**Context**

**School Name:** School of Languages  
**School Number:** 1802

**Principal:** Lia Tedesco  
**Region:** West Torrens Partnership

The School of Languages is a specialist school which teaches only Languages Other Than English. In 2015 the Languages that were taught were: Afrikaans*, Arabic, Bosnian, Chinese*, Croatian, Dari, Dinka, French*, German, Hindi*, Indonesian*, Italian*, Japanese*, Khmer*, Persian, Pitjantjatjara, Polish, Portuguese, Punjabi, Serbian, Spanish*, Swahili and Vietnamese. Some of these languages were also offered at IB Diploma level. The asterisks indicate the Languages that were also available at primary level.

Our students came from over 200 other schools from all 3 education sectors. Students attended after hours classes in various locations around the metropolitan area. Major feeder schools in 2015 included Adelaide High School, Belair Primary School, Glenunga International High School, Marryatville High School, Nairne Primary School, Thebarton Senior College and Unley High School.

Term 1 commenced well, with strong enrolments across most of our courses. Hungarian and Kaurna were the only languages for which we received no enrolments. In total, we had 24 languages, with 1699 enrolments by the 31\textsuperscript{st} March, which is our census date. This figure included 114 international students (concentrated in Chinese, Japanese and Korean), 95 IB enrolments, 707 primary level students and 40 home schooled students. Enrolment breakdown was as follows:

- 41.6% of enrolments in R – 7
- 13% of enrolments in 8 – 10
- 45.4% of enrolments in Years 11 and 12.

Languages with the most enrolments were French (266), Chinese (222), Italian (190), Spanish (173), Japanese (162) and Khmer (144).
2. **Report from School Council**

School Council met twice each term, on the third Tuesday of the month. Membership comprises 8 parent representatives, a student rep, a staff rep, the Principal, and representatives of key stakeholder groups in Languages Education (the Modern Languages Teachers Association (MLTA), the Multicultural Education Committee (MEC), the Ethnic Schools Board (ESB) and the Ethnic Schools Association (ESA)). Mid way through the year MEC and ESB were amalgamated into a new Ministerial committee: the Multicultural Education and Languages Committee (MELC). This reduced our Council membership to 14.

Council played a key role in:
- monitoring the implementation of the Site Learning Plan
  - analyzing school achievement, demographic and perception data
  - development of the 2016 Study Tour to Spain proposal (approved by DECD in term 4)
  - development of the schools 2016 action-plans and budget.

3. **2015 Highlights**

In 2015 we introduced the following new programs:
- SACE Afrikaans at Torrens Valley
- R – 10 Chinese at Torrens Valley
- R – 7 Chinese at Alberton and Nairne
- SACE Chinese at Unley High
- 8 – 9 French at Alberton and Nairne
- SACE French at Mitcham Girls High
- IB German at Glenunga International High School
- R – 12 Hindi at OLSH
- 8 – 12 Hindi at Roma Mitchell
- R – 7 Spanish at Alberton, Nairne and AHS
- 8 – 12 Vietnamese at Roma Mitchell.
Our Year 12 Vacation program in the July holidays, which offers exam preparation sessions to students from across the state, was again a success, attracting over 300 students.

Our school promotional material, including our website, underwent a significant overhaul. The DECD Strategic Communications Unit provided significant support and direction in this initiative.

We introduced an electronic messaging service to communicate with parents with regards to absences, newsletters, school events, parent teacher interviews and class announcements.

Sister school relationships were established with schools in Korea and Mexico, with planning underway to establish more in order to support the learning of other Languages.

All teachers were required to belong to at least one Professional Learning Team (PLT), with each Team meeting at least twice each term. Each PLT had a specific focus, and involved participants in between session activities designed to foster reflection and classroom based experimentation. The groups focused on:

- Australian Curriculum (this one was mandatory for all teachers of Languages for which there will be Australian Curriculum: Arabic, Chinese, French, Hindi, German, Indonesian, Italian, Japanese, Korean, Spanish, Vietnamese)
- Edmodo, focusing on expanding the use of Edmodo as an interactive elearning space for each class
- Senior Secondary (2 groups), focusing on the SACE requirements and giving and seeking feedback on student work
- LCT integration, focusing on strengthening the use of LCT in and out of the classroom, and between lessons.

