

## SCHOOL CONTEXT STATEMENT 2019

**School number:** 1802

**School name:** The School of Languages

### 1. General information

#### Part A

Principal's Name:	Lia Tedesco	
Address:	255 Torrens Rd, West Croydon, SA 5008	
Telephone:	08 8301 4800	
Fax:	08 8301 4801	
e-mail:	dl.1802.admin@schools.sa.edu.au	
Current Partnership:	West Torrens Partnership	
Road Distance From GPO:	8 kms	
CPC Attached?	No	
Details of Student Populations:	1995	170 FTE
	1996	189 FTE
	1997	195 FTE
	1998	210 FTE
	1999	210 FTE
	2000	210 FTE
	2001	205 FTE
	2002	205 FTE
	2003	200 FTE
	2004	215 FTE
	2005	215 FTE
	2006	216 FTE
	2007	243.5 FTE
	2008	254.7 FTE
	2009	299 FTE
	2010	305 FTE
	2011	281FTE
	2012	165 FTE
	2013	195 FTE
	2014	231.8 FTE
	2015	272.47FTE
	2016	301.76FTE
	2017	303.36FTE
	2018	303.18FTE

In calculating the Full time equivalent enrolments the following formula applies:

Years R - 10: 1/8; Year 11: 1/5.5; Year 12:1/4.5

## Part B

- Enrolment trends:  
Enrolments have been trending up since the establishment of the school. However, with the introduction of the new SACE and the adult education provision policy a few years ago, there was a decline. Since the introduction of primary programs, enrolments have been steadily increasing every year.
- Year of opening:  
The school was opened in 1986.

## 2. Students (and their welfare)

- General characteristics:  
The school's students come from over 240 other schools from all 3 education sectors. Students attend after hours classes at various locations around the metropolitan area.  
There is considerable cultural diversity in the student body, which reflects the many languages taught at the School of Languages. Many of the students are from non-English speaking backgrounds.  
Some of the school's students have a background in the language they are enrolled in. There are also some international students, with Full Fee Paying Overseas Students concentrated in Chinese, Japanese and Korean.
- Support offered:  
The support structures, rules and expectations are outlined in the School Of Languages information booklets which are issued to each student/family upon enrolment. Feeder schools are also provided with a copy.
- Expectations of students  
The school has a Code of Conduct which outlines the Behaviour Code in terms of Expectations and Consequences.  
The school also has an Attendance Policy which addresses lateness and early departure, absence, and suspected/confirmed withdrawal.  
In addition, the school has a comprehensive Drug Policy and detailed procedures, and a Cyber Safety Policy. These policies are all on the school website.  
Follow-up procedures are clearly described, with roles and responsibilities for teachers, supervisors, co-ordinators, Assistant Principals and the Principal.

## 3. Key School Policies

These are available in the Staff Information Handbook.

## 4. Curriculum

- Subject offerings:  
The School of Languages offers only Languages Other Than English to its learners as it is a specialist provider. The timetable is available on the school website. Languages offered in

2019 are: Afrikaans, Arabic, Auslan, Bosnian, Chinese, Croatian, Dinka, French, German, Hindi, Indonesian, Italian, Japanese, Khmer, Kirundi, Korean, Nepali, Persian, Pitjantjatjara, Polish, Punjabi, Serbian, Spanish, Swahili and Vietnamese.

The School currently offers a range of languages at IB level; and is increasing the range of Languages available at primary level.

- **Special curriculum features:**

The school prides itself on its strong focus on sustained curriculum development and its training and professional development program for all teaching staff, which includes foci on assessment, learning and communication technologies, and development of teaching support materials, including web based resources.

The school also provides support to students and teachers of languages state-wide, through its Languages Alive! school holiday program for primary children, holiday intensives for senior secondary students, study tour program, Year 12 Vacation program, and professional development for teachers in First Languages Maintenance and Development programs.

- **Teaching methodology:**

Teachers detailed planning and programming is informed by the Australian Curriculum, and the requirements of the SACE subject outlines and the IB. It is based on the intercultural approach to language teaching, and includes foci on understanding language and understanding culture.

Each week teachers prepare detailed lesson plans, based on their long term planning, to fully utilise the weekly teaching blocks, and set one week's worth of structured homework. Learners who are absent can access these through the class elearning spaces or have these sent out to them by email.

- **Assessment procedures and reports:**

Formal reporting on student progress occurs each term (4 times per year). Copies of reports are forwarded to students' day schools.

The School celebrates achievement formally at the end of the academic year through a formal ceremony where 2 categories of learner achievements are recognised: Outstanding Academic Achievement and Award of Merit. Additionally the most outstanding student in each language is awarded the Award of Excellence. Community Awards are also given in some languages.

## 5. **Sporting Activities**

Not Applicable

## 6. **Other Co-Curricular Activities**

Not Applicable

## 7. **Staff (and their welfare)**

- **Teaching staff profile:**

Many of the teaching staff are fractional appointments. The School of Languages is unique and ideally suited for teachers who want to teach motivated learners, in a well structured curriculum environment where high standards are expected and achieved. A number of staff is overseas-trained or locally retrained, and single subject specialists.

