

Victorian Government School Performance Summary

Victorian School of Languages 2014

For more detailed information regarding our School, please visit our website at <http://www.vsl.vic.edu.au>

Profile

The Victorian School of Languages (VSL) draws students from a broad range of socio-economic groups, from newly arrived refugees to other SFO (Student Family Occupation) groups, including students from the Catholic and independent schools sectors. As a complementary service provider, the VSL is not required to be the primary collector of data related to SFO density and LBOTE proportion. However, it is clear that, as we are a specialist provider of Languages education, a large percentage of VSL students are LBOTE (either the student or one parent/guardian speaks a language other than English at home).

As a specialist provider of Languages the VSL is not required to participate in the English Online Interview as an assessment of its Prep to Year 2 students nor is it required to participate in NAPLAN. These are routinely undertaken by the students' home schools.

As a state-wide provider, with a multi-site setting of over 40 campuses across Victoria and two distinct arms of provision, Distance Education and face-to-face Centre classes, the VSL operates its own student management system and database. Student achievement and attendance data is not collected via the Department's CASES software program. Nor is student destination data routinely collected as this is done by mainstream settings. The School does not have access to the data normally provided to a student's home school, as the VSL provides only one learning area. Instead, the VSL utilises its own data systems for the collection and interpretation of student assessment and reporting, student attendance, parent satisfaction and student attitudes to school (PoLT student perception survey). The VSL does utilise the Department's Staff Opinion Survey for staff employed on the central payroll. This survey is not routinely used for its School Council employed Centre sessional staff members who number circa 900.

Teacher judgements against AusVELS

The Victorian School of Languages enrolls students from Years 1-10 at VELs levels and delivers a curriculum that is aligned with the AusVELs framework (Transition and reporting to AusVELs levels has been implemented in 2014). The VSL, in its face-to-face classes, runs sessions that are generally of 3 hours teaching duration, which is around three times higher than the average primary school's time allocation to Languages. This provides students with a good level of immersion in language learning.

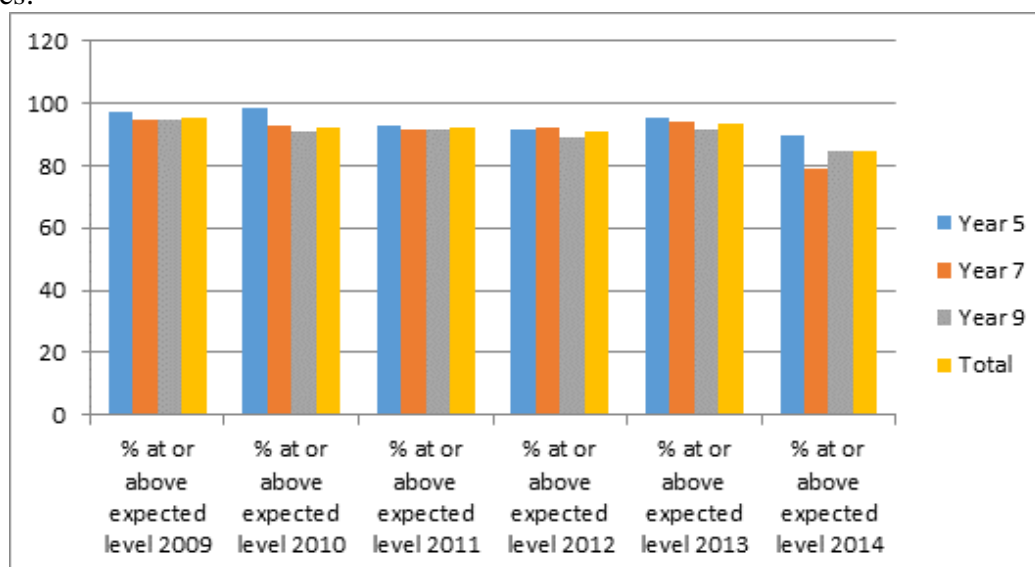
In 2014, the School ran its seventh year of a school-wide computerised reporting system, providing data of all student achievement across all year levels. Shown in the table below are the percentages of students achieving at or above their expected AusVELs levels, in Years 5, 7 and 9, the years in which state-wide testing is undertaken in schools for other subject

areas. There are no figures for Year 5 for Distance Education as it mainly caters for secondary level students.

The Centre results are high, well exceeding the 2014 school target of 76% of students achieving at or above their expected level. In 2014, percentages achieving at or above the expected level in Languages in the Centres were 89.45% - Year 5, 79.21% - Year 7 and 84.69% - Year 9. Even though the school exceeded the projected target, the centre results demonstrate a decrease across all year levels from previous years. We believe this is a result of the transition from VELS to AusVELS. In 2014 there was not only the transition between the curriculum documents but also reporting student achievement based upon their progression from their home school level; hence awarding them a 'B' or 'A' grade for achieving/being accelerated 6-12 month above their home school level. In the past these students would have been a 'C' for achieving at the expected VSL year level they were enrolled. This transition also created some anomalies. Reporting against the progression point continuum was removed for students that are: 1. Enrolled in VCE at their home school but enrolled in a year 7-10 course 2. Adult learners 3. Extra tuition students 4. Students more than 2 years below their home school level that attend classes for language acquisition instead of progressing to senior language studies. Students in these categories received a descriptive assessment highlighting their progression and areas for improvement.

Centres: % at or above expected level							
Year Level	2009	2010	2011	2012	2013	2014	No. of students 2014
Year 5	97	98.39	93.13	91.43	95.33	89.45	777
Year 7	95	93.12	91.49	92.09	93.87	79.21	760
Year 9	95	90.82	91.61	88.88	91.61	84.69	810
Total	95.67	92.53	92.08	90.8	93.60	84.49	2347

Centres:

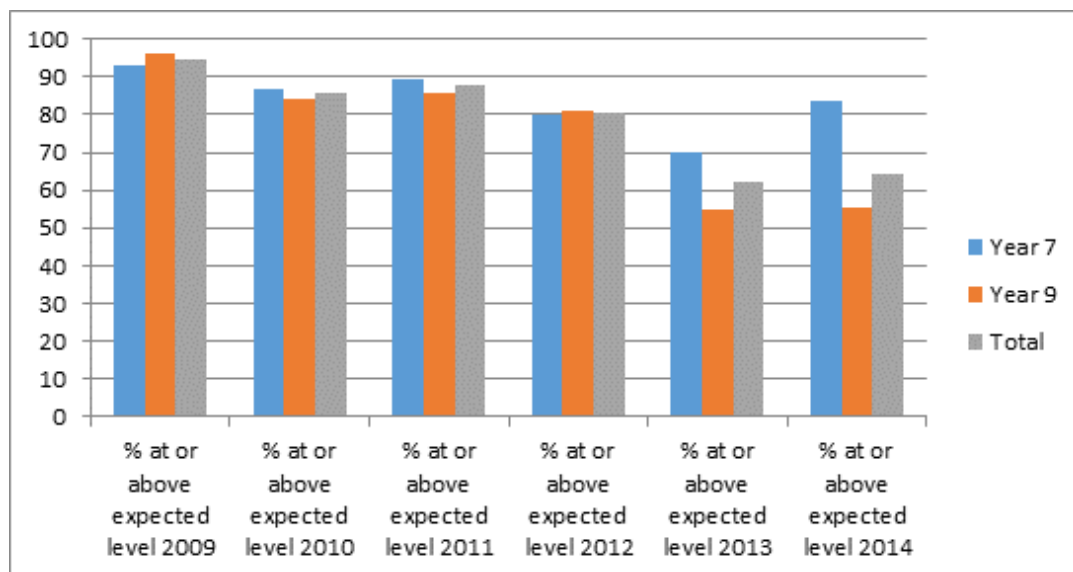


In Distance Education figures are only available for years 7 and 9 as Primary levels are not taught. In years 7 and 9, percentages of students achieving at or above the expected level improved from the 2013 figures. The transition from VELS to AusVELS was also implemented at Distance Education. There was an increase in the percentage of students

above the expected level for Year 7. In years 8 & 9 students undertake a variety of pathways (such as accelerated) and begin their studies at various times of the year, and as with the centres there exist a number of anomalies that do not receive a report with the progression continuum. As with the centres and even though the school exceeded the projected target we believe this is a result of the transition from VELS to AusVELS. In 2014 there was not only the transition between the curriculum documents but also reporting student achievement based upon their progression from their home school level; hence awarding them a 'B' or 'A' grade for achieving/being accelerated 6-12 month above their home school level. In the past these students would have been a 'C' for achieving at the expected VSL year level they were enrolled.

