



The State of Play: Languages Education in Western Australia

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School Curriculum and Standards Authority

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1.0 Purpose

The *State of Play: Languages Education in Western Australia 2014* provides a comprehensive overview on the current Pre-primary to Year 12 language provision in and out of school settings in Western Australia.

The report provides the School Curriculum and Standards Authority Board with a sound basis to make informed decisions about the future development and provision of language education policy and curriculum in Western Australia.

2.0 Background

The principle of access to languages education for all students in Australian schools has been established in all three Declarations of the National Goals for School Education (MCEECDYA 1989; MCEETYA 1999, 2008).

In Western Australia, Languages is included as one of the key learning areas in the *Western Australian Curriculum and Assessment Outline* (Pre-primary to Year 10). Language courses are available as part of the Western Australian Certificate of Education (WACE). Revisions to the WACE 2016 were announced by the Western Australian Minister for Education in January 2013. Syllabuses and other supporting resources have been published to support the delivery of 22 courses across seven languages.

The Australian Curriculum: Languages, developed by the Australian Curriculum and Reporting Authority (ACARA), has been designed to enable all students to engage in learning a language in addition to English.

At the Standing Committee on School Education and Early Childhood (SCSEEC) meeting of 11 April 2014, Ministers noted that ACARA has developed the P–10 Australian Curriculum for Chinese, French, Indonesian and Italian and agreed that the materials be made ‘available for use, awaiting final endorsement’ on the Australian Curriculum website.

The P–10 Australian Curriculum for Languages as developed so far by ACARA, requires significant review before it can be implemented in Western Australian schools.



3.0 Methodology

The methodology (Appendix 1) used to compile this report includes:

- analysis of data collected from the Association of Independent Schools of Western Australia (AISWA), Catholic Education Office (CEO), the Department of Education, Western Australia (the Department) and the School Curriculum and Standards Authority (the Authority);
- interviews with representatives of key stakeholder groups who are in a position to give authoritative comment on language education in Western Australia; and
- an overview of the key documents pertaining to language education in Australia.



There are no commonly aggregated language statistics across Western Australian school sector/systems¹ for Kindergarten to Year 10. However, individual school sector/systems do collect a range of language information. Some information can be aggregated as it fully represents all schools in each sector/system. Other information cannot be aggregated, but is useful in the identification of trends.

4.0 Language Provision in Western Australian Schools

4.1 Primary Years²

In delivering languages education, Western Australian schools use the *Curriculum Framework* supported by *K–10 Syllabuses* and *Curriculum Guides*, available in six languages (Chinese, French, Japanese, Indonesian, German and Italian) since 2007. The language outcomes are categorised into two areas: Communication; and, Knowledge and Skills.

The two language delivery modes are:

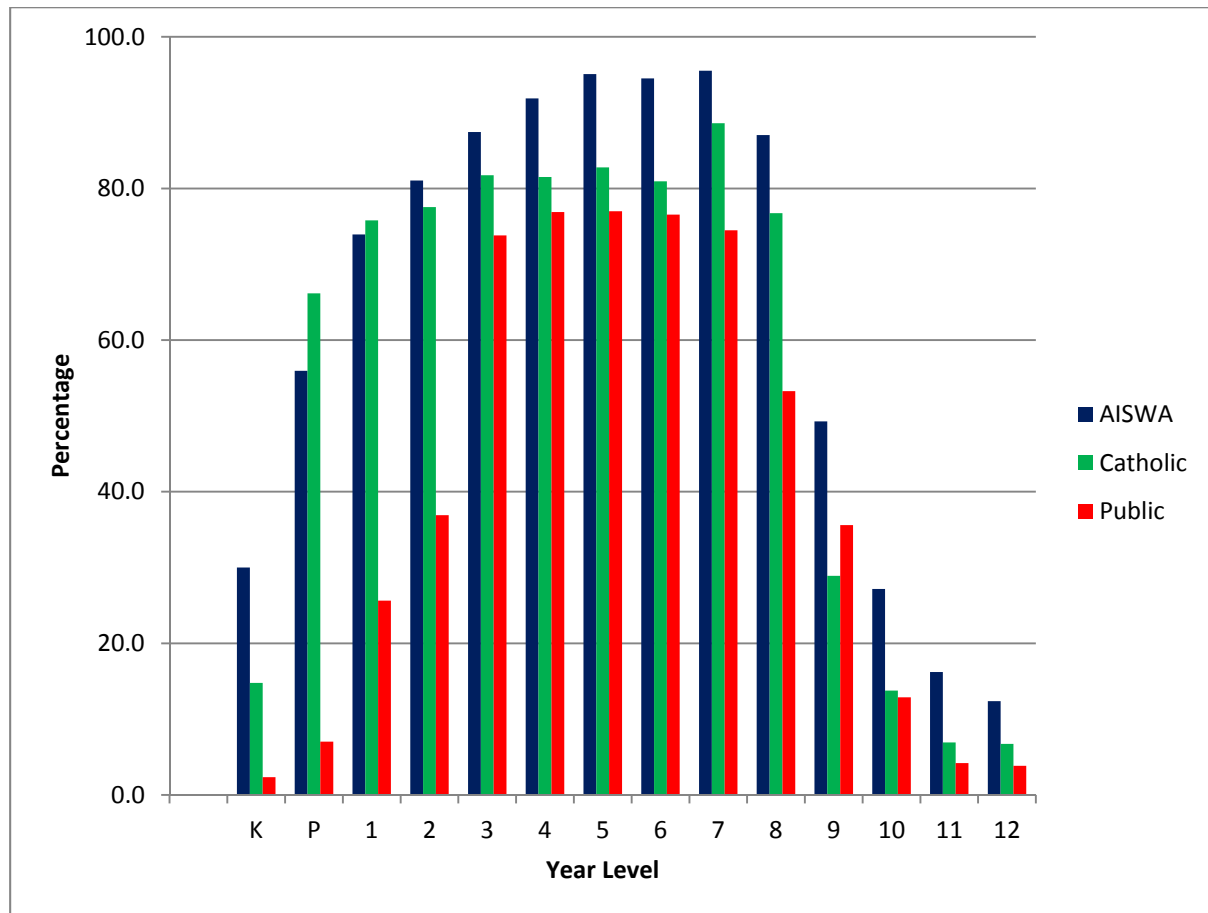
- Language-as-a-subject, which is the major form of provision; and
- Bilingual, of which there are a variety of forms including immersion. Four public primary schools conduct these programs in French, Italian and Chinese.

A consistently high percentage of students study a language in Years 3 to 7 across all school sector/systems; namely 93 per cent AISWA schools, 83 per cent Catholic schools and 76 per cent public schools in 2013. The percentage of students accessing a language in Kindergarten to Year 2 is typically lower than those in Years 3 to 7 (Figure 1).

¹ 'School sector/systems' refers to public and non-government schools. Data from non-government schools that do not belong to AISWA or the CEO are not included in this report.

² Primary years for the purpose of this report are Kindergarten to Year 7.

