



# School of Languages

## 2022 annual report to the community

Site Number: 1802

Partnership: West Torrens

School principal:

Ms Lia Tedesco

Signature

Governing council chair:

Dr Margareta Rebelos

Date of endorsement:

20 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

We teach only Languages (other than English).

In 2022 the Languages that were taught were: Afrikaans\*, Arabic\*, Auslan\*, Bosnian, Chinese\*, Croatian, French\*, German, Hindi\*, Indonesian, Italian\*, Japanese\*, Khmer\*, Korean\*, Nepali\*, Persian, Pitjantjatjara, Polish, Punjabi\*, Serbian, Spanish\*, Thai and Vietnamese\*.

(\* Languages that were 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 hours all over Adelaide, in a range of sites that are selected on a needs basis, to enhance access to languages education for students in the metropolitan area. In 2022, students attended after hours classes in 29 different teaching centres.

Our students came from over 270 other schools from all three education sectors. Major feeder schools in 2022 included Adelaide Botanic High School, Adelaide High School, Belair Primary School, Burnside Primary School, Glenunga International High School, Marryatville High School, Paralowie School, Playford International College, Roma Mitchell Secondary College and Salisbury High School.

The year commenced well, with strong enrolments across most of our courses. In total we had 2019 enrolments by the 31st March, which is our census date. This included 62 international students (concentrated in Chinese and Vietnamese), 67 IB enrolments, 32 adult students and 35 home schooled students.

Enrolment breakdown was as follows:

- 47% of enrolments in Reception to Year 6
- 53% of enrolments in Years 7 to 12.

Languages with the most enrolments were Chinese (379), Spanish (250), Japanese (175), French (145), Nepali (145), Khmer (130) and Italian (122).

## Governing council report

The School of Languages had a School Council, not a Governing Council. However, by the end of the year it had become a Governing Council, with a new Constitution, in order to align with the requirements of the new Education Act.

Council is served by a very active and full complement of parent and student representatives; and representatives of the key stakeholders in Languages Education (the Modern Languages Teachers' Association, Community Languages Schools (S.A.) and the Ministerial Multicultural Education and Languages Committee).

School Council meets two times each term; and exercises a general oversight over the well being of the school; provides advice on the educational needs of the school community; and considers the general education policy within the school; as well as managing and monitoring the school budget.

As part of its state leadership role in Languages Education, the school has a number of outreach activities; which in 2022 included:

- in the October school holidays, the annual Vacation School for SACE Stage 2 students and teachers was again successful.
- Exam preparation courses were offered for Chinese, French, German, Indonesian, Italian, Japanese and Spanish at Continuers Level; with over 200 students from Government, Catholic and Independent schools around the state in attendance
- very successful state government funded Languages Alive! programs for 5 days in each of the April, July and October holidays. Through this program, hundreds of primary aged children had the opportunity to engage in a variety of linguistic and culturally diverse activities.
- our state government funded holiday program for senior secondary students, called Let's Talk! This program was conducted in the July and October holidays, and has an explicit focus on developing students' oral skills. During the October holidays, the program included an offering for students in the mid North.
- professional development and support for teachers of First Language Maintenance and Development (FLMD) programs.

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

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

# Quality improvement planning

The goal of our Site Improvement Plan 2022 - 2024 is to improve student achievement in intercultural language learning across all year levels.

Our SIP target for 2022 was to achieve an increase, from the Term 4 2021 achievement data, in As and Bs as follows:

- 3% in Years 1 – 6 (from 31.8% - 34.8% As, 42.8 – 45.8% Bs)
- 2% in Years 7 – 10 (from 43.6% - 45.6% As; 40.5% - 42.5% Bs)
- 1% in Year 11 (from 51.1% - 52.1% As, 33.4% - 34.4% Bs)
- 1% in Year 12 (52.5% - 53.5% As, 38.9% - 39.9% Bs).

Our Challenge of Practice over the 3 year period is:

"If we strengthen our curriculum and assessment practices, by developing shared understandings of the nature of intercultural language learning, then student achievement will improve."

Key elements of site improvement planning included implementation and monitoring of the School Strategic Plan 2022 – 2024 and the associated annual sub-plans that sit under it: (Student Learning and Achievement Plan/Learning and Communication Technologies Plan/Student Services Plan/Staff Services Plan/Public Relations Plan), with a key 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.

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

- Data analysis and monitoring student achievement and progress at the class level: this was undertaken through Professional Learning Teams (PLTs) at the beginning of Terms 2, 3 and 4. It was also at these PLT sessions that teachers continued to share strategies to support learning and achievement for all students. Students 'at risk' were also identified through the monitoring process.
- Data analysis at the whole school level: processes and procedures for collection and collation of data have been implemented and refined.
- Detailed analysis of Year 12 SACE and IB data at whole school level and with Year 12 teachers via their Line Managers.