	Distance Education: % at or above expected level						
Year Level	2009	2010	2011	2012	2013	2014	No. of students 2014
Year 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Year 7	93	87	89.22	79.78	70.21	83.78	74
Year 9	96	84.35	86	80.83	54.65	55.56	162
Total	94.5	85.58	87.61	80.3	62.43	64.41	236

Distance Education:



VCE including Study Scores of 40 or more

2972 students formally enrolled for (VCE Units 1-4) in face to face classes in 2014. This is a significant increase from previous years; 2596 (2013), 2818 students in (2012) 2,910 students in (2011) and 2,915 students in (2010). 1380 students enrolled for Year 12 in 2014 in face-to-face classes and 8.4% of the cohort received a VCE study score between 40 and 50. This is higher compared to 7.9% (2013). Although this exceeds the School's 2014 target of 7.5% it is below the State mean for government schools of 9.0%. Six students in (German, Italian, Macedonian, Polish, Romanian and Russian) received perfect scores of 50 compared to just four in 2013.

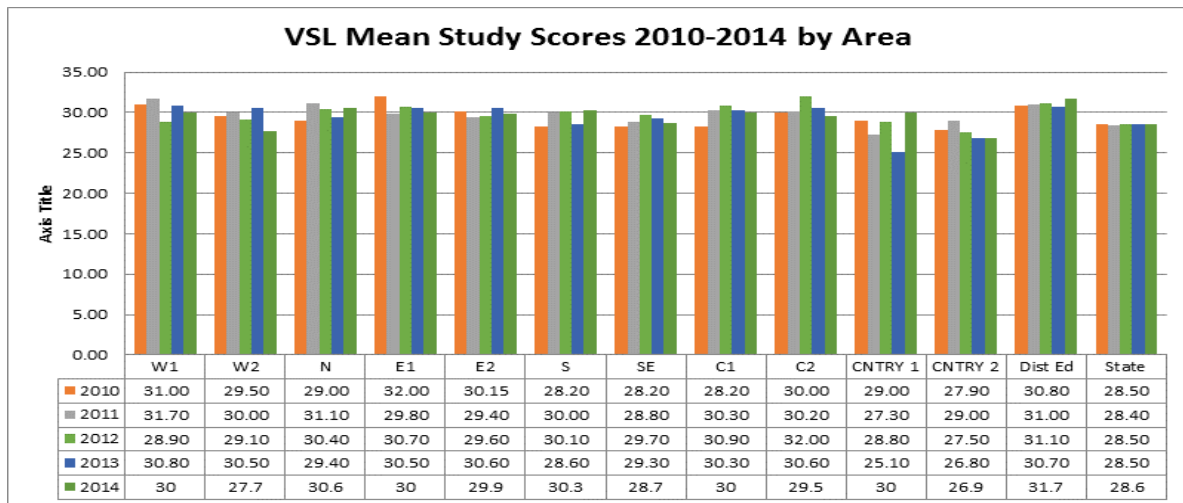
801 students studied at VCE level in Distance Education in 2014 compared to (629) in 2013, (746) in 2012 and (873) in 2011 which demonstrates a significant increase. 326 students completed Year 12 in 2014 compared to 309 (2013), 342 (2012) and 324 (2011). In 2014, 13.8% of Year 12 students in Distance Education received a VCE study score above 40 compared to 11.75% (2013), 13.5% (2012) and 9.0% (2011). There has been a significant increase across all VCE areas for Distance Education compared to previous years and results even exceed the School's 2014 study score percentage target of 7.5% and the state mean of 9%.

The state mean study score for all language combined in the government school sector was 28.6 in 2014. The overall mean study score for Year 12 students was higher than this at Distance Education, being 31.7. Most languages offered at Distance Education recorded mean study scores higher than the State mean of 28.6% for government schools except for Italian and Indonesian SL. We also achieved a mean study score above the State mean in our centre classes in the following languages: Macedonian, Polish, German, Arabic, Vietnamese, Punjabi, Spanish, Greek, Croatian, Bosnian, Sinhala, Indonesian FL, Indonesian, SL, French, Hebrew, Romanian, Hungarian, Dutch, Khmer, Korean, Hindi, Persian and Japanese SL.

The mean study score for all Year 12 students in all centres combined was 29.6 in 2014 indicating a standard trend in the mean study score for the centres from 2013 (29.3), 2012 (29.9), 2011 (29.8) and 2010 (29.6). It was also higher than the State mean for government schools of 28.6. The mean study scores for Year 12 students studying face-to-face classes are shown on the chart below recorded by Area. Each 'Area' comprises of three to four centres (campuses) under the leadership of an Area Manager (Leading Teacher). Further analysis of study scores for individual languages is undertaken at the school level, and compared to the previous years' results.

All but two of the Areas (Country 2 & West 2) demonstrate VCE results that are above/slightly above the State mean for government schools (28.6). A number of Areas: Distance Education, North, South & Country 1 demonstrated an increase in the mean study score from the previous year. However there has been a reduction at Central 1, Central 2, Country 2, East 1, East 2, South East and West 1 from previous years. However it is worthy to note that despite these percentages 35.7% of the centre Year 12 students and 43.3% of Distance Education students achieved results in the A+/A range in 2014.

VSL Mean Study Scores 2010 – 2014 by Area



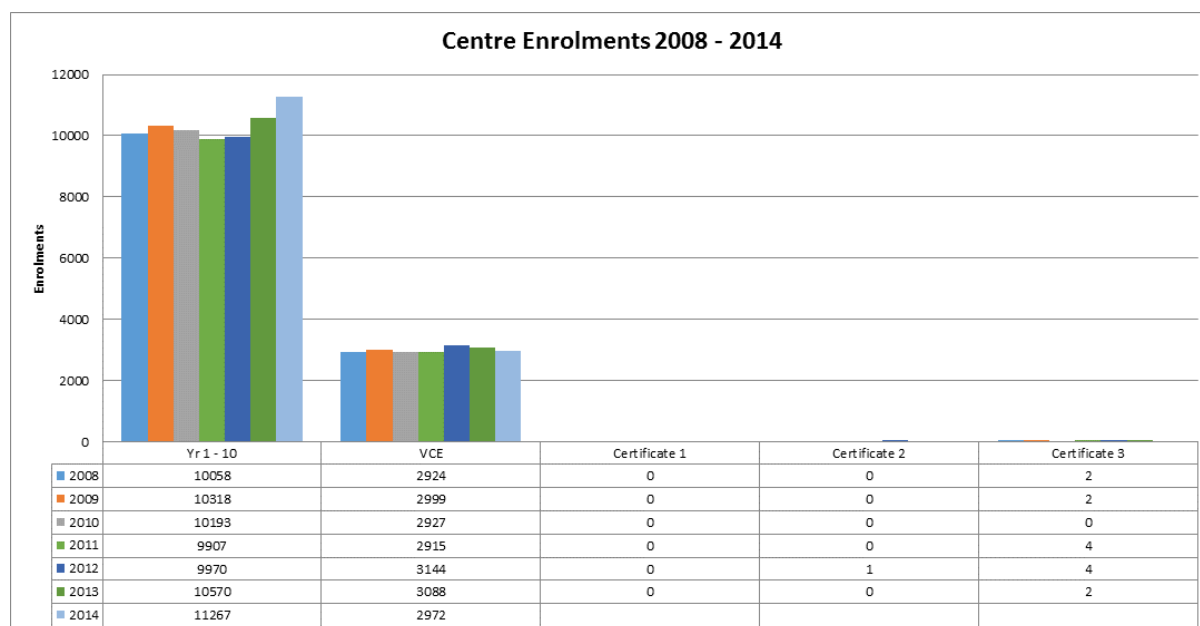
The most significant Year 12 cohorts in at the VSL in terms of student numbers were in order: Chinese (Mandarin) – 264, Vietnamese (207), Japanese (132), Indonesian (107), Spanish (98), Arabic (95) and German (94).

