



# School of Languages 2018 annual report to the school community



Government  
of South Australia  
Department for Education

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:

15th February 2019

## 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 2018 the Languages that were taught were: Afrikaans\*, Arabana, Arabic, Auslan\*, Bosnian, Chinese\*, Croatian, Dinka, French\*, German, Hindi\*, Indonesian\*, Italian\*, Japanese\*, Khmer\*, Korean\*, Nepali, Pitjantjatjara, Polish\*, Portuguese, Punjabi, Serbian, Spanish\*, Swahili and Vietnamese\*. (\* Languages that were available at both primary and secondary levels.) 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 250 other schools from all three education sectors. Major feeder schools in 2018 included Adelaide High School, Alberton Primary School, Belair Primary School, Glenunga International High School and Marryatville High School.

The year commenced well, with strong enrolments across most of our courses. In total we had 2006 enrolments by the 31st March, which is our census date. This is our highest ever enrolment number, and included 138 international students (concentrated in Chinese, Japanese and Korean), 85 IB enrolments, 924 primary level students, 26 home schooled students and 39 adult students (most of whom were learning Auslan or Pitjantjatjara: languages which are exempted from the Adult Education Provision Policy).

Enrolment breakdown was as follows:

- 46% of enrolments in Reception to Year 7
- 15.8% of enrolments in Years 8 to 10
- 38.2% of enrolments in Years 11 and 12

Languages with the most enrolments were French (280), Chinese (258), Spanish (238), Italian (191), Japanese (166), Khmer (139), Korean (132) and Nepali (122).

A significant highlight in 2018 was the External School Review in May. The recommendations have been helpful in setting the

## 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 of SA., and the Ministerial Multicultural Education and Languages Committee.)

School Council meets two times each term; and exercises a general oversight over the well being of the school; provides advice on the educational needs of the school community; and considers the general education policy within the school; as well as managing and monitoring the school budget.

As part of its state leadership role in Languages education, the school also has a number of outreach and international activities; which in 2018 included:

- the Principal, Lia Tedesco, was invited to our sister school, the Australian Independent School (AIS), Indonesia, for 5 days in January, to address the staff at their annual conference. This was followed by a number of their teachers visiting us in August, participating in our Professional Development program and visiting classes.
- 3 language and culture study tours during the year: in April 16 students travelled to Spain and 11 to Japan; and in October 10 students travelled to South Korea. Students from country and regional areas also participated in these tours, giving them an opportunity they would otherwise not have had.
- In the July School holidays, the annual Vacation School for Stage 2 students and teachers was again successful. Exam preparation courses were offered for Chinese, French, German, Indonesian, Italian, Japanese and Spanish at Continuers Level; with over 200 students from Government, Catholic and Independent schools around the state in attendance
- the expansion of Languages Alive! to a 5 day program in each of the April, July and October holidays, commencing with a launch in October, attended by the Minister of Education, the Hon John Gardner, MP.
- the well attended annual Public Seminar, held in October, with Professor Gillian Wigglesworth from the University of Melbourne presenting on "The Languages of Indigenous Children Living Remotely".

## 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 at the class level: this was undertaken through Professional Learning Teams (PLTs) at the beginning of Terms 2, 3 and 4. It was also at these PLT sessions that teachers continued to share strategies to support learning and achievement for all students. Students 'at risk' were also identified through the monitoring process.
- Data analysis at the whole school level: processes and procedures for collection and collation of data have been implemented and refined. The school identified which data sets will be of most use in the whole school data analysis process. 2018 has provided us with baseline data.
- Detailed analysis of Year 12 SACE and IB data at whole school level and with Year 12 teachers via their Line Managers.

Key actions undertaken by the school towards shifting teacher practice and pedagogy to improve student achievement included:

1. Actioning the school's Professional Development Program over the course of the year focusing on:
  - Curriculum planning using Australian Curriculum. Teachers worked with colleagues / in faculties to develop course overviews and module plans with support and feedback provided by Line Managers.
  - Refinement of process involved in aligning Australian Curriculum requirements with SACE in developing programmes for Years 8-10 classes combined with senior secondary.
  - Evidence of learning and student portfolios (Australian Curriculum)
  - Annotating student work (Australian Curriculum)
  - Formative assessment strategies and Learning Intentions (Australian Curriculum and SACE)
2. Moderation sessions were held twice during the year - for Years R-10 teachers the first moderation session was internal and the second external with languages teachers from other schools in the Partnerships invited to take part.
3. Providing support to teachers in implementing student portfolios via school PD, the moderation process and line managers.