Key actions undertaken by the school to build teacher capacity included:

1. providing a long term and sustained Professional Development program with an explicit focus on curriculum planning and assessment, at:
  - staff induction days
  - PLT meetings
  - Professional Development (PD) sessions (optional, compulsory and targeted)
  - Biannual Conferences
  - Staff meetings
2. Teachers working in PLT groups to monitor student A-E achievement data from term reports, share strategies to improve student learning for all students as well as identify students at risk.
3. Leaders providing leadership and support to teachers through:
  - the overview / module feedback process
  - feedback on lesson observations and classroom learning walks
  - Performance and Development process.

All teachers identified a common PDP goal to work towards, which was aligned to the SIP, and formed the basis of performance conversations, professional development, and classroom observations. Professional development focused on the development of explicit learning intentions and success criteria as part of curriculum and assessment planning.

# Aboriginal Learner Achievement Leaders' Resource (ALALR)

**Key element focused on for school improvement in 2022: Quality Teaching**

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

N/A as there were no aboriginal learners in 2022.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

N/A as there were no aboriginal learners in 2022.

# South Australian Certificate of Education - SACE

## SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2019	2020	2021	2022
99%	100%	99%	98%

Data Source: SACE Schools Data reports, extracted February 2022

\*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

## School performance comment

End of year grade data for Years 1 - 6 for 2022 is as follows:

- 32.4% As
- 42.4% Bs
- 24.4% Cs
- .6% Ds
- 0% Es
- .2% N/A

End of year grade data for Years 7 - 10 for 2022 is as follows:

- 39.7% As
- 43.4% Bs
- 14.9% Cs
- 1.1% Ds
- 0% Es
- .9% N/A

End of year grade data for SACE Stage 1 is as follows:

- 59.3% As
- 29.4% Bs
- 9.8% Cs
- 1% Ds
- 0% Es
- .5% N/A

Final SACE result for SACE Stage 2 is as follows:

- 52.3% As
- 36.9% Bs
- 8.7% Cs
- 1.7% Ds
- .4% Es
- 0% N

7 of our students achieved a SACE Merit.

We had 242 students studying 25 different language courses.

In the majority of our Stage 2 classes (26 classes out of 31 classes, or 84%), there were no final subject grades results below B. This was the case for:

- Auslan Continuers
- Bosnian Continuers
- Chinese Beginners
- Chinese Continuers
- French Beginners
- German Continuers
- Hindi Continuers
- Indonesian Beginners
- Indonesian Continuers
- Indonesian Background
- Italian Continuers
- Khmer Continuers
- Korean Continuers (all As)
- Nepali Language and Culture (all 4 classes)
- Persian Continuers
- Polish Continuers
- Punjabi Continuers
- Serbian Continuers
- Spanish beginners (all As)
- Spanish Continuers
- Vietnamese Continuers
- Vietnamese Background (2 classes).

End of year grade data for Year 11 IB is as follows (7 being a perfect score):

- 0% 7s
- 48.4% 6s
- 22.6% 5s
- 19.4% 4s
- 6.5% 3s
- 3.2% 2s
- 0% 1s.

End of year grade data for Year 12 IB is as follows (7 being a perfect score):

- 29.6% 7s
- 33.3% 6s
- 25.9% 5s
- 11.1% 4s
- 0% 3s, 2s and 1s.

Our 2022 SIP targets were:

"By the end of 2022, there will be an increase, from end of year 2021 achievement data, in As and Bs as follows:

- 3% in Years 1 – 6. This target was not achieved. As increased by .6%, while Bs decreased by .4%.
- 2% in Years 7 – 10. This target was partially achieved. There was a decrease of As by 3.9%; but an increase of Bs by 2.9%
- 1% in Year 11. This target was exceeded, with an increase of 8.2% As. Bs subsequently decreased by 4%.
- 1% in Year 12. This target was not achieved for As, which fell by .2%; and Bs fell by 2%.

IB achievement data is not included in the targets, as the number of IB enrolments is too small.

Absence rates were higher in 2022 than previous years; and this may have been a factor working against achievement of some of the targets.

In terms of achievement data during the year, the following can be noted:

- for Years 1 - 6, the % of As increased during the year, from 15.6% in Term 2, to 25.2% in Term 3, to 32.4% by the end of the year.
- for years 7 - 10, the % of As increased during the year, from 36.2% in Term 2, to 39.7% by the end of the year.
- for SACE Stage 1, the % of As increased during the year, from 51.5% in Term 2, to 53.6% in Term 3, to 59.9% by the end of the year.
- for SACE Stage 2, the % of As decreased during the year, from 60.7% in Term 2, to 57.3% in Term 3, to the final SACE grade of 52.3% As.

In terms of IB results during the year:

- for Year 11, 8.1% of students achieved 7 in Term 2, decreasing to 0% in Terms 3 and 4.
- for Year 12, 20% of students achieved 7 in Term 1, 19.2% achieved 7 in Term 2, 15.4% achieved 7 in Term 3 and 29.6% achieved a final score of 7.

2015-2022 IB Results are available on request.