Our students topped the state in 23 languages in 2014 compared to 18 languages in 2013 and there is the inclusion of some new languages into the spread of top scores (bolded). The asterisked languages have been in this category for the past six years.

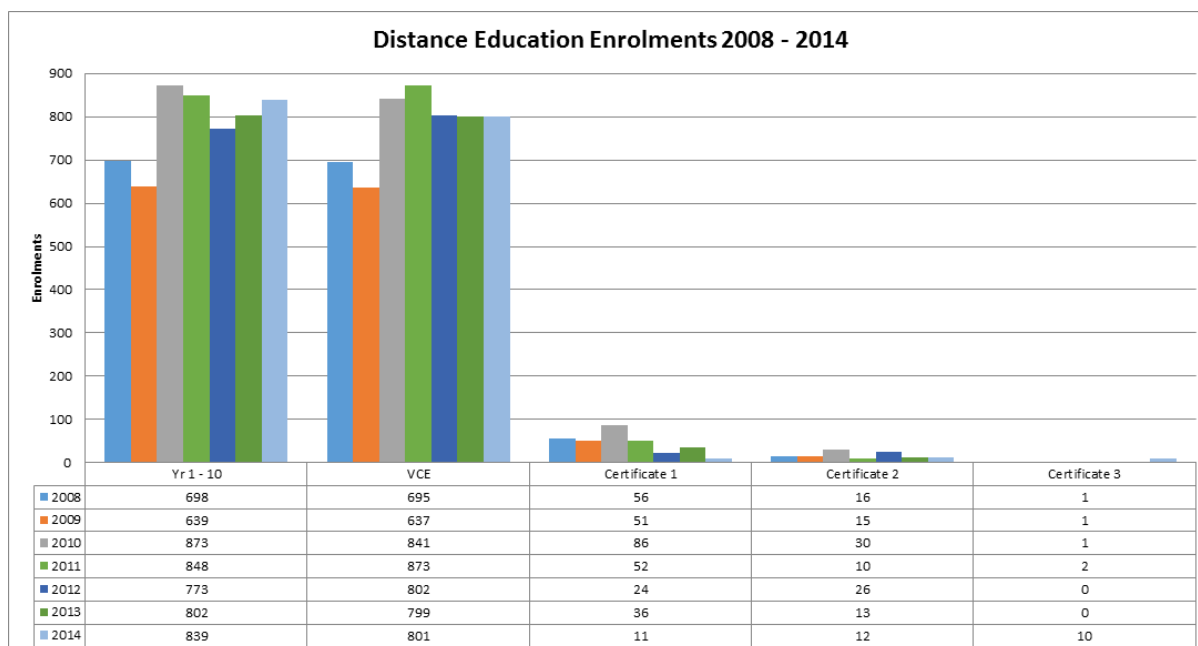
Arabic	German	Khmer	Portuguese	Sinhala*
Bosnian *	Hindi*	Korean FL	Punjabi*	Spanish
Croatian *	Indonesian FL*	Macedonian	Romanian	Turkish
Dutch	Italian	Persian	Russian	
Filipino	Japanese FL	Polish	Serbian	

Student enrolments

Net figures are reported due to the more stable, ongoing student population of Centre classes. The total net student enrolment in face-to-face classes for 2014 was 14,239. In 2013 it was 13,658. These enrolment figures are based on students attending classes. Student enrolments in Centre classes increased by 581. This means that, in Centre classes, the School met its 2014 target of increasing student enrolments by 2%. The highest numbers of enrolments for 2014 were in Chinese, Vietnamese, Greek, Arabic, Sinhala, Punjabi, Turkish, Japanese, French, Hindi, Spanish and Italian.



The total gross student enrolment in Distance Education for 2014 was 1651. In 2013 it was 1,650. Gross figures are reported due to the more transient student population of Distance Education. The trend for declining student enrolments in Distance Education from 2007-9 has been reversed since 2010, with an increase in gross numbers from 1343 to 1785. Comparing enrolment data from 2013, student enrolment numbers were slightly higher. The Distance Education enrolments totalled 1673 students. The highest numbers of enrolments for 2014 were in German, with an increase of over 40 students. The second largest language was French. There were also relatively high numbers in Japanese, Italian, Spanish and Latin. The highest growth rate between 2013-2014 in terms of enrolment numbers were in the languages of Spanish and German.



The enrolment trends for both Distance Education and face-to-face Centres are reflected in the charts, with student cohorts being broken up into Years 1-10, VCE (Years 11 and 12), and Certificate 1 and Certificate 2 in Language (the vocational learning pathway through the Certificate courses offered under the VSL's auspice as a Registered Training Organisation). The percentage of students undertaking the Certificate course in 2014 was 1% of the total student cohort enrolled in Distance Education and is less than the nearly 7% figure for 2010. This is a result of regular courses having been developed for Spanish and Certificate students transferring into those. The total VCE enrolment (Years 11 and 12) in Distance Education, are at 801 students (gross enrolments), is a slight increase over the previous year of 799. The 3-year pattern shows that there is a relatively even distribution of students studying at the VELs levels (Years 1-10) and the VCE levels in Distance Education. In 2014, the numbers were 839 (Yr. 7-10), 801 (VCE) and 33 students enrolled in the Cert 1-3 courses.

In contrast to Distance Education, the Centres reveal a different distribution of students: In 2014, 79% of students were studying at VELs levels and 21% were studying at VCE level, similar percentages as in previous years. The 3-year trend for enrolments at Centres is marginally increased. The 2014 Gross figures reported the highest number of enrolments in Centres. However in Distance Education enrolment numbers have remained the same.

Student retention (% attaining VCE or equivalent)

Mode	2012 Yr10	2013 Yr11	2014 Yr12
Centre	910	1131	1461
Distance Education	138	322	342

Retention data for the VSL Distance Education section is not routinely analysed due to the nature of the provision and the number of transient students and multiple entry points. The collection of retention data for the Centres will improve with the full implementation of the attendance database.

The database reveals that, for the 35 languages that were offered at Year 12 level at VSL centres in 2014, the overall apparent retention rate was 161% and 247% in Distance Education; i.e. the number of students enrolled in Year 12 languages is higher than the number of students enrolled in Year 10. A significant number of students enrol for the first time, or return after a gap in study at Year 12 level. In some languages this is due to the influx of International Students at VCE level. The VSL's overall apparent retention rate well exceeds the State mean for all schools apparent retention from Year 11 to Year 12, which is around 80%.

Exit destination data

Student destination data is not routinely gathered by the School, nor does the School have access to the data normally provided to the students' day schools, as the VSL provides only one learning area. Significant destination data reporting the destinations of either Year 12 or equivalent completers, or early leavers from this school could not be provided because either: no students participated in the OnTrack survey for 2014 or there were insufficient numbers of respondents to provide information which guarantees that individual respondents cannot be identified (as required by privacy legislation).

Student Pathways and Transitions

A positive aspect of the face-to-face section of the School is that most students are able to make a smooth transition from primary to secondary level language learning, thus providing for continuity of learning. Student pathways and transitions are a major strength of the Victorian School of Languages. A summary of learning options is provided below:

- Two modes of learning are available to suit student diversity: face-to-face classes and distance learning, including online provision, audio and video conferencing sessions for learners at different locations

- Different entry points to begin language study allow beginners to commence at various stages
- Accelerated programs
- VCE and VET programs
- VSL is the only VCE provider of more than 30 languages
- Huge choice of languages – over 40 available to study
- Accessible learning – more than 40 Centres throughout Victoria plus Distance mode
- In some cases students learn by both face-to-face and Distance mode simultaneously when they want to learn more than one language
- Continuity in learning from primary to secondary level in the same venue, ensures there are no major upheavals to learning and prior knowledge of students can be shared by teachers on-site
- Students can maintain the same language at secondary level that was begun at primary level so that continuity in learning occurs (often not the case in mainstream environments)
- Cater for emerging and community languages that are not taught in mainstream schools, e.g. small candidature languages, new arrivals and refugees, indigenous students
- Course counselling often occurs at Year 10 level to assist students to continue their language studies to VCE level, including discussions held with home school supervisors and parents
- Distance Education students have an advantage in progressing to tertiary study in that they are already highly established as independent learners
- community and refugee language student cohorts whose communities are in the process of trying to gain VCE accreditation for their languages.

