



*Information for  
Students and Parents  
Secondary Courses*



Government of South Australia  
Department for Education

## Dear parents/caregivers,

Thank you for your enquiry about language studies at the School of Languages. Whether your child already has some knowledge of the language they wish to study, or is starting from the beginning, the benefits of language learning for their 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. The earlier children start learning a language and the more languages they learn the better their chances for future success.

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.

We highly value the partnership between our school and our students' families, and encourage you to take every opportunity to engage in your child's progress in the language they are studying with us and the development of their intercultural experiences.

Your feedback on how these partnerships can be further strengthened is greatly appreciated.

We hope that you will find the enclosed information both relevant and useful. Please note that our website [www.schooloflanguages.sa.edu.au](http://www.schooloflanguages.sa.edu.au) also has further information.

The School of Languages is now on Facebook and I invite you to Like, Follow and Share our page!



Lia Tedesco  
Principal



**Section 1:**  
Useful information before lessons start

**Section 2:**  
School expectations

**Section 3:**  
How parents can help their child with  
language studies

**Section 4:**  
Curriculum information

**Section 5:**  
Important dates

**Section 6:**  
Subject charges and payment

## SECTION 1:

### Useful information before lessons start

#### **Lesson time, length and location**

For students in years 8 and 9, most lessons are 2.5 hours long, while students in Years 10, 11 and 12 have three-hour lessons.

In response to community needs and in partnership with mainstream schools, the school has over the years established a number of Teaching Centres.

For the most up-to-date list of languages, courses and Teaching Centres for this year, please refer to the Timetable accompanying this booklet, which can also be found on the School of Languages website at [www.schooloflanguages.sa.edu.au](http://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.

Once enrolments are approved, students will receive a Confirmation of Enrolment letter and a welcome package via email.

#### **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**

Students attending Adelaide High School classes should report to the foyer of the North-western entrance, as indicated on the map which will be sent with the Confirmation of Enrolment letter. From here students will be directed to their classroom.

Students at all other Teaching Centres should report to the classroom, as indicated on the teaching centre map which will be sent with the Confirmation of Enrolment letter.

Maps showing the street address of all Teaching Centres are available on the school website.

#### **Dress code**

Students who have a school uniform may wear this to class. Otherwise, neat casual clothes are expected.

## SECTION 2:

### School expectations

#### **Attendance**

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

To report student absences or lateness, please advise us in advance through one of the following means:

- phone the School on 8301 4800, Monday-Friday between 8:30am and 3:30pm, or leave a voice message outside of business hours
- email the teacher (the email address is provided on the weekly lesson plan) or the School on [dl.1802.admin@schools.sa.edu.au](mailto:dl.1802.admin@schools.sa.edu.au)
- message the teacher via Edmodo (the Edmodo access code can be found on the weekly lesson plan)
- for classes held at Adelaide High School, phone the Supervisor on 0403 607 566 or by sending an email to [ahs.supervisors460@schools.sa.edu.au](mailto:ahs.supervisors460@schools.sa.edu.au)

If your child is late to class or absent without prior notice, you will be notified via an automatically generated SMS.

#### **Late arrivals and early departures**

Students who have no choice but to arrive late or leave early on a regular basis must negotiate this with the teacher and complete the relevant form, available in class. If students are late on a one-off basis, please use one of the above mentioned methods to inform the teacher or School of Languages.

Students will not be given permission to leave a class early unless a valid reason is provided in writing by parents/caregivers or the day school. A promise to bring a note the following week will not be accepted.

#### **Extended absence**

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

#### **Early dismissals**

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

#### **Leaving school grounds**

Leaving school grounds or unsupervised areas is not allowed during lessons, including recess times. This rule is in the interest of students' personal safety. Students are informed of what constitutes the supervised area at their first lesson.

#### **Food and drink in teaching centres**

Students 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. If your child has any serious food allergies please notify the school.

## Withdrawals

Parents/caregivers or schools are required to formally advise us of a student withdrawal (initially with a phone call to the school or a note to the teacher) so that the necessary paperwork can be completed. Once this has occurred, the student's day school (if applicable) will be notified in writing.

For SACE and IB 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.

## 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 Edmodo page
- 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 times per week are:

Years 8-10: 1½ hours to 2½ hours

Years 11-12: 3-4 hours

- **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 a 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 the 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 marks from these assessment tasks contribute significantly towards the term reports. In the case of SACE students, they are the marks that form the basis of SACE achievement results.

