



School of Languages 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

School of Languages Number: 1802

Partnership: West Torrens

Name of School Principal:

Ms Lia Tedesco

Name of Governing Council Chair:

Dr Kate Cameron

Date of Endorsement:

School Context and Highlights (400 words)

The School of Languages was established in 1986 as a specialist school which teaches only Languages Other Than English. In 2016 the Languages that were taught were: Afrikaans*, Arabic, Bosnian, Chinese*, Croatian, Dinka, French*, German, Hindi*, Indonesian*, Italian*, Japanese*, Khmer*, Korean*, Nepali, Persian, Pitjantjatjara, Polish*, Portuguese, Punjabi, Serbian, Spanish*, Swahili and Vietnamese*. Some of these languages were also offered at International Baccalaureate (IB) Diploma level. The asterisks indicate the Languages that were also available at primary level.

Our students came from over 240 other schools from all three education sectors. Students attended after hours classes in 25 teaching centres around the metropolitan area. Major feeder schools in 2016 included Adelaide High School, Belair Primary School, Glenunga International High School, Playford International College (formerly Fremont-Elizabeth City High School) and Thebarton Senior College.

The year commenced well, with strong enrolments across most of our courses. Dari, Hungarian, Kaurna and Kirundi were the only languages for which we received no enrolments. In total we had 1877 enrolments by the 31st March, which is our census date. This is our highest ever enrolment number, and included 121 international students (concentrated in Chinese, Japanese and Korean), 113 IB enrolments, 794 primary level students and 25 home schooled students. Enrolment breakdown was as follows:

- 43% of enrolments in Reception to Year 7
- 14% of enrolments in Years 8 to 10
- 43% of enrolments in Years 11 and 12

Languages with the most enrolments were French (263), Italian (218), Chinese (199), Spanish (190), Japanese (162) and Khmer (130)

Our new programs were:

- Years R – 7 Chinese at Adelaide High School
- Years R – 7 Japanese at Adelaide High School
- Years R – 7 Vietnamese at Adelaide High School
- Years 10 – 11 Italian at Mitcham Girls High
- Years 10 – 12 Japanese at Australian Science and Maths School
- Year 11 Spanish Beginners at Australian Science and Maths School
- Years 10 – 12 Nepali at Salisbury East High School
- Years 8 – 12 Nepali at Playford International College and at Paralowie

Key activities that complemented our teaching programs included:

- year 12 vacation program, which provides the opportunity for Year 12 students from across the state, to focus on exam preparation
- sister-school relationships, which have grown to include relationships with schools in Korea, France, Mexico, Japan and Italy
- our international study tour program, which commenced with a tour in Spain in April, a tour in Korea in January; and detailed planning for the 2017 study tours to Italy, Korea, New Caledonia and Spain.

Governing Council Report (400 words)

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In 2016, we also reviewed our vision statement, and developed a new one for 2017-2022:

The school of languages promotes excellence in student achievement, professionalism in teaching and richness in learning, to develop a deeper understanding of language and culture in the school community and beyond.

Improvement Planning and Outcomes (600 words)

Key elements of site improvement planning included:

- implementation and monitoring of the 2014 – 2017 Site Learning Plan and the associated annual sub-plans that sit under it
- analysis of achievement and attendance data to identify patterns and seek strategies for improvement
- collection and analysis of perception data, through surveying students, parents and staff
- ongoing monitoring of school policies and processes to check for effectiveness and identify areas for refinement and improvement.
- the development of a new student learning and achievement policy

Key actions undertaken by the school towards improving student achievement included:

- collection and detailed analysis of year 12 SACE and IB results
- rewriting of all curriculum overviews to align them with the Australian Curriculum
- comprehensive professional development program for all staff, particularly through the establishment of Professional Learning Teams whose work focused on curriculum design and development, and analysing student achievement data

This work will continue into 2017, where the focus of our Professional Learning Teams (PLTs) will be on:

- moderation and closer analysis of student achievement and growth data; and effective differentiation strategies to support student achievement and growth
- developing processes for monitoring student achievement and growth of the individual student level, at the class level, at the faculty level and at the whole school level
- development of term plans aligned with the Australian Curriculum
- expansion and strengthening of the use of Edmodo (our online learning platform) to support between lesson learning
- new formats for student reports

A new leadership team structure was implemented in 2016, with the following six coordinator positions (in addition to the Principal, two Assistant Principals and Business Manager).

- Coordinator: Senior Secondary; has responsibility for SACE and IB; and provides leadership and support to teachers of Bosnian, Croatian, Khmer (secondary only), Persian, Polish, Portuguese, Punjabi and Serbian.