Student attendance (rates for each year level)

The School's online attendance reporting system introduced in 2009 records student attendance. An attendance audit in August 2014 revealed the following attendance rates for each year level in VSL centres. The table shows attendance rates for 2014.

The school attendance data has revealed some mixed results.

Attendance rates remained relatively stable from grades 1-6. The data suggests an average increase of 0.6% attendance rate at the Primary level.

We experienced less success at the Secondary level. Attendance rates had dropped by 4.1% at Year 7, 2.9% at Year 8, 4.5% at Year 9, 4.6% at Year 10, 6.2% at Year 11 and 3.8% at Year 12. The data suggests a slight decrease of 1.78 % attendance rate at both the Primary and Secondary levels.

It needs to be noted that attendance at the VSL is not compulsory (except for the 80% requirement for VCE studies), in the sense that the learning sessions are additional to the requirements of the students' day schools. Enrolment with the VSL is an optional choice for students and parents. Given these conditions the attendance results are good.

Attendance reports are accessible to Area Managers for follow-up communication and identification of students at risk.

2014 figures

Year Level	18/08/2014	25/08/2014	1/09/2014	8/09/2014	Average
	Attendance %	Attendance %	Attendance %	Attendance %	Attendance %
Year 01	81.93%	79.79%	78.10%	75.15%	78.74% (83)
Year 02	79.79%	80.52%	81.71%	77.86%	79.97% (86)
Year 03	81.67%	83.66%	80.44%	79.21%	81.24% (84)
Year 04	79.63%	81.21%	80.70%	78.88%	80.10% (85)
Year 05	81.79%	80.52%	81.00%	77.55%	80.21% (84)
Year 06	80.85%	80.55%	79.09%	75.12%	78.90% (84)
Year 07	82.60%	79.59%	80.16%	77.32%	79.92% (84)
Year 08	81.45%	79.99%	80.96%	76.16%	79.64% (84)
Year 09	80.42%	78.85%	78.27%	78.22%	78.94% (84)
Year 10	76.05%	73.33%	73.57%	69.29%	73.06% (84)
Year 11	83.97%	84.34%	80.40%	83.60%	83.07% (89)
Year 12	88.77%	90.17%	88.18%	88.87%	89.00% (91)
Total	81.58%	81.04%	80.22%	78.10%	80.23% (86.82)

In Distance Education, students who are not ‘attending’ are considered to be those who are not submitting work sets, and are termed ‘defaulters’. A defaulter audit over a 4-week period in August 2014 revealed the following percentage attendance results:

Language	Gross	No Work	2014	2013	2012	2011	2010	2009
Arabic	25	1	96%	100%	93%	90%	98%	42%
Chinese - Mandarin FL	70	11	84%	98%	100%	98%	69%	-
Chinese - Mandarin SL	19	0	100%	91%	93%	93%	94%	72%
Chinese - Mandarin SLA	8	0	100%	93%	89%	100%	70%	-
Classical Greek (introduced 2012)	5	2	60%	60%	100%	-	-	-
French	273	20	93%	90%	91%	91%	82%	75%
German	231	17	93%	92%	94%	91%	87%	76%
Greek	29	2	93%	70%	63%	81%	74%	52%
Indonesian FL	102	4	96%	100%	73%	80%	56%	-
Indonesian SL	12	1	92%	97%	94%	95%	88%	83%
Italian	218	17	92%	91%	92%	91%	87%	81%
Japanese FL	236	14	94%	81%	100%	93%	58%	-
Japanese SL	18	3	83%	89%	95%	88%	81%	77%
Latin	118	14	88%	75%	82%	84%	71%	72%
Spanish	158	33	79%	78%	78%	70%	72%	76%
Overall	1522	139	90%	87%	88%	89%	78%	71%

Having improved the attendance at Distance Education already from 2009 to the following year, the comparison of the 2010 to 2014 percentages clearly suggests a significant improvement in work being submitted. Submission of work improved in all but four of the languages (Arabic, Chinese FLA, Indonesian and Japanese SL). From 2013 -2014 there was a substantial improvement in submission of work in (Greek and Latin). From 2013 -2014 there were smaller, but still substantial, improvements in other languages. The overall attendance rate of 90% at Distance Education is relatively high and the positive result of a concerted focus on student attendance.

Student Opinion

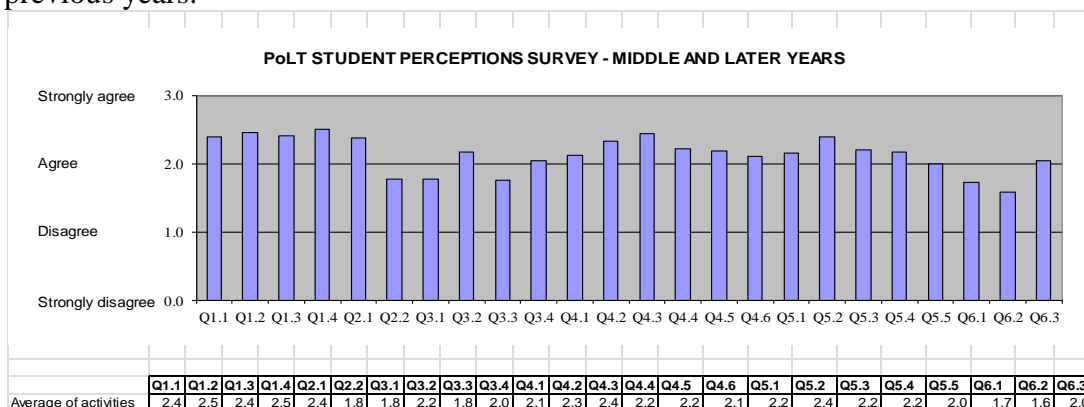
The VSL does not utilise the Department’s Student Attitudes to School data as this survey is designed for students in mainstream settings. Instead, the VSL utilises the Principles of Learning and Teaching (PoLT) Student Perception Survey as one measure to gauge student connectedness. Principles underpinning the survey are that students learn best when:

- 1) The learning environment is supportive and productive
- 2) The learning environment promotes independence, interdependence and self-motivation
- 3) Students’ needs, backgrounds, perspectives and interests are reflected in the learning program
- 4) Students are challenged and supported to develop deep levels of thinking and application
- 5) Assessment practices are an integral part of learning and teaching
- 6) Learning connects strongly with communities and practice beyond the classroom

In 2014 the PoLT survey was administered to Years 7, 9, Accelerated 1&2 and Year 11 Distance Education students, online, with 338 students completing the survey. Many responses were the same as last year. The feedback indicates a slightly higher completion rate, in comparison to 2013. This was probably due to more follow-up to increase response numbers. An online survey was administered for the first time for the face-to-face Years 7, 9 and 11 students at the Centres with just the Year 5 receiving the paper version of the survey to complete during class time. Hence there was a significant decrease in the number of responses. However the majority of responses are positive for the centre class cohort and consistent with previous years.

Distance Education PoLT 2014 338 Students

The averages remained the same for 10 questions (42%), an increase for 5 questions (20%) and a decrease for 9 questions (38%). Any change in average is not really significant so it could be concluded that the student perceptions of teacher performance remain consistent with previous years.



What is working well in Distance Education

For Distance Education, positive responses to Question 1 indicate that students feel that teachers are building positive relationships with them, promoting their self-confidence, and supporting and encouraging them with their learning. Positive responses across all of Question 4 indicate that students feel that teachers are challenging and supporting them with sustained learning and providing opportunities for expression of ideas, discussion and questioning. Students also feel that teachers have high expectations of them (Question 4.3).

Because of the nature of distance learning, it is to be expected that Question 2.1, related to independent learning, would elicit a positive response and Question 2.2, relating to working with other students, would have less relevance. The highest response for this question in 2007 was 1.8. This question scores higher at VCE level in 2012 reflecting the continued inclusion of Year 11 students in the survey who would all have had opportunities to participate in seminars during the year as opposed to the lower year levels who do not all have those opportunities because of their age. Regarding Principle 3, the positive response for Question 3.2 suggests that students feel they are provided with a variety of activities but the lower mean scores for Questions 3.1 and 3.3 suggest that the students do not perceive themselves as having choice in these activities, and feel that their current knowledge could be taken into account more. This is unsurprising given the prescriptive, highly-structured nature of our Distance Education courses. The positive responses to Question 5 demonstrate that students feel they are provided with adequate feedback, that assessment tasks are varied and that they are encouraged to reflect upon their learning, and an above average response for the first time for Question 5.5 demonstrates that teachers are differentiating tasks for students needing additional help to understand. Questions 3.4 and 6.3 reveal that Distance Education students believe they have opportunities to use computers in their learning or for presentation of their work. This reflects the investment of time and resources in integrating computer-based activities into the Distance Education courses.

