



*Information for
Adult Students*



Government of South Australia
Department for Education and
Child Development

Dear students,

Thank you for your enquiry about language studies at the School of Languages. Whether you already have some knowledge of the language you wish to study, or are starting from the beginning, the benefits of language learning for your education and personal development will be long lasting.

Being able to communicate in another language has obvious practical benefits in an increasingly globalised world. Research provides clear evidence of the positive influence of language learning on students' literacy skills and on their cognitive and intellectual development.

At the School of Languages students are involved in an engaging program developed around their knowledge and skills. They learn how to communicate in the language of their choice, to make comparisons between their own language and the one studied, and to reflect on themselves as learners.

All our senior secondary courses are accredited by the SACE Board and count towards the completion of the SACE.

We hope that you will find the enclosed information both relevant and useful. Please note that our website www.schooloflanguages.sa.edu.au also has further information.



Lia Tedesco
Principal





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SECTION 1:

Useful information before lessons start

Eligibility

You must be under 21 years of age and studying this language towards your SACE to be eligible to enrol. Exemptions apply to adults enrolling into Aboriginal Languages.

Criminal history screening (DCSI)

It is a requirement of the Government of South Australia that adult students over the age of 18 will undertake a criminal history screening check. Enrolment in government schools is subject to the outcome of this screening process. Confirmation of your enrolment is pending the school's receipt of your DCSI clearance.

Lesson time and length

Adult students have three-hour lessons. Please refer to the Secondary timetable on the School of Languages website for the time and location of your language class.

Where lessons are held

The location of your class will depend on the language you enrol in.

Our teaching centres for adult learners include:

- Adelaide High School - West Terrace, Adelaide
- Glenunga International High School - 99 L'Estrange Street, Glenunga
- Mitcham Girls High School - Kyre Avenue, Kingswood
- Our Lady of the Sacred Heart College - 496 Regency Road, Enfield
- Paralowie R-12 School - Whites Road, Paralowie
- Playford International College - Philip Highway, Elizabeth
- Roma Mitchell Secondary College - Sports Park, Briens Road, Gepps Cross
- Salisbury East High School - 50 Smith Road, Salisbury East
- School of Languages head office - 255 Torrens Road, West Croydon
- Thomas More College - 23 Amsterdam Crescent, Salisbury Downs
- Torrens Valley Christian School - 1227 Grand Junction Road, Hope Valley
- William Light R-12 School - 21A Errington Street, Plympton

Please note that this list may change. For the most current list please visit our website at www.schooloflanguages.sa.edu.au

Enrolment procedures

All new enrolments must be discussed with a School of Languages enrolment officer prior to submitting an enrolment form. You can contact the school on 8301 4800 during office hours to speak to an enrolment officer.

You will receive an enrolment confirmation letter and a welcome package once your enrolment is approved.

First lesson

All classes begin in Week 2 Term 1. During this lesson detailed information about the course will be provided.

Where to report for the first lesson

If you are familiar with the facilities of the school where your language class is held, you can proceed directly to the designated classroom. If you are new to the teaching centre, please refer to the map sent to you with your Confirmation of enrolment letter. If you are attending classes held at Adelaide High School or the School of Languages head office you will need to report to the centre supervisor. Maps of the teaching centre locations are also available on the school website.



SECTION 2:

School expectations

Attendance

Regular attendance is essential to your progress in language learning. Given that the School of Languages classes are held once a week, being absent for one lesson means missing out on an entire week of learning.

In instances of sickness and other unavoidable events, absences can be reported to the school by:

- phoning the school on 8301 4800 anytime during office hours, between 8:30am-4:30pm
- sending an SMS to the school or the language teacher
- contacting the language teacher via an e-mail or through the class e-learning space, Edmodo.

If you are late to class or absent without prior notice, you will be reminded via an automatically generated SMS, to contact the school or your teacher.

Late arrivals and early departures

If you have no choice but to arrive late or leave early on a regular basis, you must negotiate this with the teacher and complete the relevant form, available in class. If you are late on a one-off basis, you must inform your teacher via a text message or an e-mail.

