and development. Revised teaching and learning programs were informed by TESOL principles to encompass the range of student ability and L2 levels of acquisition.
- Teachers participated in KLA project teams to map the scope and sequence of grammar to be taught to students at Foundation, Preliminary, Intermediate and Transition levels to meet the range of student ability and second language acquisition needs within context of the new curriculum.
- One project focusing on Oracy, referenced to the Literacy Continuum K-6.
and 7-10, and informed by the documentation of TESOL oracy indicators across all four levels of English language proficiency was commenced.

- Another project team focussed on Stage 6 Preliminary Level Outcomes and the IEPF within the BOSTES syllabuses to ensure teaching and learning programs and assessment of student progress were fully cognisant of, and aligned with, the scope of sequence of grammar acquisition for all of our newly arrived learners.

**Strategies to achieve these outcomes in 2015**

Supported by executive teachers, mentors, colleagues and consultants through projects, individual and faculty team areas of planning and professional learning, outcomes will be achieved by:

- Continued development of exempla units of work illustrating both the required grammar and pedagogy to support temporary teachers of Foundation, Preliminary, Intermediate and Transition level classes.

- Ongoing development of teaching programs and registers to reflect assessment of, and assessment for, teaching and learning at Intermediate and Transition levels.

- Continued development of formal and summative assessment tasks specifying the grammar relevant to each of the four language levels and to the text-type being assessed. Documented in program registers each task will include: assessment criteria, diagnostic support detailed to support student learning needs and strategies for differentiated learning support as required.

- Students of concern for any or all of the macro skills are supported by differentiated activities which are indicated in program registers.

- Teachers continue to develop sample assessment scripts indicating **Highly Achieved, Achieved or Progressing** student performances to inform student learning, mentoring, professional-learning and quality assurance purposes.

**School priority 2**

Increased leadership capacity.

**Outcomes from 2012–2014**

Over the past three years the strategy of increasing leadership capacity has continued to develop teacher and executive skills focusing on developing skills in the areas of leading curriculum and pedagogy.

In this final year of the plan, three classroom teachers participated in leadership development in the area of curriculum development. In Term 4 seven classroom teachers participated in leadership development as TESOL curriculum mentors for our seven early career Teachers Seeking Accreditation (ecTSA).

**Lunchtime art program**

**Evidence of progress toward outcome in 2014:**

In the area of curriculum:

- Leadership development teachers undertook to lead the school in the Multicultural Programs Unit’s (MPU) revised IEPF trial, developing curriculum and evaluating the new Intermediate Level Learning Outcomes within the IEPF.

- They attended IEPF Learning Outcomes conferences, organised and ran school-
based program development teams and documented the learning outcomes, teaching strategies and grammar scope for the seven new text types introduced at Intermediate Level.

- They also organised faculty-based teams to develop and trial assessments for each of these new outcomes and to annotate work samples of students achieving ESL Scales Level 2 at Intermediate level.

In the focus on pedagogy:

- Seven classroom teachers mentored the seven ecTSA employed at the school throughout the year. They supported newly trained temporary teachers in the program, developing their understanding of, and skill in applying, TESOL methodology and pedagogy within the new arrivals program context.

- Throughout term 4 a mentoring handbook was developed and used as the basis of the school-based, training provided by the head teacher English to TESOL mentor teachers. Mentors and mentees worked together to plan, prepare, meet and reflect in a cycle of continuous improvement.

- An accredited school-based training course in TESOL pedagogy was developed and delivered by the deputy principal to all ecTSA employed at the school.

**Strategies to achieve these outcomes in 2015**

Capacity building in leadership in the 2015 to 2017 School Plan will:

- Provide time within the timetable to ensure newly trained teachers are supported by mentor teachers across all KLAs at all four levels of the program.

- Further develop school-based professional learning to build classroom teachers and TESOL mentors capacity.

- Further development of executive teachers in school leadership roles.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

**Parent satisfaction**

Parents and carers completed a survey focusing on their level of satisfaction of their child’s learning experiences. The surveys were written in first language.

The survey sought responses from parents on their experience of the care, control, clarification, challenge, captivation, respect and feedback provided by teachers to their children. Their responses showed that parents and carers had a high level of satisfaction with these seven elements.

![Survey Response 6](image)

**My child’s teachers respect his, her ideas and suggestions**

- Never
- Rarely
- Sometimes
- Often
- Always

![Survey Response 7](image)

**The comments and feedback that my child receives about their work helps them to understand how to improve**

- Never
- Rarely
- Sometimes
- Often
- Always

![Survey Response 6](image)
**Student satisfaction**

After their parents were surveyed students were asked in first language for their responses to the same questions as their parents. The student survey sought responses from the students on their experience of the care, control, clarification, challenge, captivation, respect and feedback provided by teachers. Students surveyed were from Arabic, Bengali, Chinese, Indonesian, Korean, Portuguese, Samoan, Spanish and Tamil, language backgrounds.

