



school *of* languages



School of Languages 2017 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:

Lia Tedesco

Name of Governing Council Chair:

Dr Kate Cameron

Date of Endorsement:

20/3/2018

School Context and Highlights

The School of Languages was established in 1986 as a specialist school to enhance access, choice and continuity in language learning. We teach only Languages Other Than English. In 2017 the Languages that were taught were: Afrikaans*, Arabana, Arabic, Auslan*, 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.

Our administrative base is on Torrens Road, West Croydon; and our teaching takes place after hours all over Adelaide, in a range of sites that are selected on a needs basis, to enhance access to languages education for students in the metropolitan area. Students attended after hours classes in 25 teaching centres.

Our students came from over 240 other schools from all three education sectors. Major feeder schools in 2017 included Adelaide High School, Belair Primary School, Glenunga International High School, Marryatville High School, Playford International College 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 1975 enrolments by the 31st March, which is our census date. This is our highest ever enrolment number, and included 124 international students (concentrated in Chinese, Japanese and Korean), 97 IB enrolments, 890 primary level students and 20 home schooled students.

Enrolment breakdown was as follows:

- 45% of enrolments in Reception to Year 7
- 12.8% of enrolments in Years 8 to 10
- 42.2% of enrolments in Years 11 and 12

Languages with the most enrolments were Italian (236), French (235), Chinese (231), Spanish (204), Japanese (173), Khmer (142) and Korean (132).

Our new programs were:

- Italian R – 7 at Walkerville Primary School, a new teaching centre
- Arabana (SACE) at School of Languages
- Auslan R – 7 at School of Languages
- Auslan 8 – 10 at Adelaide High School
- Auslan for adults at School of Languages (Ministerial approval was granted in late 2016 for Auslan to be exempted from the Adult Education Policy)
- French at Fulham North Primary School, a new teaching centre.

* Languages that were available at both primary and secondary level.

Governing Council Report

The School of Languages has a School Council, not a Governing Council.

It is served by a very active and full complement of parent and student representatives; as well as representatives of the key stakeholders in Languages Education (the Modern Languages Teachers Association, the Ethnic Schools Association, and the Ministerial Multicultural Education and Languages Committee.)

School Council meets two times each term; eight times per year; and exercises a general oversight over the well being of the school; provides advice on the educational needs of the school community; considers the general education policy within the school and approves all school policies and plans; provides advice on the views of the school community regarding educational developments within the school; and manages and monitors the distribution of school finances.

School Council also has a particular interest in key activities that complement the teaching and learning programs, including:

- The year 12 Vacation School, 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 included tours to Spain, Italy and new Caledonia in April, a tour in Korea in January and again in October; and detailed planning for the 2018 study tours to Korea, Spain, China, Japan and Cambodia
- our Languages Alive! holiday program for primary students; which in 2017 ran over 3 days: 2 at our school and one at Nairne Primary School, during the October school holidays. This program is designed to provide primary aged children with the opportunity to participate in engaging language and culturally rich activities from a range of countries.

Improvement Planning and Outcomes

Key elements of site improvement planning included:

- implementation and monitoring of the 2014 – 2018 Site Learning Plan and the associated annual sub-plans that sit under it: (Student Learning and Achievement Plan/Learning and Communication Technologies Plan/Student Services Plan/Staff Services Plan/Public Relations Plan), with a key emphasis on:
 - 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.

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

Data analysis and monitoring student achievement and progress:

- collection and detailed analysis of year 12 SACE and IB results
- 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 at the individual student level, at the class level, at the faculty level and at the whole school level.

Australian Curriculum: redevelopment of all curriculum overviews Reception to Year 10 to align them with the Australian Curriculum through:

- o Professional development at the whole school and faculty level with a focus on Australian Curriculum, progressing the deeper learning around intercultural understandings, inquiry questions and student reflection, and how to articulate this in programming.
- o Developing strategies and planning proformas for creating overviews which can accommodate multi-level classes in the primary years.
- o Aligning Australian Curriculum programs with SACE programming in combined Years 8-10 and senior secondary classes.
- o Creation of curriculum specific to non-Australian Curriculum Languages through using Australian Curriculum models and adapting these to their own language. Afrikaans, Bosnian, Croatian, Khmer, Polish, Portuguese and Serbian are using the Italian R-10 sequence as a model while Dinka, Nepali, Persian, Punjabi and Swahili are using Hindi R-10 sequence as their model.

Years 8-10 assessment schema: Implementation of a redeveloped Years 8-10 assessment schema that reflects the Australian Curriculum and includes intercultural understandings embedded across assessment types; and teacher observation of student reflection and understandings as per the Achievement Standards.

Moderation: moderation of student work, to ensure common understandings of the Australian Curriculum achievement standards, the SACE performance standards and the IB requirements through:

- o Two moderation sessions for teachers of Years 8-10: one internal process and one external where languages teachers from other schools across partnerships were invited to take part
- o Two moderation PD days with a focus on R-7 with languages teachers from other partnerships also invited
- o Internal moderation of student work in senior secondary.