Extended absence

In the case of an extended absence, such as a holiday, the school's Principal must be notified in writing.

Early dismissals

As a rule there are no early dismissals. When special arrangements occur, students are advised in advance.

Withdrawals

Students are required to formally advise us of their withdrawal (initially a phone call to the school or a note to the teacher will suffice) so that the necessary paperwork is completed. Once this has occurred, your day school (if applicable) is notified in writing.

For SACE students, failure to formally withdraw could lead to a 'fail' as notification of withdrawals is required by certain dates. Your cooperation in this important matter is crucial.

Electronic devices

Mobile phones and other electronic devices must be switched off during lessons, unless used as part of a teaching and learning activity.

Food and drink in teaching centres

You may bring bottled water to class. The consumption of food and other drinks is permitted only during the recess break and outside of the classroom. No nut snacks are permitted.

Behaviour code and expectations

We believe that all students should feel comfortable and safe so they can succeed in, and enjoy, language learning in a supportive environment.

Our expectations have been set up to make sure that all students achieve the most out of their time at the School of Languages.

The school's Code of Conduct emphasises that students are responsible for their own behaviour and that all behaviours, positive and negative, are a choice and lead to consequences. It is underpinned by the assumption that teachers have the right to teach and students the right to learn in an environment that is safe and free of harassment and discrimination.

The management of student behaviour is a responsibility shared by the School of Languages, a students' day school (if applicable) and, of course, the students themselves. Lateness, absence, disruptive classroom behaviour, or failure to complete work on time will be followed up by teachers or Coordinators at the School of Languages. Where appropriate, students' day schools will be contacted. In the case of extremely inappropriate behaviour or repeated non-compliance with the school's expectations, the Principal reserves the right to review a student's enrolment.

Please note: The school's Code of Conduct, Cyber Safety Policy and Drug Policy can be found at www.schooloflanguages.sa.edu.au



Getting the most out of language studies

Learning a language is a cumulative process that requires commitment and provides many rewards.

Success and achievement in language learning occur in a context of regular contact with the teacher and the language learning community. For a student at the School of Languages success and achievement depend on:

- **good organisation and study habits**

Attendance alone is not enough. Students need to develop skills for independent learning, and engage with the language between lessons. This can be achieved through:

- private study
- using the class e-learning space
- completion of homework tasks
- reading in the language
- engaging in web-based language activities
- practising oral skills
- watching TV programs and listening to radio programs in the language.

- **regular completion of homework**

Homework is an essential part of the program. The recommended minimum time for students in years 11 and 12 is between 3 and 4 hours per week.

- **a clear understanding of the role that assessment plays in language learning**

Regular assessment provides an opportunity for the student and the teacher to measure student's progress and to reflect on the learning and teaching process. It provides milestones for students to work towards and helps students to manage their learning.

There are two major types of assessment in our language courses:

- **Formative**

This type of assessment is ongoing throughout the year. The purpose of this type of assessment is to provide feedback to the student and to the teacher on student's progress. It consists of homework, class activities and tasks.

- **Summative**

This type of assessment measures how well students have met the outcomes of the course. The grades from these assessment tasks contribute significantly towards the term reports. In the case of SACE students, they are the grades that form the basis of SACE achievement results.

School Council

The School Council is a vital advisory body of the school. The role of the School Council is to:

- exercise general oversight over the well-being of the school
- advise the Principal on the correlation between the work of the school and the educational needs of the school community
- consider in broad outline the general education policy within the school and advise the Principal of the considered view of the school community regarding educational developments within the school
- decide, in liaison with the Principal, on the distribution of school finances.

The School Council may form a number of committees to advise it on various aspects of the school. There are eight positions for parent representatives on Council, elected at its AGM in March.

Information sessions

These sessions, held in the first few weeks of Term 1, serve as information forums to:

- meet members of the Leadership Team and teachers, and other members of the school community
- provide feedback to the school on how it is meeting the needs of students and ways of further improving its services
- ask questions specific to each language and teaching centre as required.

