

2023 Annual Report to the School Community

School Name: Victorian School Of Languages (6359)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 18 March 2024 at 11:04 AM by Judith Benney (Principal)

- This 2023 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 on 22 March 2024 at 11:53 AM by Bruna Pasqua (School Council President)

How to read the Annual Report

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.

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

Key terms used in the Performance Summary are defined below:

NDP and NDA

'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.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

Updates to the *'Performance Summary'* in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

The Victorian School of Languages (VSL) is a government school established in 1935 as a complementary state wide provider of Language study to students from Foundation to Years 12 (VCE), across all educational sectors – Government, Independent and Catholic. The VSL teaches Languages to around 17,000 students in 40+ campuses across metropolitan and country Victoria. More than 50 languages are taught in face-to-face classes and 14 languages are taught via distance education, with technology integrated across the curriculum.

In 2023, the number of students enrolled in Distance Education was **1524**, comprising **968** females and **547** males (**9 other**). In Centre classes the enrolment figure was **14,828** comprising **7973** females and **6846** males (**9 other**).

The VSL has a complex organizational structure with over 1000 staff comprising of 4 Principal Class Officers, 13 Leading Teachers, 2 Learning Specialists, circa 25 equivalent full time teachers in Distance Education, and over 1000 sessional staff supported by administrative and technical staff.

The VSL provides for culturally and linguistically diverse learners and responds to existing and emerging community needs as well as catering for local students interested in studying a second Language. The VSL also teaches Languages to International students if their base school does not offer their Language. The VSL provides high quality internal professional development for teaching staff. Recent initiatives include the teaching of EAL students in regional Victoria who cannot access an English Language Centre. During 2023 the partnership between VSL and DET around the delivery of a "blended" Japanese program to schools in clusters in remote and regional areas continued, and is will expand and include Indonesian in 2024. This program supports small Primary schools who cannot provide Language learning for their students. The VSL partners with the schools to provide both on-line and face-to-face classes, and supports the school teacher with curriculum and resources to continue the work during the school week.

The Victorian School of Languages offers a valuable service to education in the field of Language teaching and learning. In addition to quality professional learning, the school develops an extensive range of local curriculum materials. The VSL promotes the benefits of Language learning, assists Languages to obtain and retain VCE accreditation and achieves excellent VCE results. The school makes a significant contribution to the social fabric as it makes provision for non-English speaking background students. As a government school we ensure we implement the latest DET initiatives

The School Climate domain in the School Staff Survey measure staff endorsement of Collective Efficacy and Academic Emphasis. Our overall mean score on school climate was in line with the State mean. However, in 2023 these measures showed a decline, and these factors are identified within the 2024 Annual Implementation Plan.

Progress towards strategic goals, student outcomes and student engagement

Learning

Framework for Improving Student Outcomes (FISO)

The VSL undertook a Strategic Review in 2023, which reflected on the achievements of the last four years, and developed a plan for 2023-2027.

The review panel noted the continued success of our VCE students, with 20 students from our 2022 cohort receiving a Premier's Study Award

In August 2023 the new Strategic Plan was developed which set the following goals:

Goal 1 : Optimise every students' learning growth in Languages.

Goal 2 : Improved student engagement in language learning.

Goal 3 : Optimise VSL resources to improve the delivery of quality language instruction.

The FISO Core Elements incorporated in our Strategic Plan are: Teaching and Learning, Assessment, Leadership, Engagement and Support & Resources

In 2023,

- 3,087 students enrolled in a VCE Language study with VSL (face to face and via Distance Education)

- 1,435 students enrolled in a Year 12 (Units 3 & 4) Language Study
- 40 Language studies were offered at VCE level
- 149 students studying a Year 12 language received a high score (40+, with four students receive a perfect study score of 50 in Persian, Polish, Japanese (Second language) and Italian.
- VSL students were top in the state in 18 languages.
- The mean score at all Areas in 2023 was higher than the mean score received for VCE Languages by the government sector in the state - 28
- 95% of students in Foundation to Year 10 showed at or above expected growth based on teacher judgement.