Figure 1: Percentage of Students Participating in a Language, 2013



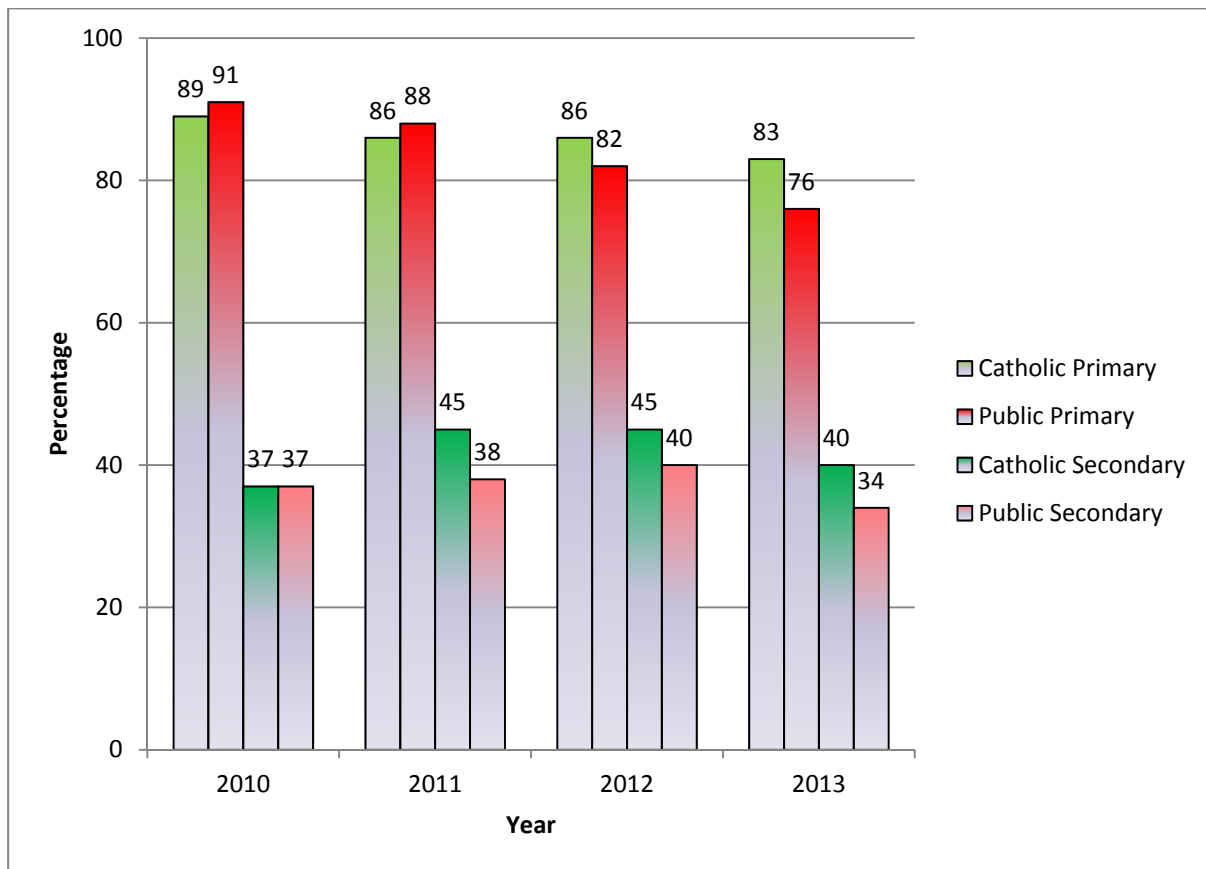
Source: AISWA, CEO and the Department of Education

AISWA schools data is based on a language survey with 60 per cent school response rate, which represents approximately 80 per cent of AISWA students (53,954).

CEO (73,223 students) and Department of Education (276,539 students) data represents 100% of CEO and Department of Education schools.

The percentage of Years 3 to 7 students studying a language from 2010 to 2013 has declined. There are six per cent fewer students studying a language in the Catholic schools and 15 per cent fewer in the public schools over the same four years (Figure 2).

Figure 2: Percentage Primary (Years 3–7) and Secondary (Years 8–10) Studying a Language 2010–2013



Source: CEO and the Department of Education

AISWA schools are not included in all years as longitudinal percentage data was not available

The most taught languages in primary schools vary across each school sector/systems are indicated in Tables 1, 2 and 3.

Note: the most commonly taught languages in AISWA primary schools were based on a language survey with 60 per cent school response rate (which represents approximately 80 per cent of AISWA students) in 2013.

Table 1: Most Commonly Taught Languages in AISWA Primary Schools (2013)³

Language	Student numbers
Indonesian	6,204
French	5,723
Japanese	4,123
Italian	2,606
Arabic	1,954
Chinese	1,669
Spanish	426
Hebrew	356
German	307
Arabic (Quran)	215
Latin	203
Australian Indigenous Languages	140
Auslan	97
Modern Greek	87
Dutch	53

Table 2: Most Commonly Taught Languages in Catholic Primary Schools (2013)⁴

Language	Student numbers
Italian	24,560
Japanese	3,313
Indonesian	3,079
French	1,277
Chinese	706
Australian Indigenous Languages	319
Spanish	167

³ Source: AISWA

⁴ Source: CEO

Table 3: Most Commonly Taught Languages in Public Primary Schools (2013)⁵

Language	Student Numbers
Indonesian	24,869
Italian	24,502
Japanese	21,690
French	10,821
Australian Indigenous Languages	4,586
Chinese	4,045
German	2,761
Auslan	911
Spanish	738