Our Leadership Team participated in two professional development programs:

- To further strengthen their leadership skills. This was also opened up to aspiring leaders in the school
- The SACE Board’s Institute for Assessors Course, which was also opened up to interested teachers.
4. Site Improvement Planning

Key elements of site improvement planning included:

- implementation and monitoring of the 2014 – 2017 Site Learning Plan and the associated annual sub-plans that sit under it
- 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.

In relation to our Site Learning Plan 2014 – 2017, the following actions and achievements are highlighted, together with implications for 2016.

**Priority 1: To improve student achievement**

Key actions undertaken by the school towards improving student achievement included:

- collection and detailed analysis of year 12 SACE and IB results (refer to section 5 for summary of student achievement)
- monitoring of the yearly, semester and weekly teaching and learning plans to ensure curriculum coherence and continuity
- a focus on high expectations in our curriculum planning, classroom practices and assessment and reporting; and providing clarity to students about course and task requirements
- comprehensive professional development program for all staff, particularly through the establishment of Professional Learning Teams as outlined above
- incorporating LCT in meaningful ways to enhance learner engagement
- ongoing use of edmodo as the elearning platform for all classes.

**Foci for 2016:**

- Establishment of new Leadership Team structure, to provide a stronger focus on line management support for teachers; and teacher support for individual students
- Language specific PLTs, to enable moderation and closer analysis of student achievement and growth data; and effective differentiation strategies to support student achievement and growth
- Development of year overviews and semester plans aligned with Australian Curriculum
- Expansion and strengthening of the use of edmodo to support between lesson learning.
**Priority 2: To broaden the role of the school**

Key actions undertaken by the school included:
- working with the Australian Curriculum, Assessment and Reporting Authority (ACARA) on Australian Curriculum development and delivery in the Languages for which there is language specific curriculum, and the Australian Languages Framework
- providing leadership and advocacy for language learning at regional, state and national level
- raising the profile of the school within the wider community; within ethnic communities, within the schooling sectors, within the tertiary sector and within parent communities
- strengthening community partnerships and establishing new ones, in order to strengthen existing courses and to identify opportunities for the establishment of new courses and new centres. To this end, a number of consultation meetings were held with key organisations and schools.

As a result of these actions, our curriculum offerings for 2016 include the following new programs:
- Years R – 7 Chinese at AHS
- Years R – 7 Japanese at AHS
- Years R – 7 Vietnamese at AHS
- Years 8 – 12 Dari at Roma Mitchell
- Years 10 - 11 Italian at Mitcham Girls High
- Years 10 – 12 Japanese at ASMS
- Year 11 Spanish Beginners at ASMS
- Years 10 – 12 Kirundi at Salisbury East High School
- Years 10 – 12 Nepali at Salisbury East High School
- Years 8 – 12 Nepali at Playford International College (previously known as Fremont – Elizabeth Cith High School)

**Foci for 2016:**
- Continue exploring possibilities for offering new languages and courses, particularly at primary level; and establishing new Teaching Centres in response to identified demand
- Develop and implement the ‘Languages Alive!’ event, as a key strategy for engaging primary learners and attracting more enrolments.
4.2 Better Schools Funding

Our Better Schools Funding was used to provide ESL support to learners of Persian. This cohort includes recent refugees from Afghanistan.

5 Student Achievement

The tables below provide a summary of school achievement data for the past few years:

### SACE STAGE 2

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Total no of students</td>
<td>360</td>
<td>418</td>
<td>348</td>
<td>289</td>
<td>273</td>
<td>230</td>
<td>306</td>
</tr>
<tr>
<td>% of As</td>
<td>31.8%</td>
<td>30.4%</td>
<td>32.19%</td>
<td>39.1%</td>
<td>37.73%</td>
<td>37%</td>
<td>37.25%</td>
</tr>
<tr>
<td>% of Bs</td>
<td>33.2%</td>
<td>32.1%</td>
<td>41.96%</td>
<td>38.4%</td>
<td>48.72%</td>
<td>41.8%</td>
<td>45.42%</td>
</tr>
<tr>
<td>% of Cs</td>
<td>20.5%</td>
<td>21.3%</td>
<td>18.96%</td>
<td>14.5%</td>
<td>8.42%</td>
<td>17.4%</td>
<td>13.4%</td>
</tr>
<tr>
<td>% of Ds</td>
<td>8.1%</td>
<td>8.5%</td>
<td>5.17%</td>
<td>4.5%</td>
<td>4.02%</td>
<td>3.8%</td>
<td>2.61%</td>
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<tr>
<td>% of Es</td>
<td>6.4%</td>
<td>7.7%</td>
<td>1.72%</td>
<td>3.5%</td>
<td>1.11%</td>
<td>0%</td>
<td>.66%</td>
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</table>