Wellbeing

The Victorian School of Languages responds to community demand in establishing new face-to-face classes, Centres, Languages and courses in Distance Mode whilst rationalising existing provision. Demand for new language centres and classes remains strongest in the Northern, Western and South Eastern growth corridors of outer Melbourne. Community demand for Indian languages has increased with the growth of classes for the Punjabi language.

In 2023 the work around embedding the Child Safety Strategies across all centres continued, and professional learning for all staff took place to ensure all our teachers understand this important aspect of our work. Where appropriate, it is contextualised for each centre to ensure that the VSL provides a safe environment in which our students can learn and thrive. Our students who attend Distance Education are provided with face to face seminars to provide them with the opportunity to engage with other learners and support their learning. Students in our Virtual New Arrivals Program have 1:1 contact with their teacher who is able to monitor their wellbeing. The VSL works with the home school of the students to provide wellbeing support where needed. Our students undertake a PoLT survey each year, and in 2023 it continued to show high levels of satisfaction in key areas of their learning and learning dispositions. Areas for growth are linking of the learning to people and places outside school and the use of technology in class (Centre classes). This information will support a focus of our professional learning in 2024.

Engagement

The Victorian School of Languages is committed to increasing levels of student engagement and participation in Language learning through the continued implementation of the Student Engagement and Wellbeing Policy. Through Professional Learning the VSL has enhanced the capacity of staff to use appropriate technologies, enrich and differentiate curriculum and improve student learning assessment, motivation and engagement. In 2023 staff participated in professional learning opportunities ranging from our state-wide professional learning sessions attended and, throughout the year, targeted professional development sessions for both F-10 and VCE teachers.

The VSL aims to encourage a culture of effective curriculum planning which assesses the impact of Language programs. Through differentiation and high impact pedagogical strategies teachers prepare students to reach their full potential, gaining both knowledge in their Language area and the skills to improve their learning.

In an attempt to have a real-time understanding of student attendance, the VSL moved to Compass to record attendance on-line during 2023. Given the size of the school, the transition occurred over time, with all classes being marked in this manner by the end of Term 3. In 2024, we hope to further improve our use of the Compass tool to record other aspects of wellbeing which may impact on student learning. Follow up on both student attendance and learning is undertaken through a 3-way teacher, parent and student conference/interview.

Through our professional learning program, the VSL has enhanced the capacity of staff to use appropriate technologies to enrich curriculum and improve student learning, motivation and engagement. The school increases opportunities for Language study, particularly at VCE level, including alternative Vocational Education Training VET in Schools for specific Languages and providing classes to International students.

Financial performance

The 2023 financial data reflects an overall operating deficit of \$2,178,253 which is primarily attributed to the increasing demand for language education across the state. In addition to general and administrative costs, SRP credit funding is also for staffing the delivery of the Distance Education program within VSL. The ongoing credit deficit is likely to continue given the continuing demand for the delivery of language tuition across the metropolitan area and the expanding demand to deliver to regional areas where the

attraction of teachers is extremely difficult. Whilst the bank account balances appear healthy, in the unique VSL context they are essential to meet cash flow requirements for sessional staff delivering the language program across 42 host school centres to around 17,000 students outside of regular school hours. They do not incorporate significant commitments such as the provision for long service leave of \$800,000 and a \$2 million contribution towards relocation of the school to new premises. A review of the current funding model needed in 2024 to address the deficit.

For more detailed information regarding our school please visit our website at
<https://www.vsl.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 0 students were enrolled at this school in 2023, 0 female and 0 male.

NDA percent of students had English as an additional language and NDA 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).