It is evidenced from the positive responses at Principle 1 (*Students learn best when the learning environment is supportive and productive*) that teachers are continuing to build positive relationships with students, promoting respect for individuals and communities, promoting self-confidence and supporting and encouraging students with their learning.

Principle 2 (*Students learn best when the learning environment promotes independence, interdependence and self-motivation*) predictably has a high average at Q2.1, related to independent learning, due to the nature of learning by distance. Just as predictably, Q2.2, related to working with other students, remains low however increased from previous years.

Positive responses across all of Principle 4 (*Students are challenged and supported to develop deep levels of thinking and application*) indicate that students feel that teachers are challenging and supporting them with sustained learning and providing opportunities for expression of ideas, discussion and questioning. Students know that teachers have high expectations of them.

The positive responses at Principle 5 (*Assessment practices are an integral part of learning and teaching*) demonstrate that students are provided with adequate feedback, that they know how they are to be assessed and that students are encouraged to reflect upon their learning.

Responses at Q3.4 & Q6.3 reveal that students are getting the opportunity to use computers in their learning or for presentation of their work. This reflects the ongoing investment of time and resources in integrating online learning opportunities in all courses.

Challenges

In 2014, the lower performing areas remain the same as in previous years but most show gradual improvement with the exception of Q2.2 (the opportunity to work with other students) with an increase of .5 this year.

As previously mentioned, it is expected that in Distance Education, at Principle 2 (*Students learn best when the learning environment promotes independence, interdependence and self-motivation*) Q2.1, which relates to opportunities for independent learning and taking responsibility for their learning, would have a strong positive response, and Q2.2, which relates to working with other students, would have a poorer response, due to the nature of learning by distance. However there was a significant improvement in students having the opportunity to work with other students. This may be the result of extra seminars or increasing online contact and collaboration.

At Principle 3 (*Students' needs, backgrounds, perspectives and interests are reflected in the learning program*), the positive response at Q3.2 suggests that the students are provided with a variety of activities but the lower averages at Q3.1 and Q3.3 suggest that students do not get much choice in these activities, and that their current competencies are not taken into account. This result is not surprising because our courses are quite prescriptive and because the students don't necessarily perceive *the teacher* as finding out what they know, even if the course provides introductory revision activities.

Principle 5 was positive (*Students learn best when Assessment practices are an integral part of learning and teaching*) with a positive increase at Q5.5 which suggests that teachers are providing more individualised assistance and modification to the program offered. It needs to be acknowledged here that, it can take some time for students to contact teachers if they don't understand the work (if they make any contact at all), which means it is difficult for teachers to give assistance when required.

At Principle 6 (*Students learn best when learning connects strongly with communities and practice beyond the classroom*), Q6.1 and 6.2, with lower mean scores, relate to involvement in authentic, current issues and projects linked to community. This sort of engagement is very difficult to implement in a distance education setting. These averages while still low remain steady or have improved.

Where and how can we improve, given the nature of distance learning?

Whilst there has been an improvement across some previously negative questions, such as 2.2, 3.1 and 5.5 – we still need to find ways to improve.

- Q3.3 Because of the predetermined nature of courses and distance education methodology, 'teachers' don't have the opportunity to talk to students about what they know or don't know. Maybe closer vetting of students before enrolment would ensure more success for our students overall. Do we need more formative assessment prior to enrolment? Online tests? Telephone activities? What then if the students are clearly not ready to move on to a new grammar topic? Would teachers be expected to develop individual programs for struggling students? Usually if students are operating

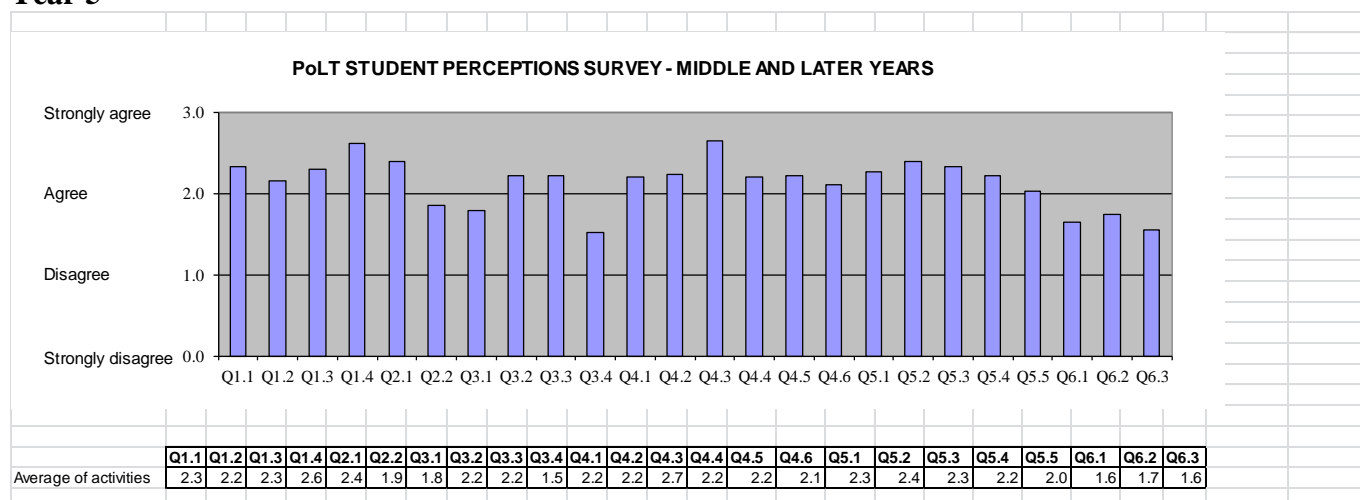
at a higher level teachers move them on to a higher level. However it is difficult to move a student who is out of their depth down a level.

- Q6.1 & Q6.2 Difficult in DE context. Teachers are continuing to make efforts in addressing this issue – e.g. YR 11 French seminar visits to the NGV; Language competitions; Visiting speakers at seminars; Year 9 Indonesia in Melbourne online research assignment, French audio tour of the city etc. Staff should to be encouraged to keep thinking creatively.

