Information for

Students and Parents
Secondary Courses
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.

All our senior secondary courses follow either SACE Board or IB requirements and count towards the completion of either the SACE Certificate or IB Diploma.

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.

Lia Tedesco
Principal
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SECTION 1:
Useful information before lessons start

Lesson time and length
For students in years 8 and 9, most lessons are 2.5 hours long, while students in Years 10, 11 and 12 have three-hour lessons. Please refer to the Secondary timetable on the School of Languages website for the time and location of your language class.

Where lessons are held
Our teaching centres for secondary classes include:

- Adelaide High School – West Terrace, Adelaide
- Glenunga International High School – 99 L’Strange Street, Glenunga
- Mitcham Girls High School – Kyre Avenue, Kingswood
- Our Lady of the Sacred Heart College – 496 Regency Road, Enfield
- Paralowie R-12 School – Whites Road, Paralowie
- Playford International College – Philip Highway, Elizabeth
- Roma Mitchell Secondary College – Sports Park, Briens Road, Gepps Cross
- Salisbury East High School - 50 Smith Road, Salisbury East
- School of Languages head office – 255 Torrens Road, West Croydon
- Thomas More College – 23 Amsterdam Crescent, Salisbury Downs
- Torrens Valley Christian School – 1227 Grand Junction Road, Hope Valley
- William Light R-12 School – 21A Errington Street, Plympton

Please note that this list may change. For the most current list please visit our 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 by an enrolment officer, students will receive an enrolment confirmation letter and a welcome package.

First lesson
All classes begin in Week 2 Term 1. During this lesson detailed information about the course will be provided.

Where to report for the first lesson
If students are familiar with the facilities of the school where their language class is held, they can proceed directly to the designated classroom. In cases where students are new to the teaching centre, please refer to the map sent with the confirmation of enrolment letter. Students attending classes held at Adelaide High School and the School of Languages head office need to report to the centre supervisor. Maps of the teaching centres are also available on the school website.

Dress code
Students who have a school uniform may wear this to class. Otherwise, neat casual clothes are expected.
SECTION 2:
School expectations

Attendance
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.

In instances of sickness and other unavoidable events, absences can be reported to the school by:

• phoning the school on 8301 4800 during office hours, between 8.30am-4.30pm
• sending an SMS to the school or your child’s teacher
• sending an e-mail to the teacher
• contacting the teacher through your child’s class e-learning space, Edmodo.

If your child is late to class or absent without prior notice, you will be notified via an automatically generated SMS.

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 inform the teacher via a text message or an e-mail.

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.

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 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 and IB 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.

Electronic devices
Mobile phones and other electronic devices must be switched off during lessons, unless used as part of a teaching and learning activity.

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 e-learning space
  • completion of homework tasks
  • reading in the language
  • engaging in web-based language activities
  • practising oral skills
  • watching TV programs and listening to radio programs 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 assessment 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, students’ day schools and, of course, the students themselves. Parents 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
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 their child to take pride in language learning.
- Ensure that their 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 with parents

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 can be raised directly with the teacher or by phoning the school on 8301 4800.

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 in the school’s Policy and Guidelines for Volunteers, which can be accessed on the school website at www.schooloflanguages.sa.edu.au
School Council

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

- exercise general oversight over 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
- consider in broad outline the general education policy within the school and advise the Principal of the considered view of the school community regarding educational developments within the school
- decide, in liaison with the Principal, 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 on Council, elected at its AGM in March.

Parent / caregiver information sessions

These sessions, held in the first few weeks of Term 1, serve as information forums and give parents/caregivers a chance to:

- meet members of the Leadership Team and 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 welcome to discuss their child’s progress with the teacher at any time during the year.
SECTION 4: Curriculum information

For each course taught at the school, comprehensive curriculum planning is undertaken and documented at three main levels:

- **Course Overview** - outlines the key concepts, themes, topics, main grammar and linguistic elements and cultural understandings. This document can be found on the school website.

- **Module Planner (Years 8-10)** - translates the Course Overview into a comprehensive statement of student learning. The plan includes concepts, skills and abilities that will be taught and a description of the major assessments. A copy of the planner is given out to students and can also be found on the class Edmodo page.

- **Semester Plan (Years 11-12)** - based on the relevant SACE Board or IB curriculum documents, the Semester Plan includes descriptions of assessments, their weighting, due dates and assessment design criteria. This document is distributed to students at the start of the year.

- **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.

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.

Student learning is assessed and reviewed on an ongoing basis, both in a formal and informal manner, and their progress reported to parents through the reporting process.

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 available in Afrikaans, Arabic, Auslan, Bosnian, Chinese, Croatian, Dinka, French, German, Hindi, Indonesian, Italian, Japanese, Khmer, Kirundi, Korean, Nepali, Persian, Polish, Portuguese, Punjabi, Serbian, Spanish, Swahili and Vietnamese.

Courses are developed with the knowledge and skills required at SACE level in mind, in order to better 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 either the South Australian Certificate of Education (SACE) Subject Outline approved by the SACE Board of South Australia or the International Baccalaureate (IB) Diploma requirements.

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 and Language and Culture.

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. 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.

The languages available are: Chinese, French, German, Indonesian, Italian, Japanese, Korean and Spanish. Vietnamese is available at Stage 1 only.

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.

The languages available are: Arabic, Bosnian, Chinese, Croatian, French, German, Hindi, Indonesian, Italian, Japanese, Khmer, Persian*, Polish, Portuguese, Punjabi, Serbian, Spanish and Vietnamese. 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 and Vietnamese courses.