Student / teacher interviews

Student/teacher interviews are held in Term 2.

They provide a formal opportunity for adult students to discuss ways of making sure they achieve their best while studying at the School of Languages.

Students are welcome to discuss their progress with the teacher at any time during the year.

SECTION 3:

Curriculum information

Year 11 and 12 courses for adult students follow the South Australian Certificate of Education (SACE) Subject Outline approved by the SACE Board of South Australia.

SACE courses

At Stage 1 level, a one-semester course is worth 10 credits. A full-year course is worth 20 credits.

At Stage 2, most courses run for the full year and are worth 20 credits. However, students may choose to do a semester of 10 credits or a full year of 20 credits in Australian Languages, or Language and Culture.

Students must receive a C or above in order for the language course to count towards the compulsory requirements at Stage 2 level.

SACE courses are offered at Beginners, Continuers and Background speakers levels. In addition, some languages are offered through the Language and Culture framework. Australian Indigenous languages are offered as part of the Australian Languages Subject Outline.

For program overviews for all languages and levels please visit www.schooloflanguages.sa.edu.au

For each course taught at the school, comprehensive curriculum planning is undertaken and documented at three main levels:

- **Course Overview** - outlines the key concepts, themes, topics, main grammar and linguistic elements and cultural understandings. This document can be found on the school website.
- **SACE Learning and Assessment Plan** - translates the Course Overview into a detailed statement of student learning based on the relevant SACE Board Subject Outline, including descriptions of assessments, their weighting, due dates and assessment design criteria. This SACE Board approved document is distributed to students at the start of the year.
- **Weekly Lesson Plan** - a detailed lesson plan that contains information about learning intentions, content covered in class, tasks set for homework, information about upcoming assessments, teacher contact details and the class Edmodo code.

Edmodo

Each class has an e-learning space, Edmodo, which provides a platform for students to receive support from their teacher and each other. The above mentioned curriculum documents, lesson materials and other relevant resources, such as useful links, audio and visual resources, are shared on Edmodo to allow students to engage with the language learning in-between lessons.

SACE – Beginners Level (Stages 1 & 2)

These courses, worth 20 credits, are designed for secondary school students who:

- are in years 10, 11 or 12
- have little or no knowledge of the language
- wish to sit for an exam at Stage 2 for an ATAR.

The languages available are: Chinese, French, German, Indonesian, Italian, Japanese, Korean, Spanish and Vietnamese*.

Students must do Stage 1 before entering Stage 2 for examination purposes. Neither stage can be repeated. SACE Board eligibility criteria apply.

*Vietnamese Beginners is available at Stage 1 only.

SACE – Continuers level (Stages 1 & 2)

These courses are designed for students who have:

- achieved Year 10 level or equivalent for entry into SACE Stage 1
- achieved SACE Stage 1 or equivalent for entry into SACE Stage 2.

The languages available are: Arabic, Bosnian, Chinese, Croatian, French, German, Hindi, Indonesian, Italian, Japanese, Khmer, Persian*, Polish, Portuguese, Punjabi, Serbian, Spanish and Vietnamese. Students considering studying a language at Continuers level are strongly advised to complete Stage 1 before enrolling in a Stage 2 course.

The SACE Board eligibility criteria apply to Chinese, Japanese and Vietnamese courses.

*Stage 1 Continuers Persian will be offered in 2017 and Stage 2 in 2018.

SACE – Background speakers level (Stages 1 & 2)

These courses are for students who have a strong cultural and linguistic background in the language. The languages available are: Chinese, Japanese, Korean, Persian* and Vietnamese.

*Stage 1 Background Persian will not be offered from 2017.

Students considering studying a language at Background speakers level are strongly advised to complete SACE Stage 1 in the language before enrolling in SACE Stage 2.

SACE – Australian Languages (Stages 1 & 2)

The Kurna and Pitjantjatjara courses are part of the Australian Languages Subject Outline. These programs can cater for those students who have no background in the language and for those who have some. There are no prerequisites. At SACE Stage 2 level, each can be taken as a 10 or 20-credit sequence.