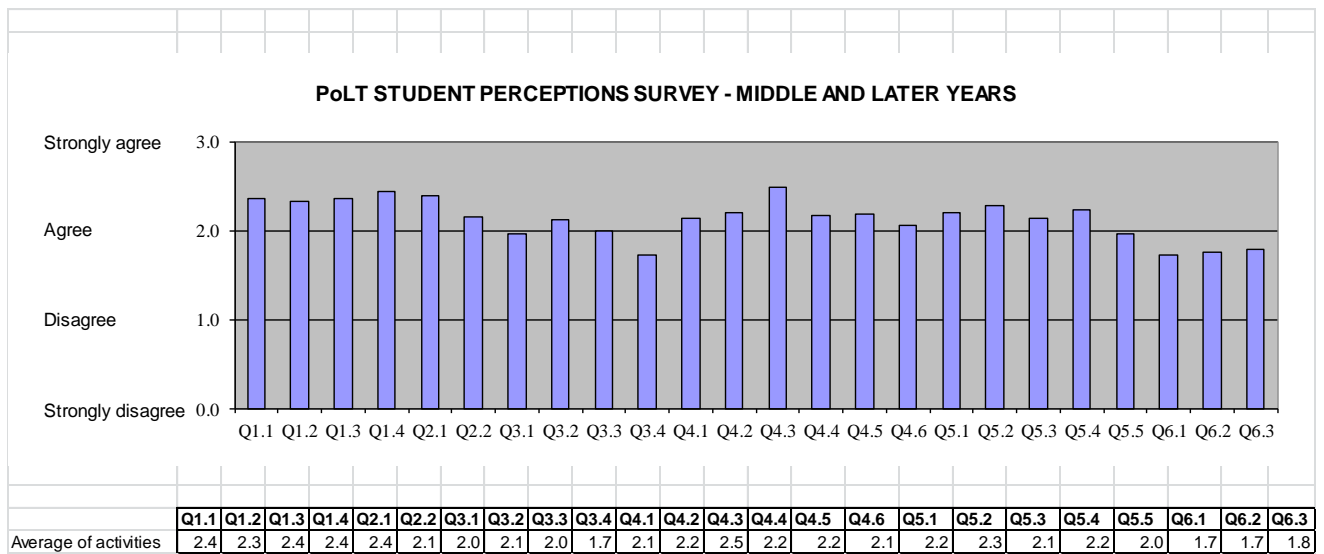
All Centre Classes 2014 986 students

Despite the different form their learning takes, responses for students in face-to-face classes were similar to those in Distance Education. Students in the Centres gave positive responses to questions related to relationships with teachers (Question 1). Particularly positive responses were given for acknowledgement of good work (Question 1.4), high expectations for learning (Question 4.3), and constructive feedback (Question 5.2). Like their counterparts in Distance Education, students in face-to-face classes gave less positive responses to questions relating to teachers' catering for individual differences (Question 3.1), opportunities for creativity and imaginative work (Question 2.2), and linking learning to current events and issues (Question 6.1). The mean scores for each of these questions were virtually the same as 2013. Unlike students in Distance Education, face-to-face students in Years 5, 7 and 9 continued to give low scores for access to technology (Questions 3.4 and 6.3). There was however, improvement in Year 11 responses as well as positive results for group work and linking learning to current events and issues. Though the mean scores for these questions improved slightly compared with previous years, they still scored the lowest of all the questions, indicating that use of technology is still problematic in a number of the Centres.

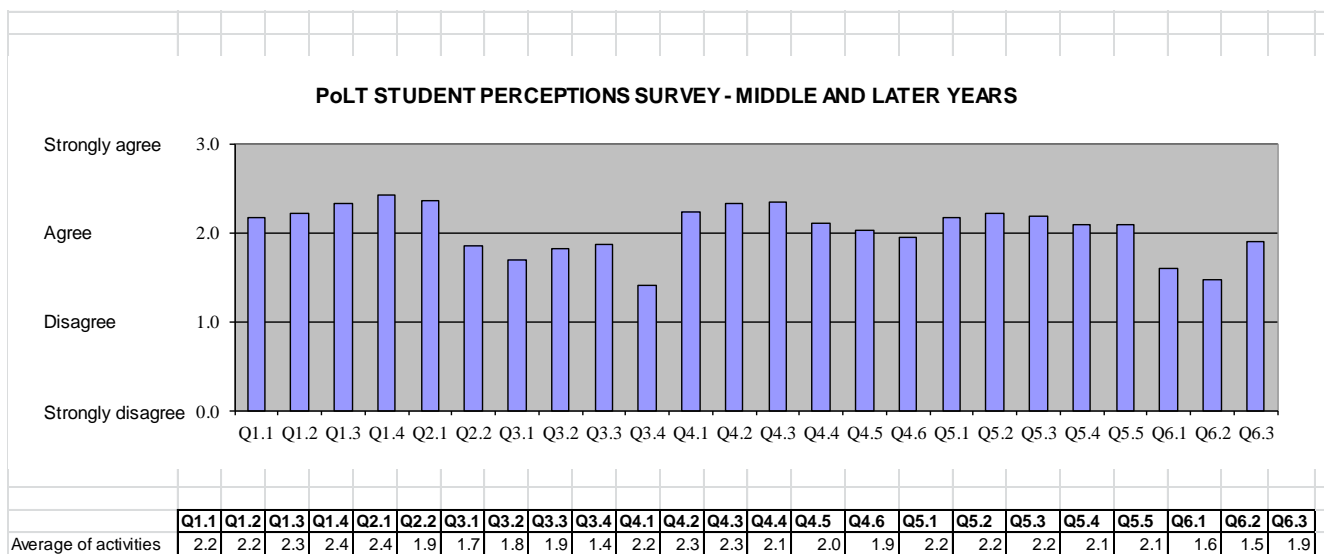
Year 5



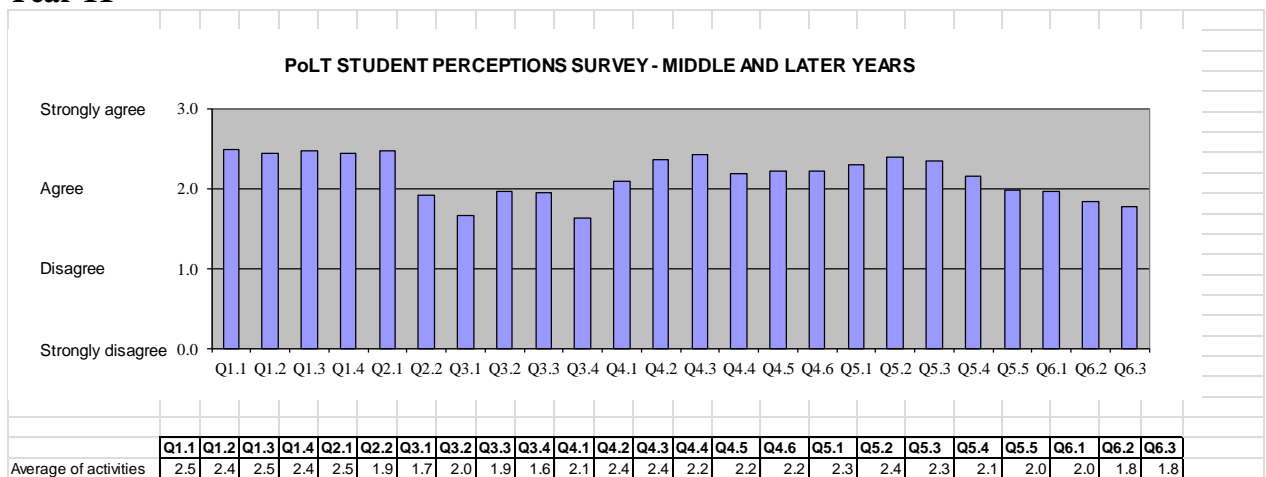
Year 7



Year 9



Year 11



The positives

The averages are essentially the same as the averages for previous years or when variation has occurred it is usually only .1 either way.

As in previous years, the Centre Class teachers performed consistently well at all of: Principle 1 (*The learning environment is supportive and productive*), Principle 4 (*Students are challenged and supported to develop deep levels of thinking and application*) and Principle 5 (*Assessment practices are an integral part of learning and teaching*).

The Year 11 teachers continue to perform consistently well and generally have averaged as high as or higher than teachers at the lower levels across most Principles.

Year 5 teachers achieved the highest average (2.6) at both Q1.4 (*The teacher knows when I have done good work*) and Q4.3 (*The teacher expects us to do our best and helps us to achieve this*). The highest average for the other year levels was 2.5 (at the same questions) which remains the same as last year for those levels:

- YR7 & YR9 Q1.4 (*The teacher knows when I do good work*) & Q4.3 (*The teacher expects me to do my best and helps me to achieve this*).
- YR11 Q1.1 (*The teacher understands and gets on well with me*), Q1.4 (*The teacher knows when I do good work*), Q2.1 (*The teacher encourages me to make decisions about my work and to take responsibility for my learning*) & Q4.3.
- The highest average was 2.7 again at YR 5 Q4.3

The challenges

Overall the challenges were at the same questions as in previous years:

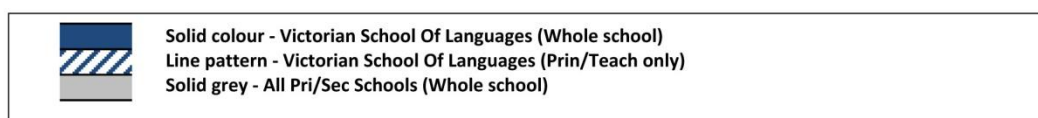
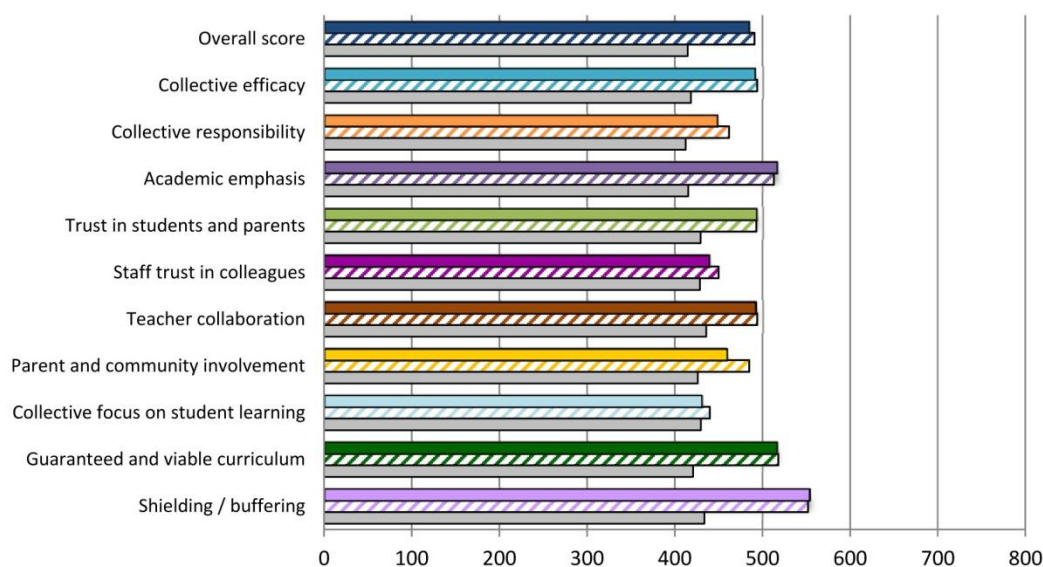
- Q2.2 (*We often work together in groups to complete tasks*) is in negative territory at Years 5, 9 and 11 but is in positive territory at Year 7.
- Q3.4 (*In my class or for homework I get the chance to use what I know about computers and other technologies*) (Year 5 – 1.5, Year 7 – 1.7, Year 9 – 1.4; Year 11 – 1.6) and only Year 9 & 11 have had a .2 decrease from 2013.

Poorest performers were also across Principle 6 (*Learning connects strongly with communities and practice beyond the classroom*) although Year 11 teachers remain in positive territory at Q6.1 (*We link our learning to current events and issues involving real people, such as those reported in the media*). Year 11 generally has a higher average at Principle 6 being as much as .4 higher than the lowest average at Q6.1.

At Q6.2 & Q6.3, Year 5 experienced an increase on question Q6.2 (*I work on projects that link us to people and places outside the school*) and a .3 increase at Q6.3 (*In my class or for homework, I use the computer or the internet to help me learn and/or to present my work*).

School Staff Survey

School Climate summary means for Victorian School Of Languages



School Climate	School scores		Prin/Teach scores	
	Your whole school	All Pri/Sec schools	Your school Prin/Teach	All Pri/Sec Prin/Teach
Overall score (mean)*	485	415	491	416
33 rd percentile	-	377	-	371
67 th percentile	-	488	-	451
Percent endorsement	70%	59%	73%	59%
Number of respondents	27	-	23	-

* The overall score (mean) combines all of your school's component scores for School Climate.

The survey on school climate is based on ten indicators, they include; Collective efficacy, Collective responsibility, Academic emphasis, Trust in students and parents, Staff trust in colleagues, Teacher collaboration, Parent and community involvement, Collective focus on student learning, guaranteed and viable curriculum and Shielding and buffering,

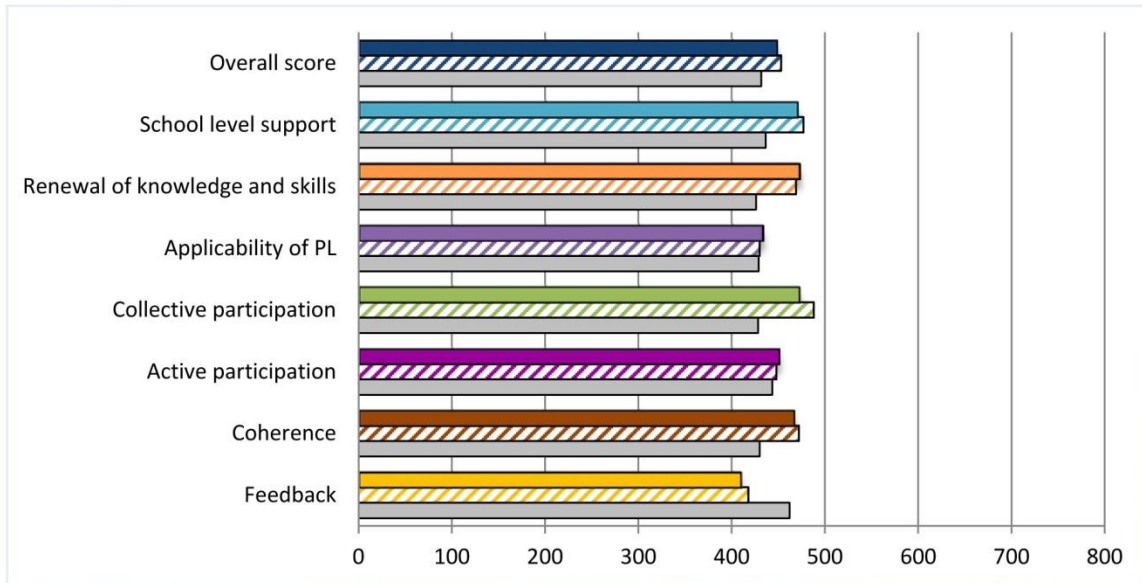
The VSL school climate opinion survey results indicate scores on all ten indicators ranged above the state mean for Victorian Government P-12 schools for 2014


Our overall mean score on School Climate was well above the State's average score.

Staff survey results revealed particularly high scores in comparison to State average in a number of indicators. They include Collective efficacy (Our belief in having the necessary skills, expertise and resources to educate students). Academic emphasis (Our emphasis is

placed on the importance of academic success and school norms in supporting learning). Trust in students and parents, Teacher collaboration. Guaranteed viable curriculum (The curriculum we deliver is coherent across year levels and is delivered adequately in the time allotted). Shielding and buffering (Our staff are protected from intrusions that distract from learning and teaching).

Professional Learning summary means for Victorian School Of Languages




Solid colour - Victorian School Of Languages (Whole school)
Line pattern - Victorian School Of Languages (Prin/Teach only)
Solid grey – All Pri/Sec Schools (Whole school)

Professional Learning	School scores		Prin/Teach scores	
	Your whole school	All Pri/Sec schools	Your school Prin/Teach	All Pri/Sec Prin/Teach
Overall score (mean)*	448	432	453	434
33 rd percentile	-	394	-	394
67 th percentile	-	459	-	470
Percent endorsement	62%	62%	64%	61%
Number of respondents	27	-	23	-

The survey on professional learning is based on seven indicators; they include School level report (the school leadership team promotes, supports and encourages professional learning opportunities for staff). Renewal of knowledge and skills (Professional learning activities improve instructional strategies and teaching skills), Applicability of PL (professional learning activities are relevant to learning and teaching strategies in your school), Collective participation (Staff seek advice from colleagues and participate in collaborative discussion to improve learning and thinking), Active participation (Professional learning activities provide opportunities to develop, review or practice learning and teaching strategies), Coherence

(Professional learning align with school wide agendas) and Feedback (Feedback is seen as crucial to the professional learning process).

The VSL professional learning survey results indicate scores on all but one indicator (Feedback) ranged above the state mean for Victorian Government P-12 schools for 2014. Our overall mean score on School Climate was well above the State's average score.

As previously mentioned, feedback is seen as crucial to the professional learning process. Some questions need to be asked; Are there issues in our work practices that may have impacted on staff's ability to provide feedback. In what area of feedback can we improve on and what practices do we put into place to address this area.

Some suggestions include establishing clear protocols for giving and receiving feedback. Ensuring a number of feedback methods is promoted and undertaken. Set expectations that all staff are proactive in self-reflection and requesting feedback. Ensure feedback is regular, targeted and specific.

Parent Opinion

The Parent Opinion Survey was emailed to parents of students in face-to-face classes and 517 responses were received from a total of 4526 parents who were emailed the questionnaire. This equates to a 11% rate of return. From a total population of around 14,239 face-to-face students, the representative sample size surveyed was lower than the sample size in 2013. It remains a challenge to increase the response rate. Parents may be reluctant to respond because classes are sessional and optional and, in most cases, they have also been asked to respond to a survey at their child's regular day school.

