

SCHOOL CONTEXT STATEMENT 2024

School number: 1802

School name: The School of Languages

1. General information

Part A

Principal's Name: Dr Michelle Kohler
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 Current Partnership: West Torrens Partnership
 Road Distance From GPO: 8 kms

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	272.47 FTE
	2016	301.76 FTE
	2017	303.36 FTE
	2018	303.18 FTE
	2019	314.31 FTE
	2020	311.1 FTE
	2021	319.45 FTE
	2022	300 FTE
	2023	253.56 FTE
	2024	241.18 FTE

In calculating the full-time equivalent enrolment, 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; with a dip in enrolments that followed the introduction of the new SACE and the adult education provision policy in 2012. Since the introduction of primary programs, enrolments have been steadily increasing every year. There was another enrolment dip in 2022 due to Covid; and a further dip in 2023, which may be attributed to an overall decline in languages enrolments in mainstream secondary schools.
- **Year of opening:**

The school was opened in 1986.

2. Students (and their welfare)

- **General characteristics:**

The school's students come from over 270 other schools from all 3 education sectors. Students attend after hours classes at various locations around the metropolitan area.

There is considerable linguistic and 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 in which they are enrolled. There are also some international students, with Full Fee-Paying Overseas Students primarily in Chinese and Vietnamese.
- **Support offered:**

The support structures, rules and expectations are outlined in the School of Languages booklets which are issued to each student/family upon enrolment. Feeder schools are also provided with this information.
- **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, a Cyber Safety Policy and a Mobile Phone and Personal Devices Policy. These policies are all available on the school website.

Follow-up procedures are clearly described, with roles and responsibilities for teachers, admin staff, Leadership Team and the Principal.

3. Key School Policies

These are available in the Staff Information Handbook and on the school website.

4. Curriculum

- **Subject offerings:**

The School of Languages offers the learning area of 'Languages' as it is a specialist provider. The timetable is available on the school website. Languages offered in 2024 are: Arabic, Auslan, Bosnian, Chinese, Croatian, French, German, Hindi, Indonesian,

Italian, Japanese, Khmer, Korean, Nepali, Persian, Pitjantjatjara, Polish, Punjabi, Serbian, Spanish, Thai and Vietnamese.

The school currently offers a range of languages at IB level, by negotiation with IB Diploma schools; and is increasing the range of Languages available at primary level.

- **Special curriculum features:**

The school prides itself on a strong focus on sustained curriculum development and professional learning for all teaching staff, which currently includes a focus on evidencing intercultural language learning/capability, and digital pedagogies.

The school also provides support to students and teachers of languages state-wide, through its Languages Alive! school holiday program for primary children, Let's Talk! holiday intensives for senior secondary students, and Year 12 Vacation program for examination preparation.

- **Teaching orientation:**

Teachers' planning and programming is informed by the Australian Curriculum, and the requirements of the SACE subject outlines and the IB Diploma. It is based on an intercultural orientation to language(s) teaching, learning and assessing.

Each week teachers prepare detailed lesson plans, based on their long-term planning, to maximise the weekly lesson time, and set one week's worth of structured homework. Learners who are absent can access these through Class Teams (Years 6 – 12).

- **Assessment procedures and reports:**

Formal reporting on student learning 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 ceremony where learner achievements are recognised. 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:**

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. We have a diverse and highly committed staff who are all multilingual. Many of the teaching staff are fractional appointments. Some staff are overseas-trained or locally retrained, and single subject specialists while others are qualified in other subject areas and teach in mainstream schools also.

- **Leadership Structure:**

The Leadership Team is comprised of Principal; Deputy Principal: Learning and Program Innovation; Assistant Principal: Students, Staff and Community Engagement; 4 Co-ordinators; Project Officer: Enrichment Programs and Marketing and Promotions; Business Manager and LCT Manager.

The Principal has line management responsibility for the Deputy Principal, the Assistant Principal, the Project Officer 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 Deputy Principal: Learning and Program Innovation has line management responsibilities for 2 of the co-ordinators and the LCT Manager; and has oversight of implementation of the three curriculum frameworks used in the school (Australian Curriculum, SACE and IB); student reports; and provides whole school leadership, professional development and support for curriculum, pedagogy, assessment, reporting and monitoring student achievement across the school.

The Assistant Principal: Students, Staff and Community Engagement has line management responsibilities for 2 of the co-ordinators; and has oversight of student services and enrolments, student welfare, attendance and retention; staffing, staff deployment, timetables and daily operations; and engagement with the broader community to further strengthen and build the school's profile.

The Project Officer: Enrichment Programs and Marketing and Promotions manages Languages Alive! for primary students, Let's Talk! holiday intensives for senior secondary students, Vacation School, Marketing and Promotions and other key school events.

The 4 Co-ordinators have line management responsibilities for teachers; and responsibility for discrete areas of school operations such as SACE, IB, digital pedagogies, global connections and student engagement.

The Business Manager has line management responsibilities for 2 SSO 3 and has oversight of school finances, facilities, assets, teaching centres, front office management, EDSAS and IT.

The LCT Manager has line management responsibilities for 1 SSO2, and has oversight of the school's LCT infrastructure and Resource Centre.

- Staff support systems:

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. LCT support is substantial, through professional learning and the implementation of the Microsoft suite, the leadership of the Coordinator, Digital Pedagogies, and the services of the LCT Manager.

- 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 and Development 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 centres are Adelaide High School and the School of Languages. Other teaching centres are: Alberton Primary School, Annesley Junior School, Belair Primary School, Burnside Primary School, Dara School, Glenunga International High School, Henley Beach Primary School, Immanuel Primary School, Magill School, Nairne Primary School, Parafield Gardens High School, Paralowie School, Pilgrim School, Aberfoyle Park, Playford International College, Prospect Primary School, Roma Mitchell Secondary College, Salisbury East High School, St Johns Grammar, Sunrise Cristian Shool, Torrens Valley Christian School, Valley View Secondary School, Walkerville Primary 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:

- Governing 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
- MSTeams Monitoring group
- Teachers in Charge/Admin Support Person Group
- SSO Team
- Social Committee.

- Regular publications:

Each year, information about the school and its offerings for the following year is forwarded to all South Australian schools in the broader metropolitan area, via email.

Parents are provided with information about all aspects of the schools' policies and operations and these are available on the school website.

The Staff Information Handbooks provide 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 at the end of the year, and distributed to all families and feeder schools.

Key School Documents, newsletters and other information are also available on the school website at www.schooloflanguages.sa.edu.au

- **School Financial Position:**

The school's financial position is sound. The budget for the school financial year 1/1/24 to 31/12/24 has been approved by the Governing Council, which also monitors expenditure.

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. Enrolments in Auslan and Pitjantjara are also open to any adult learners.

- **Parent and community involvement:**

The School of Languages Community is extremely diverse with contributions from a diverse range of communities. Parent and Community involvement is largely through Governing Council and language specific consultations. Student voice is also actively sought through the Student Representative Council. Additionally, relationships with feeder schools are important as the school enrolls learners through feeder schools, as well as directly.