### **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, parents, students' day schools and, of course, the students themselves. Parents can expect that 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](http://www.schooloflanguages.sa.edu.au)

### **Parent/Student Emergency Contact Procedure**

In the event of an emergency during lesson time, please use the following procedure:

1. Directly contact your student:
  - phone or SMS your student's mobile
2. For classes held at Adelaide High School only:
  - phone the Supervisor at Adelaide High School on 0403 607 566
3. For classes held at other Teaching Centres only:
  - phone the School of Languages on 8301 8400 until 4:30pm, and the school will contact the appropriate Teaching Centre.
  - phone the Supervisor at Adelaide High School on 0403 607 566 after 4:30pm, and the Supervisor will contact the appropriate Teaching Centre.

### **Electronic devices**

Mobile phones may only be used for emergency contact between home and student, unless used as part of a teaching and learning activity.

## SECTION 3:

### How parents can help their child with language studies

There are many simple things parents can do to assist their child to maximise their learning of the language:

- Encourage their child to take pride in language learning.
- Ensure that their child attends lessons regularly. Being absent for one lesson means missing out on a whole week of learning.
- Find out what was taught in class and what is set by the teacher to be completed at home, and help with homework. This information can be found in the weekly lesson plan, which students receive in every lesson.
- Join the class Edmodo page as a parent, to see the online materials and activities for your child's class.
- Communicate to the teacher any information about their child's learning that will enable the teacher to provide the best possible support.
- Become an advocate for language learning and promote its benefits throughout the wider community.

#### **Communication with parents**

Parents are encouraged to communicate any information that will support their child's learning, eg, if the child is following a Negotiated Education Plan in their day school, any health issues, etc.

Any issues, comments or concerns can be raised directly with the teacher or by phoning the school on 8301 4800.

#### **Parents as volunteers**

At the School of Languages we believe that volunteers make a significant contribution to the school community by giving their time and sharing their skills and expertise with others.

Detailed information on how to become a volunteer at the school can be found on the school website at [www.schooloflanguages.sa.edu.au](http://www.schooloflanguages.sa.edu.au)

#### **School Council**

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

### **Parent / caregiver information sessions**

These sessions, held in the first few weeks of Term 1, serve as information forums and give parents/caregivers a chance 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.

### **Parent / caregiver / student / teacher interviews**

Parent/caregiver/student/teacher interviews are held in Term 2.

They provide a formal opportunity for parents/caregivers to discuss their child's progress and to discuss ways of making sure they achieve their best while studying at the School of Languages.

Parents are welcome to discuss their child's progress with the teacher at any time during the year.



## SECTION 4:

### Curriculum information

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.
- **Module Plan (Years 8-10)** - translates the Course Overview into a comprehensive statement of student learning term by term. The plan includes concepts, skills and abilities that will be taught and a description of the major assessments.
- **Semester Plan (Years 11-12)** - based on the relevant SACE Board or IB curriculum documents, the Semester Plan includes descriptions of assessments, their weighting, due dates and assessment design criteria.
- **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.

Each of these curriculum documents is distributed to students and can also be found on the class Edmodo page.

Student learning is assessed and reviewed on an ongoing basis, both in a formal and informal manner, and their progress reported to parents through the reporting process.

### **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.

### Courses for students in years 8-10

Students in years 8-10 choose from more than 20 languages, based on the Australian Curriculum requirements.

For the most up-to-date list of languages available this year, please refer to the Timetable accompanying this booklet, which can also be found on the School of Languages website at [www.schooloflanguages.sa.edu.au](http://www.schooloflanguages.sa.edu.au)

Courses are developed with the knowledge and skills required at SACE level in mind, in order to better prepare students to be successful in their SACE years. Students' background knowledge, learning needs and interests also play an important role in the development of these programs.

## **Courses for students in years 11-12**

Years 11 and 12 courses follow either the South Australian Certificate of Education (SACE) Subject Outline approved by the SACE Board of South Australia or the International Baccalaureate (IB) Diploma requirements.

For the most up-to-date list of courses available this year, please refer to the Timetable accompanying this booklet, which can also be found on the School of Languages website at [www.schooloflanguages.sa.edu.au](http://www.schooloflanguages.sa.edu.au)

### **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 and 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 Languages are offered as part of the Australian Languages Subject Outline.