- Coordinator: Marketing and Promotions, Asian Languages; has responsibility for school marketing and promotions activities, and provides leadership and support to secondary teachers of Chinese, Hindi, Indonesian, Japanese, Korean and Vietnamese and International students.

- Coordinator: European Languages; has responsibility for the development, implementation and monitoring of school processes for gathering and analysing student achievement and growth data at secondary level; and provides leadership and support to secondary teachers of Arabic, Auslan, German, Italian, French and Spanish.

- Coordinator: Student Connections; has responsibility for our international outreach activities, and for developing blended learning approaches at secondary level (including a strong focus on Ipads, apps, flipped classroom, Edmodo); and provides leadership and support to secondary teachers of Afrikaans, Arabana, Dinka, Kirundi, Nepali, Pitjantjatjara and Swahili.

- Coordinator: Learner Achievement R – 7; has responsibility for the development, implementation and monitoring of school processes for gathering and analysing student achievement and growth data at primary level; and provides leadership and support to primary teachers of Chinese, French, Hindi, Japanese and Vietnamese.

- Coordinator: Primary Pedagogy; has responsibility for pedagogical leadership at primary level, and for developing blended learning approaches at primary level; and provides leadership and support to primary teachers of Indonesian, Italian, Khmer, Korean and Spanish. This coordinator also has responsibility for developing and delivering a professional development program to teachers in First Language Development and Maintenance Programs state wide.

The new coordinator structure was specifically designed to provide strong curriculum leadership and support to all our teachers. The coordinators have undertaken this role with great enthusiasm, supporting their staff to develop curriculum aligned with the new Australian Curriculum, to analyse student achievement data and to identify opportunities for improvement through regular performance and development meetings. They have also provided feedback on pedagogy through classroom visits and observations; and provided support and follow-up for all student related matters.

School Performance Comment

(500 words)

Year 12 – SACE

In 2016 there were year 309 year 12 students who studied a SACE course with us:

- 44.14% achieved an A
- 32.94% achieved a B
- 18.67% achieved a C
- 2.55% achieved a D
- 0.85% achieved an E
- 0.85% achieved an N

The following 7 students deserve a special mention for receiving an A+ with merit, and were presented with Merit Certificates at Government House on Tuesday 7th February:

- Sakura Tatewaki: Japanese Continuers
- Baiyu (Amber) Chen: Japanese Beginners
- Lyna Yue: Chinese Continuers
- Emilka Rustecka: Polish Continuers
- Harula Mollas: Spanish Beginners
- Larisa Forgac: Serbian Continuers
- Samantha Nhu Quynh Tran: Vietnamese Continuers

Year 12 – IB

In 2016 there were 41 year 12 students who studied an IB language course with us. 14 of them achieved a perfect score of 7 (34%); and another 14 achieved a near perfect score of 6. We would like to congratulate the following students who achieved a perfect score of 7, and whose achievements were acknowledged at a ceremony at the Adelaide Town Hall on Monday 6th February:

- Ke-Xuen (Ashley) Liew: Chinese ab initio
- Sorrel Franziska Salb: German B HL
- Leonard Steiner: German B HL
- Virag Kiss: German B SL
- Rachel Tan: Indonesian B SL
- Priyanka Ragnath: Indonesian ab initio
- Jiayi Li: Japanese B SL
- Sophie Caon: Spanish ab initio
- Elise Elmendorp: Spanish ab initio
- Anha Jhure Malani: Spanish ab initio
- Abby Claire Mather: Spanish ab initio
- Madeleine Perrett: Spanish ab initio
- Nicholas Teale: Spanish ab initio
- Adelaide Isabelle Xerrri: Spanish ab initio

School achievement data related to Years Reception to Year 11 was analysed as part of Professional Learning Teams, at classroom and faculty level. At the beginning of each term, faculty teams analysed the achievement data from the end of term reports of the previous term, to identify patterns of achievement, areas for improvement, and strategies to support individual students. This detailed level of analysis commenced in Term 2 2016, with the analysis process being fine tuned each term. The process was extremely useful; and our end of year evaluation indicated that all staff found it to be a valuable exercise for focusing on student achievement and growth.

Directions for 2017 include:

- moderation of student work, to ensure common understandings of the Australian Curriculum achievement standards, the SACE performance standards and the IB requirements
- developing processes for analysis of student achievement data at the whole school level.

In 2016, we also reviewed and redeveloped our school reports, to align them with the Australian Curriculum, in order to meet the DECD timeline for full implementation of the Australian Curriculum: Languages in 2017. Our new reports will be implemented for the first time at the end of Term 1 2017. A major change has been the introduction of specific indicators that reflect the achievement standards of the Australian Curriculum for Reception to Year 10, the SACE performance standards for SACE courses, and the IB criteria for IB courses.