*This included 5 Merits, for Hindi, Indonesian, Khmer, Spanish, Vietnamese (all Continuers).
The detailed report from the SACE Board, comparing our school’s data at Stage 2 with the state, has been analysed. Overall, our results were above state average; and our school assessments were affected by the moderation process in only a small minority of classes.

**IB YEAR 12**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Total no of students</strong></td>
<td>13</td>
<td>21</td>
<td>24</td>
<td>24</td>
<td>11</td>
<td>34</td>
<td>39</td>
</tr>
<tr>
<td><strong>% of 7</strong></td>
<td>23.1%</td>
<td>23.9%</td>
<td>12.5%</td>
<td>33.3%</td>
<td>27.27%</td>
<td>23.53%*</td>
<td>23.1%*</td>
</tr>
<tr>
<td><strong>% of 6</strong></td>
<td>23.1%</td>
<td>33.3%</td>
<td>20.85%</td>
<td>16.7%</td>
<td>27.27%</td>
<td>26.47%</td>
<td>43.6%</td>
</tr>
<tr>
<td><strong>% of 5</strong></td>
<td>30.7%</td>
<td>33.3%</td>
<td>37.5%</td>
<td>33.3%</td>
<td>27.27%</td>
<td>29.41%</td>
<td>28.2%</td>
</tr>
<tr>
<td><strong>% of 4</strong></td>
<td>23.1%</td>
<td>9.5%</td>
<td>20.85%</td>
<td>12.5%</td>
<td>18.19%</td>
<td>17.65%</td>
<td>5.1%</td>
</tr>
<tr>
<td><strong>% of 3</strong></td>
<td>0%</td>
<td>0%</td>
<td>8.3%</td>
<td>4.2%</td>
<td>0%</td>
<td>2.94%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>% of 2</strong></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
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<td>0%</td>
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<tr>
<td><strong>TOTAL %</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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</tbody>
</table>

*Perfect scores were achieved in French ab initio (2 students), German B (High Level), German B, (2 students), Hindi B, Japanese B, Spanish ab initio, Spanish B.*

While all R-10 teachers reported student achievement using the SACSAF, this achievement data was not collected for analysis at the whole school level in 2015.
5.2 Senior Secondary

Students Undertaking Vocational or Trade Training

In 2015, none of our students were undertaking VET in Year 11 or vocational or trade training at Year 12 level.

6 Attendance

The following table provides the percentage of absences by Year level, for School Age students in 2015, for each of Terms 1, 2 and 3.

More detailed data by student type, by language, by course type and by absence codes, is available.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Term 1 Ave no of School Age students</th>
<th>Percentage of absences</th>
<th>Term 2 Ave no of School Age students</th>
<th>Percentage of absences</th>
<th>Term 3 Ave no of School Age students</th>
<th>Percentage of absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rec</td>
<td>44.5</td>
<td>11.5%</td>
<td>61.0</td>
<td>14.8%</td>
<td>60.7</td>
<td>19.3%</td>
</tr>
<tr>
<td>1</td>
<td>82.5</td>
<td>8.2%</td>
<td>89.5</td>
<td>16.0%</td>
<td>93.7</td>
<td>20.5%</td>
</tr>
<tr>
<td>2</td>
<td>115.8</td>
<td>7.9%</td>
<td>124.0</td>
<td>14.7%</td>
<td>129.0</td>
<td>20.9%</td>
</tr>
<tr>
<td>3</td>
<td>110.8</td>
<td>10.1%</td>
<td>113.5</td>
<td>17.1%</td>
<td>111.0</td>
<td>20.1%</td>
</tr>
</tbody>
</table>
With the use of electronic roll marking and SMS messages home for unexplained absences, the follow-up of absences has become more efficient and timely. However, attendance continues to be a significant concern for us.