Students at Risk process: The formal process includes using an Intervention proforma to report students at risk to line managers through the data analysis exercise undertaken each term. This also occurs informally where an intervention proforma is completed and discussed with a line manager at any time a teacher has a concern. This proforma includes suggested strategies that will be used to support the student as well as a time for reviewing the situation if needed.

Reporting student achievement: new formats for student reports to align with Australian Curriculum (reports are sent to parents and home schools 4 times per year).

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2017	*	*	*	*	*	*
Year 9 2015-17 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA).

2014	2015	2016	2017
96%	96%	96%	97%

Data Source: SACE Schools Data reports, extracted February 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Data Source: SACE Schools Data reports, extracted February 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.

Data Source: SACE Schools Data reports, extracted February 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training				
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification				

School Performance Comment

Year 12 – SACE

In 2017 there were year 299 year 12 students who studied a SACE course with us across 29 courses and 21 languages:

- 42.82% achieved an A/41.14% achieved a B/13.38% achieved a C/2.34% achieved a D/0.32% achieved an E/0% achieved an N

Our students achieved more 'A's than the state average across all learning areas as well as across all language subjects overall.

8 students received an A+ with merit, and were presented with Merit Certificates at Government House on Tuesday 6th February 2018: German Beginners/Japanese Continuers/Korean Beginners/Persian Background/Spanish Beginners/Spanish Continuers (two)/Vietnamese Continuers.

SACE data also indicated that there were very few changes made as part of the moderation process.

Year 12 – IB

In 2017 there were 37 Year 12 students who studied an IB language course with us.

9 of them achieved a perfect score of 7 (24.3%); and another 17 achieved a near perfect score of 6.

The achievements of students of the following languages courses were acknowledged at a ceremony at the Adelaide Town Hall on Monday 5th February 2018: German B HL/Indonesian AB Initio (2 students)/Japanese B SL/Spanish AB Initio (4 students)/Spanish B HL.

Reception to Year 11

School achievement data related to Reception to Year 11 is analysed by teachers as part of Professional Learning Teams, at classroom and faculty level. At the beginning of each term, faculty teams analyse 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 evolving and being fine-tuned each term.

The final process now includes:

- 1) Highlighting each student's name using a colour code
- 2) Adding arrows in subsequent terms to show progress
- 3) Questions for reflection and discussion via guiding questions related to each colour code. For instance, for a student in the red zone the guiding questions were:

- Do I know why the student is not performing well? What can I do to address this?
- What can I do to support this student in their learning and move them out of the red zone?
- Are there any issues with this student outside of my lesson that are impacting on their learning? Can I do anything about this?
- Do I need to contact the parent?

In the final term of the year teachers were asked to consider which strategies they had used that were the most effective and why.

The term by term analysis provided opportunities for meaningful discussions between teachers, faculties and line managers; as well as with parents. Our end of year evaluation indicated that this was a valuable exercise for focusing on student achievement and growth and finding ways to strengthen student progress.

This analysis work will continue in 2018.



Attendance Comment

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 and line managers follow-up with absent students, via email, edmodo and phone calls, to assist them to catch up with missed work. Absences are also reported in end of term reports.

Behaviour Management Comment

There were no suspensions or exclusions in 2017.

The Department of Education and Child Development (DECD) required actions related to the Incident Reporting and Management System (IRMS) were all completed.

We undertook a review of our school's Anti-Bullying and Harassment Policy and Procedures for students, parents and staff, to ensure that it is applicable in an R - 12 context.

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

The Parent Survey was conducted in Term 3 via Survey Monkey. This enabled us to send the survey link to all parents. 8.5% of parents responded to the survey. We received no responses from parents of the following Languages (which are also languages with very low enrolment numbers): Auslan, Bosnian, Portuguese, Punjabi 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, and they are progressing well
- the child's reports are easy to understand, 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 teachers concerned. Detailed survey results are available on request.

In Term 3, students learning Afrikaans, Auslan, Bosnian, Chinese, Croatian, Indonesian, Italian, Nepali and Serbian were surveyed during class, to gain their views on areas for school improvement. Number of student responses:

- Afrikaans: 15
- Auslan: 15
- Bosnian: 5
- Chinese: 173
- Croatian: 8
- Indonesian: 45
- Italian: 166
- Nepali: 70
- Serbian: 9

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

Our school processes also include follow-up of students who withdraw during the school year, to ascertain reasons for withdrawal. In a very small number of cases, the reasons given related to dissatisfaction with the school or teachers. In such cases, appropriate follow-up was undertaken.



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	79
Post Graduate Qualifications	This data is not collected

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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		29.6		5
Persons		7		5

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$4,168,449.83
Grants: Commonwealth	
Parent Contributions	\$349,518.81
Fund Raising	
Other	\$393,163.02

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

DECD Relevant History Screening

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, Auslan interpreters, 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.

2017 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 2017 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)		