Attendance Comment

(100 words)

With the use of electronic roll marking and SMS messages home for unexplained absences, the follow-up of absences has become more efficient and timely. However, attendance continues to be a significant concern for us, with an average 20% absence rate across the year. This is partly attributable to our context, where students attend after hours. Reasons for absence are closely monitored; and teachers followup with absent students, via email, edmodo and phone calls, to assist them to catch up with missed work

Absences are reported in end of term reports - copies of which are sent to students' day schools. In cases of unexplained or persistent patterns of absences, contact is made with the parents, and with the day school to share information and to determine appropriate courses of action.

Behaviour Management Comment

(120 words)

There were no suspensions or exclusions in 2016

The Department of Education and Child Development (DECD) required actions related to the Incident Reporting and Management System (IRMS) were all completed. There was one notifiable incident related to student to student bullying, which was dealt with according to the policy.

We undertook a major review of our school's Code of Conduct, in light of increasing R-7 enrolments, to ensure that it is applicable in an R - 12 context. All primary teachers and Council members contributed to the review; and the new Code was workshopped with all staff, to ensure consistent understandings and implementation across the school.

Our coordinators provided specific support to teachers to assist with behaviour management strategies, particularly in some instances of challenging behaviour in a small number of primary classes.

Client Opinion Summary

(400 words)

The Parent Survey was conducted in Term 3 via Survey Monkey. This enabled us to send the survey link to all parents. 13.3% of parents responded to the survey. Survey responses included parents of students in all Languages, with the exception of Bosnian, Pitjantjatjara and Swahili.

The majority of parents who responded believe that:

- the school is meeting the learning needs of their child
- their child is progressing well
- their child's teacher provides a stimulating learning environment where high quality teaching and learning occurs
- the school has high academic expectations and is challenging their child
- their child's reports are comprehensive and give clear information about achievement levels
- they can discuss their concerns with their teachers
- the school has high standards of student behaviour, which are fair and reasonable
- their child is in a safe environment
- the school takes their concerns seriously.

Individual concerns expressed by parents were followed up individually with the parents, students and teachers concerned.

Detailed survey results are available on request.

In Term 3, students learning Arabic, German, Hindi, Persian, Pitjantjatjara, Polish and Spanish were surveyed during class, to gain their views on areas for school improvement. Number of student responses:

- Arabic: 20
- German: 39
- Hindi: 67 (includes 22 primary students)
- Persian: 71
- Pitjantjatjara: 4
- Polish: 18
- Spanish: 141 (includes 69 primary students)

The student responses were also overwhelmingly positive with one key area that needs addressing; this relates to; the consistent use of Edmodo as an elearning space, by all teachers. Survey results indicate that Edmodo is not utilised effectively and regularly by all teachers. The two co-ordinators whose role includes a focus on Edmodo, have made it a priority to work with these teachers, to ensure that Edmodo use across the school is strengthened to support quality learning between lessons.

Our school processes also include followup of students who withdraw during the school year, to ascertain reasons for withdrawal. In only a very small number of cases, were the reasons given related to dissatisfaction with the school or our teachers. In such cases, appropriate followup is undertaken.

DECD Relevant History Screening

(100 words)

We are compliant with DECD requirements for criminal history screening, with processes in place; and all records are appropriately kept for School Support Officers (SSOs), teachers, Hourly Paid Instructors (HPIs), volunteers, School Council members, adult students, university supervisors and tertiary students on placement.

The Assistant Principal Student and Staff Services monitors expiry dates and provides timely reminders to the relevant people.

We were audited in 2016 in relation to DECD requirements for DCSI screening, and found to be compliant in all areas.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	75
Post Graduate Qualifications	This information is not collected-

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	-	28.15	-	5
Persons	-	75	-	5

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	3,985,326
Grants: Commonwealth	-
Parent Contributions	275,783
Fund Raising	-
Other	243,020

Data Source: Data Source: Education Department School Administration System (EDSAS).

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Not applicable	
	Improved Outcomes for Students with an Additional Language or Dialect	Not applicable	
	Improved Outcomes for Students with Disabilities	Not applicable	
Targeted Funding for Groups of Students	Improved Outcomes for <ul style="list-style-type: none"> - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	0.4 allocation for the School of Languages to provide a Professional Development Program to support teachers in First Language Maintenance and Development (FLMD) programs.	Feedback from the teachers indicated that the Professional Learning program had a significant impact on enhancing their pedagogical approaches
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	To provide English as a Second Language (ESL) support to students of Persian background.	Improvements in English literacy evident in their assignments
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		