SACE – Language and Culture (Stages 1 & 2)

Afrikaans, Dinka, Kirundi, Nepali and Swahili are available through Language and Culture as a 10 or 20-credit course at Stages 1 and 2.

The SACE Board eligibility requirements do not apply.

Bonus points for entry to university

With the exception of Language and Culture courses, all other language courses successfully completed at Year 12 level attract 2 bonus points for entry into all three South Australian universities. For more information please visit SATAC at www.satac.edu.au or the SACE Board www.sace.sa.edu.au

Resources

Copies of SACE Stage 1 and 2 Subject Outlines and Stage 2 past exam papers are available at www.sace.sa.edu.au

Dictionaries

The SACE Board has approved the use of:

- bilingual printed dictionaries in all subjects
- monolingual printed dictionaries in all language examinations
- English-English dictionaries in all languages.

The SACE Board does not permit the use of electronic dictionaries for any summative assessment or for external exams.

Examinations

Mid-year exams

There is no mid-year exam for Year 11 students.

For Year 12 students, there will be a written mid-year exam in Term 2 Week 9, and an oral exam in Term 2 Week 10. For SACE students, part of this may be a summative assessment, which counts towards the school-assessed mark.

End of year exam

For Year 11 students, an oral exam will be held in Term 4 Week 5, and a written exam in Term 4 Week 6. Exams are returned to students during class in Week 7.

For SACE Stage 2, students of most courses are required to sit for a public exam at the end of the year. All details of these will be given to students as soon as the SACE Board publicises the examination timetable. The exam is worth 30% of the overall mark.

Reporting student achievement

Reports on student progress are prepared at the end of each term. A copy of the report is mailed to the home address and to the Principal of the home school (if applicable).

Celebrating student success

Celebration of Achievement: Term 4

The Celebration of Achievement ceremony, which takes place towards the end of Term 4, formally and publicly recognises the achievements and endeavours of our students.

There are four awards:

- Outstanding Academic Achievement
- Award of Merit
- Community Award
- Award of Excellence.

I love studying languages and learning about other countries and their culture. It will be very useful if I travel or get a job overseas.

Mark (student of Chinese)

SECTION 4:

Important dates

Term 1 Week 2	First lesson for the year
Term 1 Weeks 3-5	Information sessions
Third Tuesday of March	School Council AGM
Term 2 Week 3	Student/teacher interviews
Term 2 Week 9	Mid-year exam for Year 12 students (written)
Term 2 Week 10	Mid-year exam for Year 12 students (oral)
Term 4 Week 5	End-of-year exam for Year 11 students (oral)
Term 4 Week 6	End-of-year exam for Year 11 students (written)
Term 4 Week 7	Last lesson for Year 11 students
Late Term 4	Celebration of Achievement ceremony
Last week of each term	Presentation of Principal's awards to nominated students
Each school holidays	Student reports and school newsletter distributed to families and home schools

Year 12 students – last lesson depends on the external exam date. Students will be informed as soon as the external exam timetable becomes available.



SECTION 5:

Subject charges and payment

Schedule of charges

The following annual charges apply:

- For adult re-entry students enrolled in another school: \$120
- For all other adult students: \$300

Invoicing

- For adult re-entry students enrolled in a government school who are studying a language as part of a full subject load, the day school will be invoiced.
- All other adult students will be invoiced directly by the School of Languages.

Making payments

- Language subject charges are payable on invoice.
- Charges are not refundable in the event of withdrawal from a course.
- Invoices are issued towards the end of Term 1. Payment is required two weeks after receiving the invoice.
- Phone credit card payments are accepted for Visa and Mastercard on (08) 8301 4800
- Cheques, money orders and credit card payments can be made by mail.
- Payment can also be made in person during office hours at the School of Languages, 255 Torrens Rd, West Croydon, SA 5008
- Requests for payment by instalment or to have special circumstances taken into account may be made in writing to the Principal.



255 Torrens Road
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