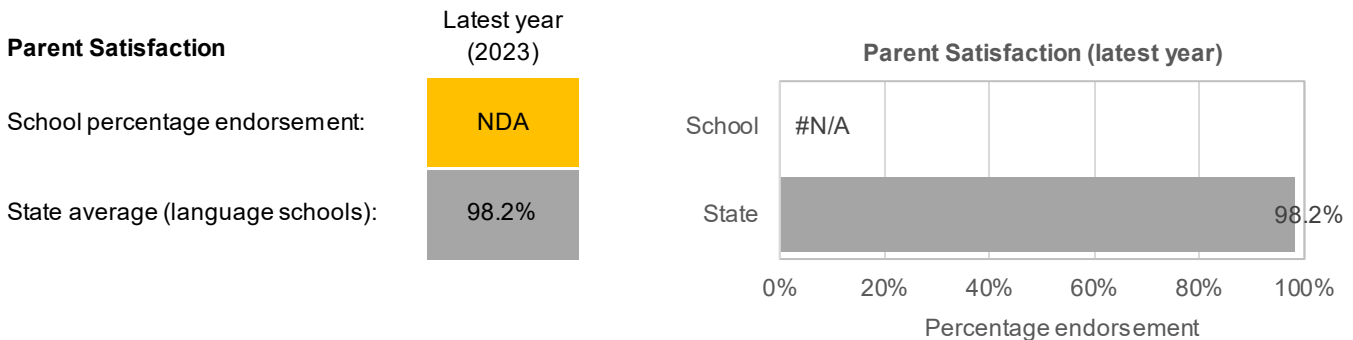
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: NDA

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

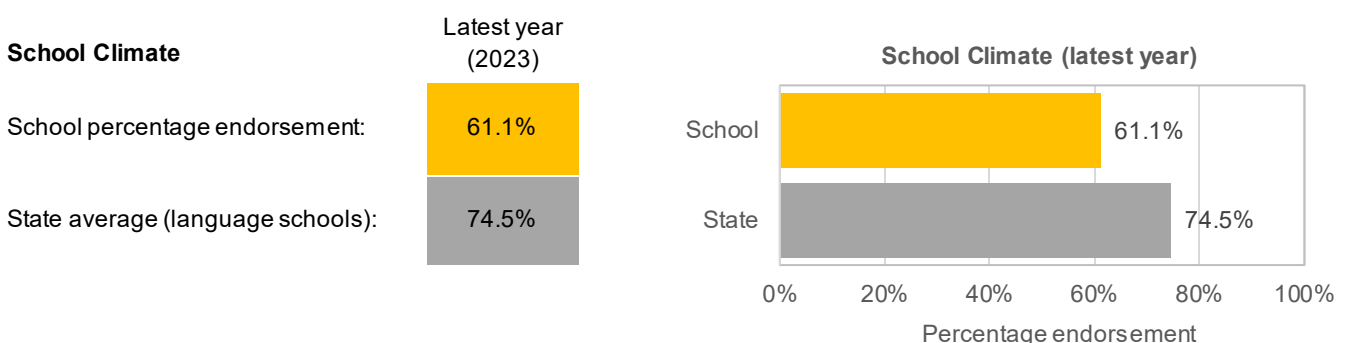


School Staff Survey

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

Percentage 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, 2023

Revenue	Actual
Student Resource Package	\$7,619,203
Government Provided DET Grants	\$9,105,629
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$341,263
Locally Raised Funds	\$2,349,106
Capital Grants	\$0
Total Operating Revenue	\$19,415,200

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$8,351,117
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$422
Communication Costs	\$136,800
Consumables	\$309,512
Miscellaneous Expense ³	\$964,908
Professional Development	\$45,172
Equipment/Maintenance/Hire	\$134,021
Property Services	\$18,611
Salaries & Allowances ⁴	\$10,151,514
Support Services	\$425,083
Trading & Fundraising	\$136
Motor Vehicle Expenses	\$3,934
Travel & Subsistence	\$6,670
Utilities	\$34,107
Total Operating Expenditure	\$20,582,005
Net Operating Surplus/-Deficit	(\$1,166,805)
Asset Acquisitions	\$32,934

- (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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$3,956,561
Official Account	\$893,042
Other Accounts	\$0
Total Funds Available	\$4,849,602

Financial Commitments	Actual
Operating Reserve	\$2,037,918
Other Recurrent Expenditure	\$88,316
Provision Accounts	\$800,000
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$2,000,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$4,926,235

All funds received from the Department of Education, 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.