- Leadership Structure:
 

The Leadership Team is comprised of Principal, Assistant Principal: Teaching and Learning; Assistant Principal: Student and Staff Services; Assistant Principal: Public Relations, 6 Co-ordinators and a Business Manager.

The Principal has line management responsibility for the 3 Assistant Principals and the Business Manager; and has responsibility for leading teaching and learning, staff development, school improvement, innovation and change, school management and engaging and working with the community.

The Assistant Principal: Teaching and Learning has line management responsibilities for the 6 co-ordinators; and has oversight of implementation of Australian Curriculum, Learning and Communication Technologies, student reports; and provides whole school leadership, professional development and support for curriculum, assessment, reporting and monitoring student achievement across the school.

The Assistant Principal: Student and Staff Services has oversight of student services and enrolments, student welfare, attendance and retention; and staffing, staff deployment, timetables and daily operations.

The Assistant Principal: Public Relations has oversight of a range of school initiatives and events, including Languages Alive! for primary students, Holiday intensives for senior secondary students, study tours and sister school relations, marketing and promotions, community relations and our speech night.

The 6 Co-ordinators have line management responsibilities for teachers; and responsibility for discrete areas of school operations such as SACE, IB, marketing and promotions, international relations, monitoring student achievement and growth, blended learning, and key school events.

The Business Manager has line management responsibilities for the SSO staff and has oversight of school finances, facilities, assets, teaching centres, front office management, EDSAS and IT (administration network).
- Staff support systems:
 

The staff work in language teams and across faculties whenever practical. This reflects the common approaches to language learning that go beyond the specific requirements of individual languages. The school provides extensive professional development and encourages attendance at professional development by external providers. IT support is substantial, through the services of the IT technician and significant professional development opportunities.
- Performance and Development:
 

Performance and Development processes are in place, in line with the Departmental Policy. Each staff member, in collaboration with their line manager, develops a Performance Plan. Monitoring of performance occurs informally in an ongoing manner, and through 2 formal review meetings held each year, where staff identify successes and challenges, areas of strength and areas for improvement.
- Staff Deployment Policies:
 

The teaching staff work mostly in an after hours mode. For example, each 3 hour class at the School of Languages is considered a 0.20 appointment, which involves face to face teaching of 165 minutes and a 15 minute break (with yard duty), and on site duty at the school base of 2 hours per class. All staff are required to be on duty on Friday afternoons. This enables staff to be at the school base and participate in meetings, collaborative planning, and training and professional development activities. In addition, staff are expected to attend staff meetings which are held twice each term.

## 8. Incentives, support and award conditions for Staff

The staff work under the same award conditions as all other DfE employees.

Incentives and other forms of support are not applicable.

## 9. School Facilities

- Buildings and grounds:

The School of Languages administrative base operates at West Croydon for day to day activities. The major teaching centre is Adelaide High School. Other teaching centres are: Alberton Primary School, Belair Primary School, Burnside Primary School, Glenunga International High School, Lockleys Primary School, Lockleys North Primary School, Magill Primary School, Nairne Primary School, Nuriootpa High School, Paralowie School, Playford International College, Plympton International College, Prospect Primary School, Roma Mitchell Secondary College, Salisbury East High School, School of Languages, Thomas More College, Torrens Valley School and West Beach Primary School.

## 10. School Operations

- Decision making structures:

The school has a decision making policy, which outlines decision making processes and roles and responsibilities of the School Committees and Team structures:

- School Council
- Policy and Planning Committee
- Finance Advisory Committee
- Public Relations Committee
- Personnel Advisory Committee
- Student Learning and Achievement Committee
- WHS/Facilities/LCT Committee
- Senior Leadership Team
- Leadership Team
- Language specific faculties
- Professional Learning Teams
- Supervisors Group
- SSO Team
- Social Committee.

- Regular publications:

Each year, an information folder about the school and its offerings for the following year is forwarded to all South Australian schools.

Each student is provided with an Information Handbook, which contains information about all aspects of the schools policies and operations.

The Staff Information Handbook provides comprehensive information about school policies, processes and routine administrative and organisational matters.

The Student Learning and Achievement Handbooks provide detailed information that supports teachers with curriculum planning, assessment, recording, reporting and the monitoring and analysis of student achievement.

The school newsletter is published each term, and distributed to all students and feeder schools.

Key School Documents, the school newsletter and other information are also available on the school website at [www.schooloflanguages.sa.edu.au](http://www.schooloflanguages.sa.edu.au)

- **School Financial Position:**

The school's financial position is sound. The budget for the school financial year 1/1/19 to 31/12/19 has been approved by the School Council and expenditure is proceeding within the approved budget.

## **11. Local Community**

- **General characteristics:**

The School of Languages does not have a zone. It is open to all students from all over South Australia: from DfE schools, the Catholic and Independent Sectors and Adult Re-entry students.

- **Parent and community involvement:**

The School of Languages Community is extremely diverse with strong contributions from Asian, African, Aboriginal and European cultures. Parent and Community involvement is largely through School Council and language specific consultations. Additionally, relationships with feeder schools are important as the school enrolls learners through feeder schools, as well as directly.