4.1.1 Themes Emerging from Interviews—The Primary Years⁶

- The ‘above formula FTE funding’ for the teaching of languages in public primary years will cease at the end of 2014. The student-centred funding model, commencing in 2015, will not differentiate on whether or not a school teaches a language. This may result in fewer language programs or discontinuing language programs in Kindergarten to Year 2.
- An item in a survey of public primary schools conducted by the Western Australian Primary Principals’ Association sought information on programs schools have ceased in 2014 and those being considered for discontinuing in 2015. Of the 181 schools that responded, seven ceased a language this year with a further nine schools indicating they intend discontinuing languages in 2015.
- It is difficult to enhance and achieve ongoing development of language skills in one session per week, which is typically 40 to 60 minutes.
- In Catholic primary schools it is usual to have two sessions per week for a total of 60 minutes.
- In many AISWA schools in lower primary (Kindergarten to Year 2) the frequency is typically once per week for up to 60 minutes. In Years 3–6 the frequency is generally two to three times per week for total of 60 to 120 minutes.
- Taster languages programs, where students study a different language every semester or year occur in some schools. Whilst taster languages programs provide a choice they can also result in a reduced depth of study.



⁵ Source: Department of Education

⁶ Comments reported represent common themes from a range of interviews

- Language teacher satisfaction can be affected by:
 - teaching at several schools, usually a day at a time, where the teacher teaches different classes in different rooms ‘end-on-end’ throughout the day, which can make it difficult to get to know their students well;
 - having to transport language resources to different schools (the phrase ‘teaching out of their car boot’ was frequently used);
 - not having a specialised language room, making it difficult to create a stimulating environment, store resources and readily access ICT;
 - limited professional contact with other language teachers as frequently they are the only language teacher at their school;
 - reduced contact with other teachers in a primary school as they are often part-time at that school;
 - the perception that language teachers are often viewed as duties-other-than-teaching (DOTT) providers, which can lead to a feeling of being undervalued;
 - needing to teach at more than one school or teaching in other curriculum areas in order to gain fulltime employment;
 - the inability to attend staff meetings, school development days and professional development due to teaching at a number of schools; and
 - lack of continuity of language program as it may be suspended when the language teacher is on leave.

4.2 Secondary Years⁷

4.2.1 Years 8–10

In delivering languages education, Western Australian schools use the *Curriculum Framework* supported by *K–10 Syllabuses* and *Curriculum Guides*, available in six languages (Chinese, French, Japanese, Indonesian, German and Italian) since 2007.

The most commonly taught languages in secondary schools in Years 8–10 vary across each school sector/system and are indicated in Tables 4, 5 and 6.

⁷ Secondary years for the purpose of this report are Years 8 - 12

Table 4: Most Commonly Taught Languages in AISWA Schools (2013)⁸ Years 8 to 10

Language	Student Numbers
French	3,744
Indonesian	1,899
Japanese	1,357
Italian	772
Arabic	476
Chinese	392
Spanish	44
German	119
Hebrew	103
Australian Indigenous Languages	38

The most commonly taught languages in AISWA schools based on a language survey with 60 per cent school response rate (which represents approximately 80 per cent of AISWA students) in 2013.

Table 5: Most Commonly Taught Languages in Catholic Schools (2013)⁹ Years 8 to 10

Language	Student Numbers
Italian	3,914
Japanese	1,446
French	1,072
Indonesian	715
Chinese	146
Spanish	167

Table 6: Most Commonly Taught Languages in Public Schools (2013)¹⁰ Years 8 to 10

Language	Student Numbers
Japanese	4,477
Italian	4,132
French	3,637
Indonesian	2,522
Chinese	1,352
German	903
Australian Indigenous Languages	658
Auslan	70
Spanish	3

⁸ Source: AISWA

⁹ Source: CEO

¹⁰ Source: CEO

A significant reduction in the percentage of students studying a language occurs in the transition from Year 8 to Year 9 (Table 7).

