

2018 Annual Report to The School Community



School Name: Western English Language School (8838)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 13 March 2019 at 05:53 PM by Yolette Dezilwa
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 13 March 2019 at 10:18 PM by Denis Margetic
(School Council President)

About Our School

School context

Context and History of the School

The Western English Language School (WELS) was established in 2000 to provide newly arrived students in the metropolitan area of the South-West Victoria Region with their first experience of an Australian school. These cohorts include migrant, refugee and international students aged between five and eighteen years of age. The school has six sites across Victoria, located in Braybrook, Wyndham, Footscray, St Albans, Laverton and Manor Lakes.

Students at WELS come from a range of countries. At any one time, over 50 different nationalities could be represented in the school's enrolments. WELS enrolls Year 1 to Year 10 students within six months of their arrival in Australia and Foundation students within 18 months. Students arrive on a variety of visas and they may be equivalently schooled or have interrupted or no prior schooling (disrupted or discontinued for two or more years.) EAL students follow a pathway of English learning that is different from students for whom English is their first language. The rate of EAL learning is influenced by age, previous education, prior literacy and migration experiences. They are likely to take five to ten years to learn English for academic purposes to the same level as students who have been learning English all their lives.

WELS teachers have specialist qualifications in teaching English as an Additional Language. These qualifications, supplemented by a strong program of professional development, equip teachers to teach the English language and the literacy and cultural understandings necessary for students to participate in mainstream settings and in the wider community. Staff participate in professional development on the cultural backgrounds of various cohorts, particularly in regards to how these backgrounds influence student settlement and learning.

Multicultural Education Aides (MEAs) are staff whose main responsibility is supporting EAL students in their learning by explaining concepts or instructions in their first language as well as providing additional support for all students. Due to their own experiences and community connections, MEAs are instrumental in establishing and maintaining links with newly arrived families.

There are 16 ES staff and volunteers are an integral part of supporting students.

Facilities

WELS is a multi-campus school comprising five campuses and an outpost, situated in high-settlement areas of newly arrived families.

- The largest campus is the P-10 Campus in Braybrook with capacity for 13 secondary and six primary classes (total of 247 students). The P-10 Campus is the administrative hub of the school. Facilities include a library, gymnasium, science room, computer room, home economics room and canteen.
- A four-class primary campus at Footscray operates within the Footscray City Primary School with access to the school's facilities (total of 52 students).
- A three-class primary campus at Laverton operates in purpose-built classrooms on the grounds of the Laverton College P-12 with access to the school's facilities (total of 39 students).
- The four-class primary outpost at St Albans is situated on the grounds of St Albans Primary School and has a purpose-built facility to house the new arrivals classes in St Albans and surrounding suburbs. Students at this outpost have access to the school's facilities (total of 52 students)
- The Manor Lakes F-6 campus is situated on the grounds of Manor Lakes Secondary College and has a purpose-built facility for new arrival classes in Manor Lakes and surrounding suburbs. The campus can accommodate 10 primary classes with capacity for six secondary classes (total of 208).
- The Wyndham secondary campus is situated on the grounds of Wyndham Central Secondary College and has a purpose-built facility to cater for new arrivals classes in Werribee and surrounding suburbs. The campus can accommodate eight secondary classes (total of 104 students).
- Primary online EAL delivery

Framework for Improving Student Outcomes (FISO)

Framework for Improving Student Outcomes (FISO) Priority: Excellence in teaching and Learning Dimension: Building practice excellence

Highlight 1

In 2018 WELS continued to implement the professional learning Four Term Support Model. The model methodically educated teachers on the underpinning elements for teaching English at WELS.

This included:

- knowledge and understanding of the WELS curriculum
- functional grammar
- the Teaching and Learning cycle
- using the backward design teaching model
- the Australian Curriculum Language and Literacy Levels.

School leaders and teachers agreed the comprehensive and sustained professional learning aided all participants to experience success in teaching the new curriculum and enhanced the capabilities of all teachers. Members of staff reported that the process created a consistent approach to teaching and built a common level of knowledge and a common language. This, in turn, enabled teachers to have meaningful conversations with their peers about teaching practice and classroom interventions to support individual students.