Absences are also reported on in end of term reports – copies of which are sent to students day schools. In cases of unexplained or worrying patterns of absences, contact is made with the day school to share information and to determine appropriate courses of action.

In terms of retention, there was an improvement from 74.8% retention from 2013 to 2014; to 80.4% retention from 2014 to 2015.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>93.8</td>
<td>6.5%</td>
<td>90.5</td>
<td>18.7%</td>
<td>90.0</td>
</tr>
<tr>
<td>5</td>
<td>114.0</td>
<td>8.3%</td>
<td>113.5</td>
<td>16.9%</td>
<td>114.0</td>
</tr>
<tr>
<td>6</td>
<td>66.5</td>
<td>7.7%</td>
<td>70.0</td>
<td>17.4%</td>
<td>70.0</td>
</tr>
<tr>
<td>7</td>
<td>59.8</td>
<td>11.9%</td>
<td>57.5</td>
<td>21.4%</td>
<td>50.7</td>
</tr>
<tr>
<td>8</td>
<td>58.0</td>
<td>7.2%</td>
<td>56.5</td>
<td>22.5%</td>
<td>54.3</td>
</tr>
<tr>
<td>9</td>
<td>78.0</td>
<td>10.5%</td>
<td>82.5</td>
<td>27.0%</td>
<td>73.0</td>
</tr>
<tr>
<td>10</td>
<td>75.0</td>
<td>14.8%</td>
<td>77.0</td>
<td>27.3%</td>
<td>78.3</td>
</tr>
<tr>
<td>11</td>
<td>293.8</td>
<td>9.6%</td>
<td>332.5</td>
<td>23.5%</td>
<td>327.0</td>
</tr>
<tr>
<td>12</td>
<td>370.5</td>
<td>9.6%</td>
<td>380.5</td>
<td>18.8%</td>
<td>363.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1562.8</strong></td>
<td><strong>9.4%</strong></td>
<td><strong>1648.5</strong></td>
<td><strong>19.8%</strong></td>
<td><strong>1615.4</strong></td>
</tr>
</tbody>
</table>
Client Opinion

In 2015, our Parent Survey was conducted in Term 3 via Survey Monkey. This enabled us for the first time to survey all parents.

439 responses were received (27.2% of our parents).

The majority of parents who responded believe that:
- the school is meeting the learning needs of their child
- their child is progressing well
- their child’s reports are comprehensive and provide clear information about their progress
- the school has high standards of student behaviour, which are fair and reasonable
- their child is in a safe environment
- the school takes their concerns seriously.

Use of Edmodo remains an ongoing challenge for us, with many parents indicating that they are unaware of it.

The student survey was also conducted in Term 3, in class, with students of Dari, Dinka, French, Khmer, Korean, Portuguese, Punjabi, Swahili, and Vietnamese. 73% of the students responded, with overall positive responses; however, use of Edmodo and communication with teachers were raised as issues in some classes. This continues to be worked on as a priority.

Detailed survey results are available on request.

8.1 Behaviour Management

The ‘Safer DECD Schools’ required actions were all completed; and Council reports that there was one serious incident related to racial harassment of students, which is being investigated by the Department.
8.2 **Relevant History Screening**

We are compliant with DECD requirements for criminal history screening, with processes in place and all records appropriately kept for SSOs, teachers, HPIs, volunteers, School Council members, adult students, university supervisors and tertiary students on placement. Our screening audit took place on 29th June 2015. All required follow up action has been attended to.

8.3.1 **Teacher Qualifications**

Most teachers at this school are qualified and registered with the SA Teachers Registration Board. The exceptions in 2015 were a result of inability to find trained and qualified teachers in the following languages: Dari, Dinka, Khmer, Persian, and Swahili. These teachers were employed on an HPI basis, and taught in contexts where a supervisor or other teacher was present.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
<td>71</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>42</td>
</tr>
</tbody>
</table>

8.3.2 **Workforce Composition**

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>71</td>
</tr>
</tbody>
</table>
The 2015 End of Year Balance Sheet and Profit and Loss Statement are provided as Attachments.