The school's PD program was evaluated by staff at the end of the year. Feedback on the school's Professional Development program was very positive and indicated that teachers found working with colleagues on curriculum planning and moderation processes was most beneficial; and assisted them to strengthen student achievement by identifying areas for further development in their own practice.

## School performance comment

### Year 12 Performance

286 students in total completed a SACE Stage 2 language in 2018; with 85% of them achieving an A or B:

- 45.1% achieved an A grade
- 39.9% achieved a B grade

10 students received an A+ with merit

There were also 44 year 12 students who studied an IB language course with us. 8 of them achieved a perfect score of 7; and another 15 achieved a near perfect score of 6.

### Reception to Year 11 Performance

Grades are given to Years 1-11 three times a year, in Terms 2, 3 and 4. While Reception students are not given a grade they are still included in the monitoring student achievement and progress process at class level, conducted through PLTs.

Our achievement data for Years 1 - 7 shows:

- an increase in As across the year from 25.2% in Term 2 to 28.6% in Term 3 to 30.7% in Term 4.
- Low percentages in Ds and Es in comparison to As, Bs and Cs. For example: Term 4 shows 1.2% not assessed, 0.1% Es, 2.3% Ds while we have 23.1% Cs, 42.6% Bs and 30.7% As. This pattern is seen each term across the year.

Our achievement data for Years 8-10 indicates:

- an increase in As across the year from 32.8% in Term 2 to 39.9% in Term 3 to 44.8% in Term 4.
- Low percentages in Es, Ds and Cs in comparison to As and Bs. For example: Term 4 shows 1.8% not assessed, 0% Es, 0.4% Ds and 10.8% Cs while we have 42.2% Bs and 44.8% As. This pattern is seen each term across the year.

Our achievement data for Year 11 indicates:

- an increase in As from Semester 1 (45.6%) to Semester 2 (49.1%)
- Low percentages in Es, Ds and Cs in comparison to As and Bs. For example: Term 4 shows .4% not assessed, 1.4% Es, 1.4% Ds and 11.5% Cs while we have 36.2% Bs and 49.1% As. Again, this pattern is seen each term across the year.

Monitoring student achievement and progress at the class and faculty level by teachers in PLTs is now an embedded process in the school. At the beginning of Terms 2, 3 and 4 student achievement data from the previous term is analysed. Teachers identify any patterns or areas of concern, consider areas for improvement and discuss what strategies could be used to improve student learning, not just for students at risk but for all students.

We continue to monitor and refine our processes for collecting, analysing and monitoring student achievement data.

## 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	66
Post Graduate Qualifications	Data not collected

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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		28.17		5.6
Persons		75		6

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

## Financial statement

Funding Source	Amount
Grants: State	\$4,244,824
Grants: Commonwealth	Nil
Parent Contributions	\$ 339,742
Fund Raising	Nil
Other	\$4,584,566

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

## 2018 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 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	N/A	
	Improved outcomes for students with an additional language or dialect	N/A	
	Improved outcomes for students with disabilities	N/A	
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>• rural and isolated students</li> <li>• Aboriginal students</li> <li>• numeracy and literacy including early years support</li> </ul> First Language Maintenance and Development (FLMD) funding of .5 was used to provide a professional development program to teachers of FLMD programs across the state. The program focused on Australian Curriculum implementation. The funding was also used to support the Transition program, which was in its final year.	N/A	The professional development program was well attended across the year; and feedback indicated it had a positive impact on teacher practice.
	Australian Curriculum	N/A	
Program funding for all students	Aboriginal languages programs initiatives	\$4500 was received to develop teacher and student resources for Pitjantjatjara.	These resources are used in our Pitjantjatjara program .
	Better schools funding	The Better Schools funding (\$11,947.44) was used to provide ESL funding to targeted students.	The performance of these students in English writing tasks was improved.
	Specialist school reporting (as required)	N/A	
Other discretionary funding	Improved outcomes for gifted students	N/A	
	Primary school counsellor (if applicable)	N/A	