Table 7: Percentage Decrease from Year 8 to Year 9 from 2010 to 2013

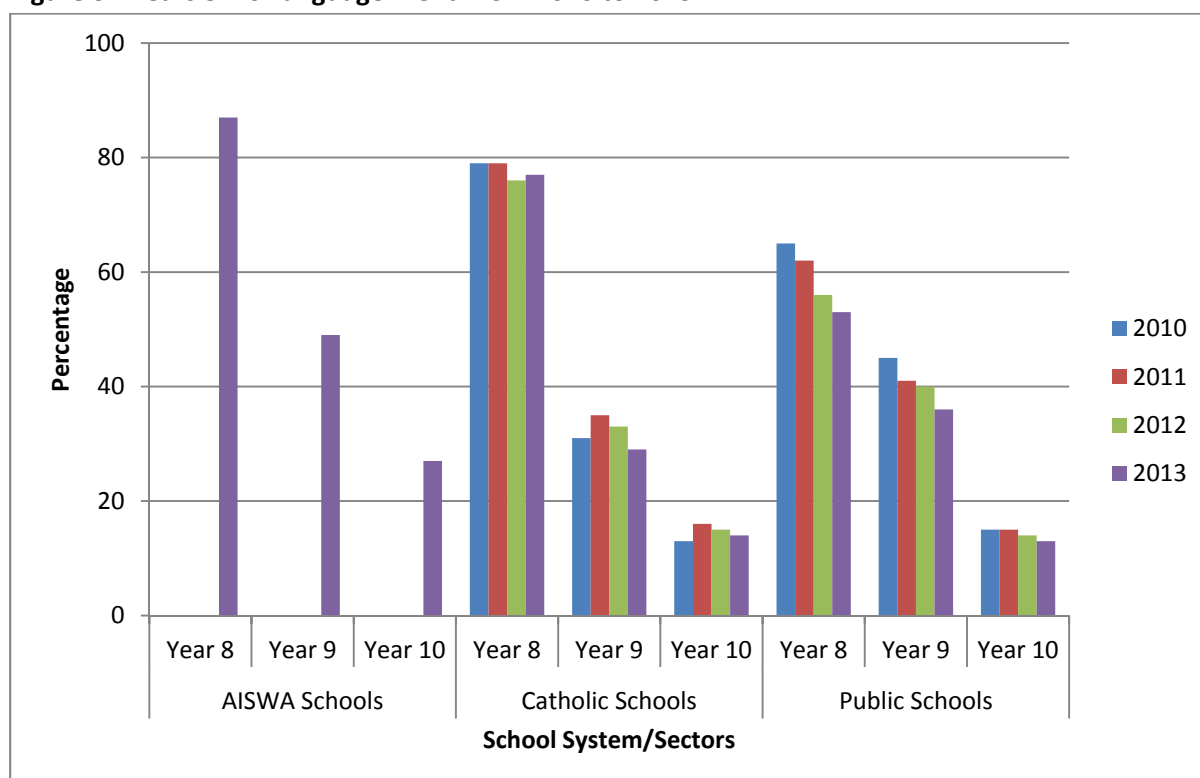
	2010	2011	Decrease	2011	2012	Decrease	2012	2013	Decrease
	Year 8	Year 9		Year 8	Year 9		Year 8	Year 9	
Catholic Schools	79%	34%	45%	79%	33%	46%	76%	29%	47%
Public Schools	65%	42%	23%	62%	40%	22%	56%	36%	20%

No longitudinal percentage information was available from AISWA.

Source: CEO and the Department of Education

There is a further significant reduction in the transition from Year 9 to Year 10 (Figure 3).

Figure 3: Years 8–10 Language Trend from 2010 to 2013



Source: AISWA, CEO and the Department of Education

AISWA schools are not included in all years as longitudinal percentage data was not available

4.2.2 Years 11–12

Approximately six per cent of Year 12 candidates enrolled in a language in the 2013 WACE. There are currently a range of Stage 1, 2 and 3 language courses available, including background speakers and second language courses in a number of languages (Appendix 2).

Language enrolment data for Year 12, 2013 reveals that the courses with the most enrolments in Unit 3A level were French, Italian and Japanese: Second Language, as shown in Table 8.

Table 8: Language Enrolment Data for Year 12, 2013¹¹

Language	2013 Student Numbers (Stage 3A)
French	445
Italian	276
Japanese: Second Language	263
Indonesian: Second Language	84
German	77
Chinese: Background Speaker	63
Chinese: Second Language	50

Since 2010 these are the only Year 12 language courses at Stage 3A where the enrolments have been greater than 12 students. Over the last four years there has been an overall increase in enrolments (Table 9 and Figure 4).