For Course Overviews for all languages and levels please visit [www.schooloflanguages.sa.edu.au](http://www.schooloflanguages.sa.edu.au)

### **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.

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

### **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.

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, Korean and Vietnamese courses.

### **SACE – Background speakers level (Stages 1 & 2)**

These courses are for students who have a strong cultural and linguistic background in the language.

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)**

Australian Languages 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)**

Language and Culture courses can be taken as a 10 or 20 credit sequence 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](http://www.satac.edu.au) or the SACE Board [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

### **Resources**

Copies of SACE Stages 1 and 2 Subject Outlines and Stage 2 past exam papers are available at [www.saceboard.sa.edu.au](http://www.saceboard.sa.edu.au)

### **Dictionaries**

The SACE Board approves the use of printed dictionaries in all subjects, assessments and examinations. The SACE Board does not permit the use of electronic dictionaries for external exams.

## **International Baccalaureate Diploma courses**

In some instances we are able to cater for those students who are enrolled in an IB-registered school by offering them the possibility of completing an IB-accredited language course at ab Initio or Language B levels. Enrolment is arranged by negotiation between the IB-registered school and the School of Languages.

### **Assessment requirements for IB Diploma courses**

Students enrolled in an IB Diploma language course will complete a number of formative and summative assessments during the year to develop the required skills. The number of assessments per semester will be determined by the teacher. Each IB Diploma language course has an internally assessed oral component moderated externally, and two external components, the Written Assignment and an exam.

### **Resources**

The Guide, Language Specific Syllabus and past exams will be made available to students throughout the course.

### **Dictionaries**

IB Diploma students are not permitted to use a dictionary of any kind during external assessments, with the exception of the Written Assignment.

## **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 exams**

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.

For IB students in their last year, the written exam will be held around Term 4 Week 4. For Language B the exam is worth 70% of the overall mark, and 75% for ab initio. Details will be distributed as the examination timetable becomes available.

### **Reporting student achievement**

Reports on students' 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 their home school

### **Celebrating student success**

Principal's Awards

At the end of each term our language teachers recommend students in their classes for Principal's Awards. These awards are in the form of a certificate and are formally presented to students by a member of the leadership team.

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.

## SECTION 5:

### Important dates

Term 1 Week 2	First lesson for the year
Term 1 Weeks 3-5	Parent/caregiver information sessions
Third Tuesday of March	School council AGM
Term 2 Week 3	Parent/caregiver/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
Term 4 Week 8	Last lesson for students in years 8-10
Late Term 4	Celebration of Achievement ceremony
Last week of each term	Presentation of Principal's Awards to nominated students
Each school holidays	Student term 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.

I chose to enrol in the Indonesian Beginners course as an additional subject because I was interested in furthering my understanding of our neighbouring countries. School of Languages is a supportive and effective learning environment as the teachers are always approachable. Learning about new cultures and languages is fun and educational apps like Quizlet, Edmodo and Kahoot make learning easy.

**Alyssa (Year 12 student of Indonesian)**

## SECTION 6:

### Subject charges and payment

#### Schedule of charges

Charges are set annually by the School Council and are GST free. For the most up-to-date subject charges, please refer to the Timetable accompanying this booklet which can also be found on the School of Languages website at [www.schooloflanguages.sa.edu.au](http://www.schooloflanguages.sa.edu.au)

#### Government school students

- For all students who are studying a language as part of a full subject load, the day school will be invoiced.
- For local students who are studying a language in addition to a full subject load, the parent/caregiver will be invoiced.
- For full fee paying overseas students who are studying a language in addition to a full subject load, the parent/caregiver will be invoiced, to be paid on enrolment.

#### Non-government school students

- For local non-government school students, the parent/caregiver will be invoiced.
- For full fee paying overseas students who are studying a language as part of their full subject load, the day school will be invoiced.
- For full fee paying overseas students who are studying a language in addition to a full subject load, the parent/caregiver will be invoiced, to be paid on enrolment.

#### Making payments

Language subject charges are payable on invoice, due within two weeks of receiving the invoice. Charges are not refundable in the event of withdrawal from a course.

Payments can be made in the following ways:

- Electronic Funds Transfer. Refer to details on 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 sent by mail
- 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  
West Croydon SA 5008

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