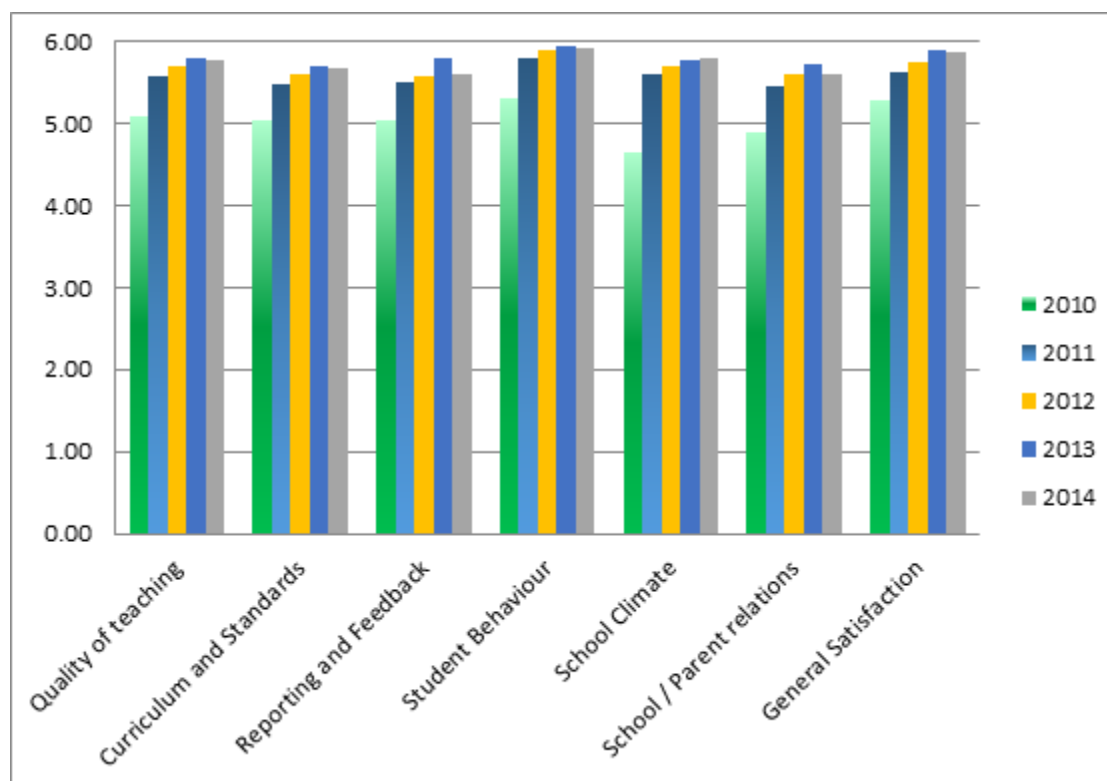
The Parent Opinion Survey was emailed to around 557 parents of students of Distance Education and 69 responses were received, about a 12% rate of return.

Additional comments were provided by some respondents and these need to be further evaluated for any recurrent or common themes. The charts below summarise the responses by recording the mean response for each variable, on a scale of 1 to 7, whereby 7 is the best possible score.

Results are tabled for both Distance Education and Centres, and compared with previous results for 2010 to 2014. The standard government school survey was used as a framework. Two survey instruments were used, with some modification of questions, for both distance education and centre classes, to better match the specific setting of the VSL. Seven of the standard government school variables were included in the survey relating to: quality of teaching; curriculum and standards; reporting and feedback; student behaviour; school climate; school-parent relations and general satisfaction. The variable, extra-curricular activities, is not relevant to a school such as the VSL, in contrast to mainstream schools, as its students generally attend school only one session per week and study a single learning area.

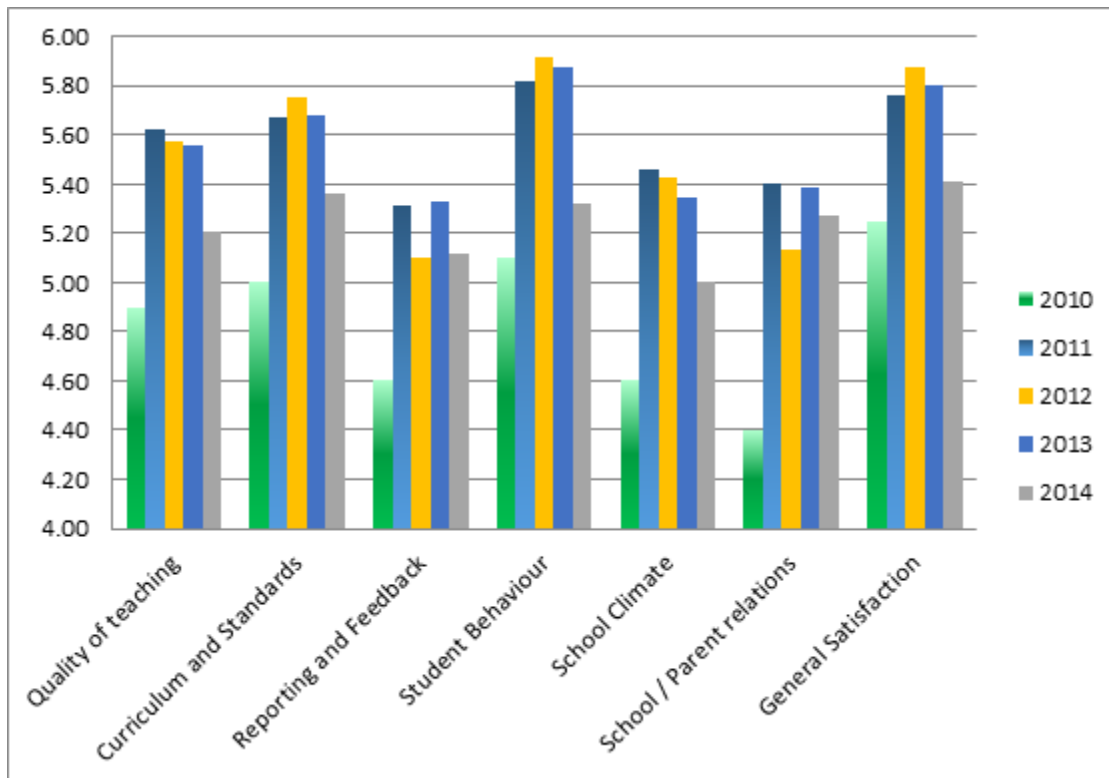
Centre classes responses (517):

Centres



We yielded positive results in Centre class responses. This includes the following variables; Quality of Teaching, Curriculum and Standards, Reporting and Feedback, Student Behaviour, School Climate, School/Parent relations and General Satisfaction. All variables showed similar mean scores in 2014 compared to the previous year. This can partly be explained by improvements we have made to the survey methodology. Even though we have modified the DEECD survey for our unique setting, some parents still feel that some of the questions are irrelevant to our specialist status and don't want to answer them. We know this through comments made as part of the survey. Other parents with limited English find some of the questions difficult to understand. As a result they may choose 'strongly disagree' when they don't want to answer a question. These questions were generally to do with the functioning of the whole school as opposed to those that related directly to their child's individual experience. We have modified the survey to include a 'Not Sure/NA' option. This makes it more difficult to compare to the past but will provide a better basis into the future. In short, we received a positive result on all variables.

Distance Education



The Distance Education survey had the same changes as above as well as modification to the wording of two questions. We yielded positive results on all variables, this includes the following variables; Quality of Teaching, Curriculum and Standards, Reporting and Feedback, Student Behaviour, School Climate, School/Parent relations and General Satisfaction. However, it is worth noting that on all variables the results demonstrated a slight drop in the mean scores in 2014 compared to the previous year. In some variables we had dropped a full almost a full scale on the 2013 results. It should be noted that lower scores in these variables may warrant further investigations.

Performance and Development Culture

In 2008 the School received accreditation as having a substantial performance and development culture.

Between 2008 and 2014, the trend data remains mainly positive and the school is above the P & DC threshold in all areas except for Appraisal and Recognition where it fell just below the threshold in 2012 only.