Highlight 2

Title: Curriculum and Assessment FISO Priority: Excellence in teaching and Learning Dimension: Curriculum planning and assessment

A further highlight was the development of the Genre Maps and Scope and Sequence documents for Speaking and Listening, Reading and Viewing and Composing Texts. Prior to the development of the Genre Maps, the syllabus was a range of topics, which led to inconsistency in the provision of the curriculum. The Scope and Sequence documents provided continua of teaching points for the acquisition of language skills. In the primary area, support documents were developed for each scope and sequence for both the primary and secondary areas of the school.

The Genre Map:

- provided guidance to teachers on what they should teach
- ensured the learning from one genre was transferred to the teaching of another genre
- made learning more focused
- provided a research-based pedagogical model.

Six months after the Scope and Sequence documents and support documents were trialled, teachers reported:

- the documents were an effective resource that provided guidance on what to teach a student next
- enhanced student learning and engagement with learning tasks.

Further time is required to embed the knowledge and understanding of the school's comprehensive curriculum documentation and teaching pedagogy.

Highlight 3

Title: Student Wellbeing FISO Priority: Positive climate for learning Dimension: Health and Wellbeing

The third highlight was the emphasis placed on the provision of a safe, orderly and supportive environment that responded promptly to the learning and wellbeing needs of students. A key strategy was the implementation of Positive Behaviour Intervention Supports (PBIS). The PBIS built the capacity of teachers to employ a range of effective positive behaviour interventions/strategies and students developed a clear understanding of school expectations. As a result student behaviour improved. This was further evidenced by the improvement in the results of the student Attitude to School Survey (AToSS) between 2017 and 2018. Parents and students also confirmed the school provided a safe and positive learning environment.

Achievement

In December 2018 the Western English Language School completed a School Review for the years 2014 - 2018. The 2014–18 School Strategic Plan for WELS set a goal 'to maximise and personalise student learning. across the primary and secondary sectors'.

The review panel agreed that both the goal and the target were met. School data showed all students achieved learning growth in Speaking and Listening, Reading and Writing over the period of their enrolment.

Engagement

The 2014–18 School Strategic Plan for WELS set an engagement goal 'to provide a high quality teaching and learning program which maximised levels of student engagement and connectedness'. The review panel concluded the goal and the target were achieved. The percentage of students who agreed with all factors in the Attitudes to School Survey improved between 2017 and 2018. Classroom observations and information gained from the student focus groups confirmed students were engaged in their learning and connected to the school.

Wellbeing

The 2014–18 School Strategic Plan for WELS set an engagement goal 'to provide a high quality student wellbeing program which maximised the wellbeing of all students' and the target was achieved. Percentage endorsement of the factors which related to Student Safety and Wellbeing in the Attitudes to School Survey improved between 2017 and 2018. Students in the focus groups also confirmed the school provided a safe and positive learning environment.

Financial performance and position

WELS considers it good practice to conclude the year with a small surplus. The surplus for 2018 was \$63,000. Students and parent satisfaction with the school was very high, thanks to the school's equity funding that has allowed for well planned and intensive students support. Equity funding for disadvantaged students has been the most significant means of improving our delivery of programs and student support throughout the six campus school.

Ross Trust Fund Scene 1 Take 2, Ross Trust Fly Girls Footscray Swim Grant, John Byrne Fund, Optometry-New Life New Vision –Magistrate Court Grant, Stan Willis Trust, Boys Squad Grant, Phyllis Connor Memorial Trust Grant, Garden-Aussie Vic Grant, VU Student Travel Grant; DPC Community Kitchen Garden Grant; VMC Community Garden Grant, Stephanie Alexander Grant

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

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

SCHOOL PROFILE

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

Enrolment Profile

A total of 390 students were enrolled at this school in 2018, 191 female and 199 male.

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

Overall Socio-Economic Profile

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

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

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

Parent Satisfaction Summary

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	93.9	86.6	85.5	93.9

School Staff Survey

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

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

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	73.0	70.6	58.8	71.7

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

WHAT DOES SCHOOL COMPARISON REFER TO?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F-10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

Western English Language School

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').