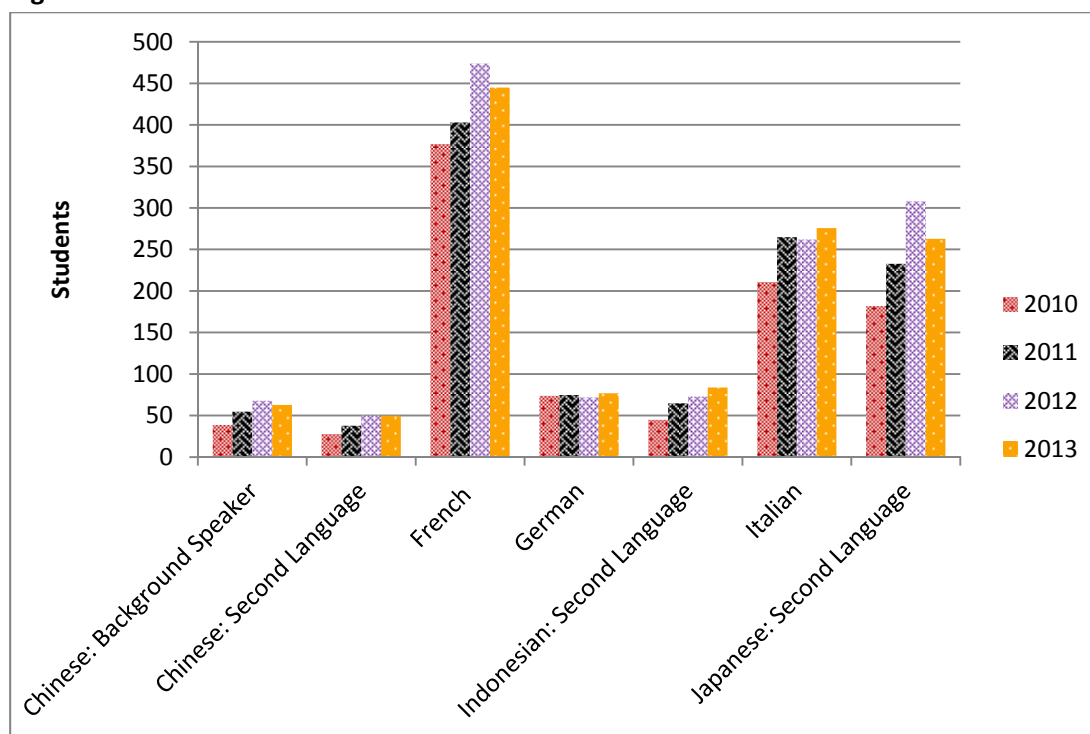
Table 9: 2010–2013 Stage 3A Enrolments in Languages (Those that have Greater than 12 Students)¹²

STAGE 3A courses (>12 students)	2010	2011	2012	2013
Chinese: Background Speaker	39	55	68	63
Chinese: Second Language	28	38	50	50
French	377	403	474	445
German	74	75	72	77
Indonesian: Second Language	45	65	73	84
Italian	211	265	262	276
Japanese: Second Language	182	233	308	263
Total	956	1134	1307	1258

¹¹ Source: School Curriculum and Standards Authority: 2013 Secondary Education Statistics (Years 10, 11 and 12) Table 3.2

¹² Source: School Curriculum and Standards Authority: 2010 to 2013 Secondary Education Statistics (Years 10, 11 and 12) Table 3.2

Figure 4: 2010–2013 Course 3A Enrolments



Source: School Curriculum and Standards Authority: 2013, 2012, 2011 and 2010 Secondary Education Statistics (Years 10, 11 and 12) Table 3.2

A very small number of Year 11 and 12 students study other languages. Since the early 1990s, small candidature Year 11 and 12 languages have been supported by an inter-jurisdiction collaboration of senior secondary curriculum authorities known as CCAFL (Collaborative Curriculum and Assessment Framework for Languages). The Australasian Curriculum, Assessment and Certification Authorities (ACACA) share responsibility for syllabus development and for the production and marking of Year 12 examination papers. There has been a steady increase of students enrolled in small candidature community languages from 110 students in 2011 to 123 students in 2012 and 176 in 2013 in Western Australia.¹³

In 2013 nine students completed Aboriginal languages of Western Australia Unit 1A, 19 students completed Unit 1B and two students completed Unit 2A (Table 10).

Table 10: Number of Year 12 Students Who Completed a Unit in Aboriginal Languages of Western Australia 2010 to 2013¹⁴

Aboriginal Languages of Western Australia	2010	2011	2012	2013
	Total	Total	Total	Total
Unit 1AABL	6	3	10	9
Unit 1BABL	4		9	19
Unit 2AABL				2

¹³ School Curriculum and Standards Authority’s Report to CCAFL Conference 2014, 2013, 2012

¹⁴ Source: School Curriculum and Standards Authority: 2010 to 2013 Secondary Education Statistics (Years 10, 11 and 12) Table 3.2

In 2015, the Authority will introduce new language courses as part of the WACE reform. French, Italian, Japanese, Indonesian, German and Chinese will have courses for *Background* and *Second Language*. Chinese, Indonesian and Japanese will also have a *First Language* course. The courses for all these languages will be examined for the first time in 2016).