*Stage 1 Continuers Persian will be offered in 2017 and stage 2 in 2018.
SACE – Background speakers level (Stages 1 & 2)
These courses are for students who have a strong cultural and linguistic background in the language. The languages available are: Chinese, Japanese, Korean, Persian* and Vietnamese.
*Stage 1 Background Persian will not be offered from 2017.
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)
The Kaurna and Pitjantjatjara courses 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)
Afrikaans, Dinka, Kirundi, Nepali and Swahili are available through Language and Culture as a 10 or 20-credit course at Stages 1 and 2.
The SACE Board eligibility requirements do not apply.

Bonus Points for entry to university
With the exception of Language and Culture courses, 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.saceboard.sa.edu.au

Dictionaries
The SACE Board has approved the use of:
- bilingual printed dictionaries in all subjects
- monolingual printed dictionaries in all language examinations
- English-English dictionaries in all languages.
The SACE Board does not permit the use of electronic dictionaries for any summative assessment or for external exams.
International Baccalaureate Diploma courses

In some instances we are able to cater for those students who are enrolled in an IB-registered school by offering them the possibility of completing an IB-accredited language course at ab Initio or Language B levels. Enrolment is arranged by negotiation between the IB-registered school and the School of Languages.

Assessment requirements for IB Diploma courses

Students enrolled in an IB Diploma language course will complete a number of formative and summative assessments during the year to develop the required skills. The number of assessments per semester will be determined by the teacher. Each IB Diploma language course has an internally assessed oral component moderated externally, and two external components, the Written Assignment and an exam.

Resources

The Guide, Language Specific Syllabus and past exams will be made available to students throughout the course.

Dictionaries

IB Diploma students are not permitted to use a dictionary of any kind during summative assessments and exams, with the exception of the Written Assignment.

Examinations

Mid-year exams

There is no mid-year exam for Year 11 students.

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. For SACE students, part of this may be a 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.

For 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.

For IB students in their last year, the written exam will be held around Term 4 Week 4. For Language B the exam is worth 70% of the overall mark, and 75% for ab initio. Details will be distributed as the examination timetable becomes available.
Reporting student achievement
Reports on students’ progress are prepared at the end of each term. A copy of the report is mailed to the home address and to the Principal of their home 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 students.

There are four awards:
• Outstanding Academic Achievement
• Award of Merit
• Community Award
• Award of Excellence.
## SECTION 5:

### Important dates

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<th>Term 1 Week 2</th>
<th>First lesson for the year</th>
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<td>Term 1 Weeks 3-5</td>
<td>Parent/caregiver information sessions</td>
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<td>Third Tuesday of March</td>
<td>School council AGM</td>
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<td>Term 2 Week 3</td>
<td>Parent/caregiver/student/teacher interviews</td>
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<td>Term 2 Week 9</td>
<td>Mid-year exam for Year 12 students (written)</td>
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<td>Term 2 Week 10</td>
<td>Mid-year exam for Year 12 students (oral)</td>
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<tr>
<td>Term 4 Week 5</td>
<td>End-of-year exam for Year 11 students (oral)</td>
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<td>Term 4 Week 6</td>
<td>End-of-year exam for Year 11 students (written)</td>
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<td>Term 4 Week 7</td>
<td>Last lesson for Year 11 students</td>
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<td>Term 4 Week 8</td>
<td>Last lesson for students in years 8-10</td>
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<td>Late Term 4</td>
<td>Celebration of Achievement ceremony</td>
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<td>Last week of each term</td>
<td>Presentation of Principal’s Awards to nominated students</td>
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<td>Each school holidays</td>
<td>Student term reports and school newsletter distributed to families and home schools</td>
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**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.

Government school students

The following annual charges apply:

- Years 8-10: $100 per subject
- Years 11-12: $120 per subject
- Full fee-paying overseas students: $780 per subject

Invoicing

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

Non-government school students

The following annual charges apply:

- Years 8-10: $100 per subject
- Years 11-12: $120 per subject
- Full fee-paying overseas students: $1200 per subject
- IB Diploma: $1500 per subject

Invoicing

- For non-government school students, the parent/caregiver will be invoiced with the exception of full fee paying overseas students who are studying a language as part of their full subject load, in which case the day school will be invoiced.
Making payments

- Language subject charges are payable on invoice.
- Charges are not refundable in the event of withdrawal from a course.
- Invoices are issued towards the end of Term 1. Payment is required two weeks after receiving the invoice.
- Phone credit card payments are accepted for Visa and Mastercard on (08) 8301 4800.
- Cheques, money orders and credit card payments can be made by mail.
- Payment can also be made in person during office hours at the School of Languages, 255 Torrens Rd, West Croydon, SA 5008.
- Requests for payment by instalment or to have special circumstances taken into account may be made in writing to the Principal.
### SECTION 7: Languages offered

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<td>Afrikaans</td>
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<td>Arabic</td>
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<td>Auslan</td>
<td>Korean</td>
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<td>Bosnian</td>
<td>Nepali</td>
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<td>Chinese</td>
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<td>Croatian</td>
<td>Pitjantjatjara</td>
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<td>Dinka</td>
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<td>French</td>
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<td>Japanese</td>
<td>Vietnamese</td>
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<td>Kaurna</td>
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Please note that this list may change. For the most current list please visit our website at www.schooloflanguages.sa.edu.au

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Japanese Beginners Stage 1 at the School of Languages has been a great experience thus far. Not only have I learnt so much but I’ve made great friends with the same interests and ambitions as mine. The staff are all very kind and welcoming and my teacher has been a great help to my academia. I’m definitely continuing into Japanese Beginners Stage 2 next year after this one!

Josephine (Year 11 student of Japanese)