Their responses demonstrated that the students had a high level of satisfaction with these seven elements. Seventy seven percent of student responses were either ‘often’ or ‘always’.

However, student responses also indicated that they required more constructive, immediate feedback to enhance their learning. This finding led to the targeting of formative assessment and feedback strategies in school planning for teacher professional learning sessions.

**Teacher Satisfaction**

Teachers were surveyed on their perspective of how they met the needs of every learner in their classes with respect to the elements of the care, control, clarification, challenge, captivation, respect and feedback.

Teacher responses indicated an overall satisfaction with their strategies for meeting the needs of their students’ learning and classroom participation. They did identify a need to develop more effective strategies in supporting their students being able to correct their mistakes and understand feedback. Planning for this area of professional development was included in all faculty plans as a whole school strategy.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2, 2015.

Consultation with staff, students, parents and carers on the development of the new three year plan commenced in term 3, 2014. Through meetings and surveys staff, students, parents and carers were asked to describe their vision for the school, its purpose, programs, strengths and weaknesses. Staff, students, parents and carers were also asked what they wanted for students at the completion of their intensive English, high school preparation and settlement program. Interpreters and translated surveys were used to support our parents, carers and students throughout these consultations.

The Cleveland Street Intensive English High School community has committed to the following three strategic directions in the 2015-2017 School Plan:

- New Beginnings – Student Learning
- Best Practice and Professional Learning – Building Teacher and Leader Capacity
- Settling and Connecting – Student Wellbeing.

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**Student Satisfaction: Survey response 7**

The comments that I get about my work help me to understand how to improve

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>5%</td>
<td>21%</td>
<td>24%</td>
<td>50%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Student Satisfaction: Survey response 4**

I learn a lot almost every day and I learn to correct my mistakes

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>50%</td>
<td>32%</td>
<td>10%</td>
<td>8%</td>
<td>0%</td>
</tr>
</tbody>
</table>
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Kathie Power, Deputy Principal
John Summons, Head Teacher eLearning
Susan Pilkington, Head Teacher ESL/English
Karen Maia Jackaman, Head Teacher Welfare
Karen Amos, Head Teacher Teaching and Learning
Susana Marques Ferreira Cox, Head Teacher Administration (Rel)
Vasiliki Andonakis, ESL/Visual Arts Teacher
Vicki Gollan, School Administrative Manager
Lanny Kosasih, School Administration Officer

School contact information

Cleveland Street Intensive English High School
Location: Corner Cleveland & Chalmers Streets
SURRY HILLS NSW 2010
Postal: PO Box 337 STRAWBERRY HILLS NSW 2012
Phone: 61 2 9319 4806 / 07
Fax: 61 2 9698 5691
Email: clevelandi-h.school@det.nsw.edu.au
Web: www.clevelandi-h.schools.nsw.edu.au
School Code: 8288

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

About this report: Translated information for parents and carers

The Annual School Report is written every year by all public schools. The report monitors and evaluates the work of the school throughout the year to inform parents, carers and the community about what the school is doing well and in which areas it needs to improve. It contains information about school activities and how well students are progressing in their studies.

The report is distributed to the families of all students enrolled at the school. Please contact me if you would like to discuss any aspect of the report with me.

Jennifer Pilon Principal

Business community student mentoring program

Arabic

التقرير للمدارس معلومات لا يُسرد / ومقدمي الرعاية
* يتم كتابة التقرير الدراسي كل عام بواسطة كل المدارس الحكومية.
* يُبنَى ويرشد التقرير الأعمال للمدارس خلال العام.
* يتم إعلام الآباء ومقديم الرعاية ومجلس الآباء عن اتجاهات المدرسة وبناءً على التطورات لتطوير أداءهم.
* يحتوي التقرير على معلومات وعن النشاطات للمدارس.
* تقييم إداء الطلاب المدرسي.
* يوزع التقرير على كل أسر الطلاب في كل المدارس.
* لتقديم التقرير الدراسي الرجاء الاتصال بالسيدة ميزة
* جينفر بيلون
منيرة المدرسة
Bengali

পিতা / মা ও অভিভাবকের জন্য এই রিপোর্ট সমস্ত তথ্যসূত্র অনুসারে

প্রারম্ভিক পাদটীকাকৃতি কুলে বংশের শেষে কুল রিপোর্ট লিখা হয়। এই রিপোর্ট:

- পুরুষ বংশের সকল কাজ উপলব্ধি করা পরিমান নির্দেশ করা হয়।
- পিতা, মা, অভিভাবক ও সমস্ত সদস্য জানানো হয় কুলে কি তাল কাজ করিয়েছে এবং উন্নতির জন্য কি প্রয়োজন।
- এই তথ্যগুলিতে কুলের জিয়া কলাপ ও ছাত্র / ছাত্রী তাদের শিক্ষা করে উন্নতি করিয়েছে তথ্য জানানো হয়।

এই ক্ষুদ্রতার সকল ছাত্র / ছাত্রীর পরিবারকে এই রিপোর্ট দেওয়া হয়।

ক্ষুদ্রতা আমার সহিতে গোপনের কাজ করিয়ে পাড়েন। এই রিপোর্টের লেখাবিন জানানো করিয়ে জানা।

Jennifer Pilon
Principal

Indonesian

entang Rapor ini adalah - Informasi untuk Orang Tua dan Wali

Rapor setahun ditulis oleh semua sekolah local/public. Rapor ini adalah:

- valuasi dan monitor pekerjaan selama setahun
- Informasi kepada orang tua, wali dan masyarakat
- Mengenai sekolah
- Apakah baik atau ada yang perlu diperbaiki atau yang lainnya
- Mengenai informasi tentang aktivitas sekolah dan perkembangan murid-murid didalam pelajaran mereka.

Laporan ini diberikan kepada family dan semua murid-murid yang mendapat disekolah. Silakan hubungi saya jika suatu ingin mendiskusikan tentang laporan ini.

Jennifer Pilon - Kepala Sekolah

Chinese

致家長 / 托管人：學校年度報告

學校年度報告是公立學校每年一度的報告，

内容包括:

- 全年學校業績檢討和評估
- 向家長 / 托管人及社區匯報學校取得
  成績以及有待改善之處
- 學校活動的開展及學生學業進展情況

此報告發給所有在本校就讀學生的家庭。如有任何疑問請來電詢問。

校長：Jennifer Pilon 謹上

Farsi

اطلاعات برای اولیا و سرعه‌رست

گزارش سال‌های مدارس دولتی هر سال تکمیل می‌گردد که

شامل موارد زیر است:

- آمار ساکنان از وضعيت مدرس و ارزیابی آن در طی سال
- اطلاع دادن والدین و مجمع از اینکه چه کاری کارای بابه می‌داند
- چگونه مدرس می‌باید چگونه نیاز دارد

ارائه اطلاعات مربوط به فعالیت‌های مدرس و چگونگی

پیشرفت دانش آموزان در درس‌های گذشته

این گزارش به تضمین حاصل‌های که فرزندتان در این مدرس

ثبت نام کرده است. می‌گردد. خواهشمند است چهچه هر گونه

سوالات با انجام تماس حاصل نماید.

Jennifer Pilon  Principal
Korean

이연재보고서에 대해서 부모님과 보호자들에 알려드립니다.

이보고서는:

- 학교 동반 학교 생활을 모니터하고 평가합니다.
- 학교의 학교 생활의 환경과 의료 필요에 대해 지역 사회, 보호자 부모님께 알려드립니다.
- 학생들이 학교에 얼마나 많은 힘을 들고 있는지 학생 및 학교 생활에 대한 정보를 줍니다.

이 보고서는 학교에 동료 학생들의 가족에게 제공되어 줍니다.

이 보고서에 관련한 상의하고 싶은 것이 있으면 자에게 연락을 주십시오.

Jennifer Pilon - 교 장

Student mural

Spanish

Este informe es para los padres y apoderados.
El informe anual del colegio es redactado por todos los colegios públicos. El informe:

- evalúa y controla el trabajo del colegio durante el año
- informa a los padres, apoderados y a la comunidad acerca de los avances del colegio y de lo que necesita mejorar
- también contiene información acerca de las actividades del colegio y de cómo los estudiantes están progresando en sus estudios

El informe es distribuido a las familias de todos los estudiantes matriculados en los colegios. Si a usted le gustaría discutir algún aspecto del informe, por favor no dude en contactarme.

Jennifer Pilon
Directora

Tamils

This document is in English, Korean, Spanish, and Tamil. It seems to be an annual report from a school. The report mentions school events, student murals, and other activities, and is addressed to parents and guardians. The report is distributed to all students' families. Jennifer Pilon is mentioned as the director. The page number is 22.
Student work gifted and talented program