Year 12 SACE achievement data over a number of years is indicated in the tables below.

#### SACE Stage 2 results 2014 - 2022

	2022	2021	2020	2019	2018	2017	2016	2015	2014
A	52.3%	52.5%	46.44%	48.16%	45.1%	42.82%	36.89%	37.25%	36.95%
B	36.9%	38.9%	43.03%	40.14%	39.86%	41.14%	43.37%	45.42%	41.74%
C	8.7%	7.9%	10.22%	9.7%	13.29%	13.38%	15.53%	13.4%	17.39%
D	1.7%	0.8%	.31%	1.67%	1.75%	2.34%	3.56%	2.61%	3.91%
E	0.4%	0%	0%	.33%	0%	.32%	0.65%	0.66%	None
N	None	None	None	None	None	None	None	None	None

## Attendance comment

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

Absence rates varied greatly across the year, and the average was higher than previous years (23%), given the continued impact of Covid.

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 also identified separately in the data report.

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.

## Behaviour support comment

Our Code of Conduct (provided to all our students and also on our website) clearly outlines the behaviour expectations of our students, and the consequences if the code of conduct is not upheld.

We have clear and well documented processes for following up and documenting breaches of the Code of Conduct.

Co-ordinators provide support and advice to teachers who may require support with more complex behaviours.

The Assistant Principal: Student and Staff Services has overall responsibility for implementation and monitoring of the Code of Conduct; and for providing support in more complex cases.

In 2022, there were no suspensions or exclusions.

## Parent opinion survey summary

Our parent survey was conducted in August. A total of 74 responses were received from parents of Years R-6 students and a total of 120 responses were received from parents of students in years 7-12.

Responses were received across a range of year levels, with the largest number of responses being those from parents of students in year 1 (15.5%) and year 10 (19.8%), the highest response rate. Responses were received across all languages, with the exception of Pitjantjatjara (due to adult students). Relative to student enrolments, the highest response rates were in Nepali, Arabic, Indonesian. Some languages with large enrolments e.g. Chinese, French, Italian and Spanish were not well represented relative to the number of enrolments. Responses to the prompting statements, indicate that parents across R-12 students are strongly of the view that teachers motivate their child/ren to learn (91%) and provide useful feedback (86.3%). In general (83.1%) of parents responded that teachers could be easily contacted for assistance. Overall, 85.8% of parents R-12 indicated that their child is receiving quality teaching. In relation to academic achievement, overall parents felt their child was having their learning needs met (90.1%) and that teachers had high expectations for learning (93.1%). Generally, parents felt their child was making good progress (86.0%). In the area of school contact with parents regarding their child's learning, parents were strongly in agreement (96.7%) that reports are easy to understand and that they are comprehensive (86.2%). Accessing teachers to discuss concerns received strong agreement (99.5%) along with a sense that the school works with parents to support their child (88.2%). Parents were in strong agreement with the three statements relating to the school managing behaviour and providing a safe environment for learning, with over 95% agreement for each statement. The area with the least positive feedback was the Class Teams space. While generally the feedback was positive (85.8%), some negative responses were not unexpected as Teams was a new initiative in 2022 and coincided with the need for online lessons in the first two weeks of the year. Many of these matters have been addressed and the school is continuing to monitor and improve its use of Teams. Parents felt that their views are taken seriously (92.1%) and that the school looks for ways to improve.

## Relevant history screening

We are compliant with DfE requirements for criminal history screening, with processes in place; and all records are appropriately kept for School Support Officers (SSOs), teachers, Hourly Paid Instructors (HPIs), volunteers, adult students, Auslan interpreters, university supervisors and tertiary students on placement. The Assistant Principal Student and Staff Services monitors expiry dates and provides timely reminders to relevant people.

## Financial statement

Funding Source	Amount
Grants: State	\$4,869,363
Grants: Commonwealth	\$0
Parent Contributions	\$317,863
Fund Raising	\$0
Other	\$51,746

Data Source: Education Department School Administration System (EDSAS).



## 2022 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	N/A	N/A
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	N/A	N/A
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	<p>We were provided with \$24,100.40 to provide professional development support to teachers of First Language Maintenance and Development Programs. The professional development focused on Australian Curriculum implementation, and curriculum and assessment planning aligned with the Australian curriculum. The PD was offered face to face and online through Teams; with teachers who could not attend able to avail themselves of the recordings and the wealth of resources that were developed.</p>	<p>Teachers who attended and availed themselves of the resources provided very positive feedback about the relevance and usefulness of the sessions and the materials; and reported that this was having an impact on their teaching practice and on student learning.</p>
Program funding for all students	Australian Curriculum	N/A	N/A
	Aboriginal languages programs Initiatives	N/A	N/A
Other discretionary funding	Better schools funding	\$12,827 was received. This was used to provide English literacy support to more recently arrived SACE students who required support with the English demands of SACE tasks.	Students were better able to meet the English literacy requirements of relevant SACE tasks.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

