school of languages

Celebrating 35 Years

1986 - 2021

Information for

Students and Parents Years 8-12 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 also has further information.

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

Lia Tedesco

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

Language Offerings

The School of Languages offers 23 languages after hours in more than 25 different locations around the broader metropolitan area.

For the most up-to-date list of languages, courses and Teaching Centres for this year, please refer to the Years 8-12 Timetable which can be found on the School of Languages 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.

Once enrolments are approved, students will receive a Confirmation of Enrolment letter via email, along with other information relevant to language learning at the School of Languages.

First lesson

All classes begin in Term 1, Week 2. 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 Northwestern 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.

Dress code

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

SECTION 2:

School expectations

Attendance / absences

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 Saturday between 8:30am and 12:00pm, 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
- text only absence notification on 0418 149 916
- for classes held at Adelaide High School, phone the Supervisor on 0403 607 566 between 4.30pm and 6:00pm or send an email to 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, to which you are requested to reply with a reason for the absence.

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 the 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, prior to the absence.

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 day 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 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 films and listening to podcasts 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 assesments 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/caregivers, students' day schools and, of course, the students themselves. Parents/caregivers 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

Emergency contact procedure

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

1. Directly contact your child:
   - phone or SMS your child'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 your child to take pride in language learning.
- Ensure that your 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

Most of our communication with parents/caregivers is via email or SMS. It is critical that you advise us of any change to your contact details as soon as possible.

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 about your child's learning should be raised directly with the teacher in the first instance (the teacher's email address is on top of the Weekly Lesson Plan), then by phoning the School on 8301 4800, if need be.

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 website at www.schooloflanguages.sa.edu.au

School Council

The School Council is a vital advisory body for the School. Its role is to:

- provide general oversight for 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
- broadly consider the School's general education policy and provide advice to the Principal on School community views regarding any new educational developments
- in liaison with the Principal, make decisions 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 and one position for a student representative on Council. Elections take place at the Annual General Meeting in March.

Parent / caregiver information sessions

These sessions, held in Week 3 of Term 1, serve as information forums and give parents/caregivers a chance to:

- meet members of the Leadership Team, 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 also welcome to discuss their child's progress with the teacher at any time during the year.

When I went on exchange to Osaka-shi, it was very rewarding to be able to communicate with my Japanese family, to make new friends for life and to contribute to my school's international relationships. My future plans definitely include the use of my Japanese language and intercultural skills, whether it be working as a flight attendant, teacher, immigration worker or pastor. My advice to students learning a language is to be enthusiastic, optimistic and to attend all lessons!

Jesse (Year 12 student of Japanese, learning at School of Languages since Year 4)

SECTION 4:

Curriculum information

For each course taught at the School, comprehensive curriculum planning is undertaken and documented at the following levels:

- **Course Overview** - outlines the key concepts, themes, topics, main grammar and linguistic elements and cultural understandings, that will be covered in the course. 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.
- **Learning and Assesment Plan (Years 11-12)** - based on the relevant SACE Board curriculum documents, the Learning and Assesment 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 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.

Courses are developed to cover the knowledge and skills required at SACE level, in order to best 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 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, Language and Culture and the Integrated Learning/French for Industry Course.

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 and the Integrated Learning/French for Industry Course. 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

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.

SACE – Integrated Learning/French for Industry Course (Stages 1 & 2)

This course weaves together the assessment requirements of the SACE Stages 1 and 2 Integrated Learning subject with related elements of the French language and culture.

There are no prerequisites and will cater for students with no background in French. It can be taken as either a 10 credit Stage 1 or Stage 2 SACE subject (1 semester) or a 20-credit sequence (2 semesters).

Bonus Points for entry to university

With the exception of Language and Culture courses and the Integrated Learning/ French for Industry Course, 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 Stages 1 and 2 Subject Outlines and Stage 2 past exam papers are available at www.sace.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.

Examinations

Mid-year exams

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. Part of this exam may be used as 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.

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 students' progress are prepared at the end of each term. A copy of the report is emailed to the parent/caregiver and provided to the Principal of their day 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 outstanding 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 Week 3	Parent/caregiver information sessions
Fourth 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 the parent/caregiver and day school

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 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 Years 8-12 Teaching Centres and Subject Charges document which can be found on the School of Languages website at www.schooloflanguages.sa.edu.au

Government school students

- For students who are studying a language as part of a full subject load, the day school will be invoiced.
- For students who are studying a language in addition to a full subject load, the parent/caregiver will be invoiced.

Non-government school students

- For local non-government school students, the parent/caregiver will be invoiced.
- For Full Fee Paying students who are studying a language as part of their full subject load, the day school will be invoiced.
- For Full Fee Paying students who are studying a language in addition to a full subject load, the parent/caregiver will be invoiced, to be paid prior to attending any classes.

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. Receipts will be issued in all cases.

Payments can be made in the following ways:

- Preferred payment method is Qkr! Smartphone App downloaded to your mobile device (instructions will be provided with the invoice).
- Bpoint payments can be made at the following link: https://www.bpoint.com.au/pay/SCHOOLOFLANGUAGESCOUNCILINC
- Phone credit card payments are accepted for Visa and Mastercard on (08) 8301 4800.
- On-line bank transfer to our bank account:
  - BSB :065139
  - Account # 10699934.
- Cheques and credit card payments are accepted by mail or in person at the School of Languages, 255 Torrens Rd, West Croydon, SA 5008.

Requests for payment by instalment, or for special circumstances to be taken into account, may be made in writing to the Principal.

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