



2023 Annual report to the community

Site Number: 1802

Partnership: West Torrens

Context statement

The School of Languages is a specialist government school that teaches one learning area, Languages. In 2023 we offered: Arabic*, Auslan*, Bosnian, Chinese*, Croatian, French*, German, Hindi*, Indonesian, Italian*, Japanese*, Khmer*, Korean*, Nepali*, Persian, Pitjantjatjara, Polish, Punjabi*, Serbian, Spanish*, Thai and Vietnamese*.

(* Languages 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 regular school hours in a range of sites (Teaching Centres) that enable access to languages education for students in the metropolitan area. In 2023, we offered classes in 25 Teaching Centres.

Our students came from over 270 other schools from all three education sectors. Major feeder schools in 2023 included Belair Primary School, Burnside Primary School, Glenunga International High School, Marryatville High School, Parafield Gardens High School and Playford International College.

At our census date, 31 March, we had 1720 enrolments. This included 50 international students (primarily in Chinese and Vietnamese), 65 IB enrolments, 22 adult students and 29 home schooled students.

By level, our enrolments were as follows:

- 49% of enrolments in Reception to Year 6
- 51% of enrolments in Years 7 to 12.

Languages with the largest number of enrolments were: Chinese (349), Spanish (214), Japanese (137), French (131), Nepali (129) and Khmer (100).

Governing Council report

Our Governing Council comprises parent representatives across a range of languages that we offer, two student representatives; and representatives from key stakeholders in languages education in South Australia including the Ministerial Multicultural Education and Languages Committee (MELC), the Modern Languages Teachers' Association (MLTASA), and Community Languages Schools SA (CLSSA).

The Governing Council meets twice per term and provides advice on the educational needs of the school community, considers the general education policy within the school, and monitors the school budget.

As part of its state-wide leadership in languages education, the school conducts a number of outreach activities. In 2023, the program included:

- the annual Vacation School for Stage 2 students and teachers (October holidays). This intensive day focuses on exam preparation for Chinese, French, German, Indonesian, Italian, Japanese and Spanish at SACE Continuers Level. Eighty six students from Government, Catholic and Independent schools around the state attended.
- Languages Alive! Experiential 5-day programs (April, July and October holidays) holidays. Five hundred and thirty primary aged children engaged in various linguistic and cultural activities, in a range of languages across various sites including Kangaroo Island and Auburn.

- Let's Talk! Intensive holiday program for senior secondary students (April and July holidays). Almost two hundred students attended this two-day program with an explicit focus on developing students' listening and speaking skills.
- A series of professional development sessions and on-going support for teachers of First Language Maintenance and Development (FLMD) programs in mainstream schools.

A Student Representative Council also operates under the aegis of the Governing Council.

The annual Celebration of Achievement was held at Elder Hall, with 2 sessions, one for primary students and their families; and one for secondary students and their families.

Our Challenge of Practice is to *strengthen our curriculum and assessment practices, by developing shared understandings of the nature of intercultural language learning.*

Key aspects of our improvement processes included:

- implementation and monitoring of the School Strategic Plan 2022 – 2024 and the related annual sub-plans: Student Learning and Achievement Plan; Learning and Communication Technologies Plan; Student Services Plan; Staff Services Plan; Public Relations Plan, with 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.

Henrik Wallgren
Chair, Governing Council

Performance Summary

NAPLAN Proficiency

The School of Languages does not participate in the National Literacy and Numeracy Testing regime as the focus of this is on literacy in English whereas our focus is on multilingual literacy.

South Australian Certificate of Education (SACE) Results

Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2023
98.39%

SACE Stage 2 grade distribution

Grade	2023
A+	10.11%
A	26.06%
A-	21.81%

Grade	2023
C-	1.06%
D+	1.06%
D	0.53%

B+	22.34%
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D-	0%
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B	9.57%
B-	3.72%
C+	3.19%
C	0.53%

E+	0%
E	0%
E-	0%
N	0%

Adult Education Provision (AEP)

Number of students enrolled under the Adult Education Provision

2017	2018	2019	2020	2021	2022	2023
17	22	18	22	21	4	5

School Attendance

Attendance is marked and recorded using Rollmarker; unexplained absences are followed up by coordinators; and attendance reports are produced each month for monitoring purposes.

Absence rates are varied across the year, with the average being 18.8%, a reduction on the previous year (22.7%). Absences are analysed by language, by year level, by course type, by sector, by teaching centre and by absence code. Adult students and international students are identified separately in the data report.

Parent Opinion Survey Results

The School of Languages is not included in the centralised process of surveying parents/carers. The school conducts its own survey addressing aspects of the student and parent experience of the school.

A total of 196 responses were received from parents of Years R-12 students.

Responses were received across a range of year levels, with the largest number from Reception (17.3%), Year 7 (19.4%) and Year 10 (17.0%).

Relative to student enrolments, the highest response rates were in Bosnian, Hindi and Punjabi.

Responses indicate that parents across R-12 generally believe that teachers motivate their child/ren to learn (86.7%, slightly down from 91% in 2022) and provide useful feedback (78.4%, down from 86.3% in 2022).

Parents feel that teachers are easily contacted for assistance (79.4%, down from 83.1% in 2022).

83.6% of parents agreed that their child/ren receives quality teaching (slightly down from 85.8% in 2022). 90.1% of parents agreed that their child was having their learning needs met. Parents generally agreed that teachers had high expectations for learning (85.8%).

87.8% of parents agreed that reports are comprehensive and easy to understand. Accessing teachers to discuss concerns received 84.7% agreement (down from 99.5% in 2022) along with a sense that the school works with parents to support their child (75.1%, down from 88.2% in 2022).

The statement 'student behaviour is managed well at this school' received 83.1% agreement, 9% disagreement and 7.9% 'unsure', and in relation to students 'feeling safe', 81.2% of parents agreed, 6.8% disagreed, and 4.3% were 'unsure'.

Approximately 2/3 of parents (64.3%) agreed that Teams supported their child's learning, 13.4% disagreed, and 22.3% were 'unsure'. The school will continue to monitor student access and use of Teams.

75.2% of parents felt that their views are taken seriously (down from 92.1% in 2022) and 73.3% agree that the school looks for ways to improve (down from 87.2% in 2022).

In summary, the 2023 R-12 Parent Survey indicates broad satisfaction with their child/ren's experience at the School of Languages, with most responses being 75% agreement or above. There has been some decline in some areas, however it should be noted that the category of 'unsure' has impacted the spread of responses. The school will examine the results and identify where improvements can be made in 2024 as part of its on-going improvement efforts.

Financial Statement

Funding Source Amount	Amount (rounded to the nearest \$)
Grants: State	\$4,212,072
Grants: Commonwealth	
Parent Contributions	\$336,268
Fundraising	
Other	\$104,198