Table 11: WACE Language Courses: Year 11 from 2015, Years 11 and 12 from 2016

ATAR	General
	Aboriginal Languages of WA General
Chinese: Second Language ATAR	Chinese Second Language General
Chinese: Background Language ATAR	
Chinese: First Language ATAR	
French: Second Language ATAR	French: Second Language General
French: Background Language ATAR	
German: Second Language ATAR	German: Second Language General
German: Background Language ATAR	
Indonesian: Second Language ATAR	Indonesian: Second Language General
Indonesian: Background Language ATAR	
Indonesian: First Language ATAR	
Italian: Second Language ATAR	Italian: Second Language General
Italian: Background Language ATAR	
Japanese: Second Language ATAR	Japanese: Second Language General
Japanese: Background Language ATAR	
Japanese: First Language ATAR	

4.2.3 Vocational Education and Training and Languages

Certificates II, III and IV in Applied Languages are available in a range of languages. The courses have been developed by the Centre for Adult Education in Melbourne and are accredited by the Australian Skills Quality Authority. The courses are available to all states and were last reaccredited in 2011 until 2016 (June).

In 2013, five languages were delivered by 14 schools, enabling 87 Year 12 students to complete a Certificate III and 25 students a Certificate II in Applied Languages. A further 20 Year 11 students and 208 Year 10 students completed a Certificate II in Applied Languages.¹⁵

For schools to deliver the certificates in Applied Languages they are either required to auspice with a Registered Training Organisation (RTO) or the school needs to attain RTO status for that area of delivery. There are three RTOs for Certificate II and two RTOs for Certificate III in Applied Languages. The Central Institute of Technology in Perth is the RTO for most of the schools delivering Certificates II and III in Applied Languages.

¹⁵ Source: School Curriculum and Standards Authority: 2013 Secondary Education Statistics (Years 10,11 and 12) Table 5.12

4.2.4 Themes Emerging from Interviews—The Secondary Years¹⁶

- Languages are most commonly offered as an elective, especially after Year 8. As the study of a language requires considerable academic rigour they are often not as popular as other electives, which has resulted in reduced language classes or the language being discontinued.
- The introduction of the student centred funding model will put additional pressure on small enrolment subjects such as languages.
- The cost of enrolling Year 11 and 12 students at the Schools of Isolated and Distance Education (SIDE) is prohibitive for many schools.
- Providing secondary language teachers to teach in feeder primary schools is not always possible due to timetable restrictions.
- The language being taught in a primary school is not always available in the secondary school to which the child progresses. A reason is that feeder primary schools and secondary schools already have established programs in different languages. This is usually not an issue in Kindergarten to Year 12 schools, except where new students enrol from Year 7 onwards.
- Some parents expressed frustration in the lack of continuity whilst others saw the opportunity for a change of language beneficial.
- The decision by students to study a language after Year 10 can be affected by:
 - the lack of understanding by some subject counsellors of ATAR scoring and scaling, specifically the ATAR language bonus where 10 per cent of the Language scaled score is added to the aggregate of the best four scaled scores,¹⁷
 - the pre-requisites and recommended subjects for university courses being given a higher priority than the ATAR language bonus;
 - the policy in Catholic schools requiring students to study the Religion and Life course as one of their six ATAR courses can reduce the number of students choosing a language, particularly students studying a mathematics/science pathway;
 - the viewpoint that languages are not necessary for a career pathway;
 - the complexity of eligibility requirements (including the application process) around background and second language subjects for the WACE courses;
 - students believing some background courses are too difficult; and/or
 - schools choosing not to offer a language at Year 11 and 12.
- Teacher satisfaction can be affected by:
 - not having the opportunity to teach at a high level, despite having a degree majoring in a language, as many schools do not offer languages at Year 11 and 12;
 - a lack of promotional opportunities and a restricted career pathway as there are limited Head of Language positions;
 - teaching a high number of lower school classes, each of two hours per week, for all four terms;
 - the requirement to teach outside their teaching major because of insufficient language classes to support a full-time language teaching position; and
 - being the only language teacher at the school (often part-time) and having the responsibility for a range of administrative tasks including managing a cost centre, ordering and maintaining resources, and developing curriculum and policy documentation across all year levels.

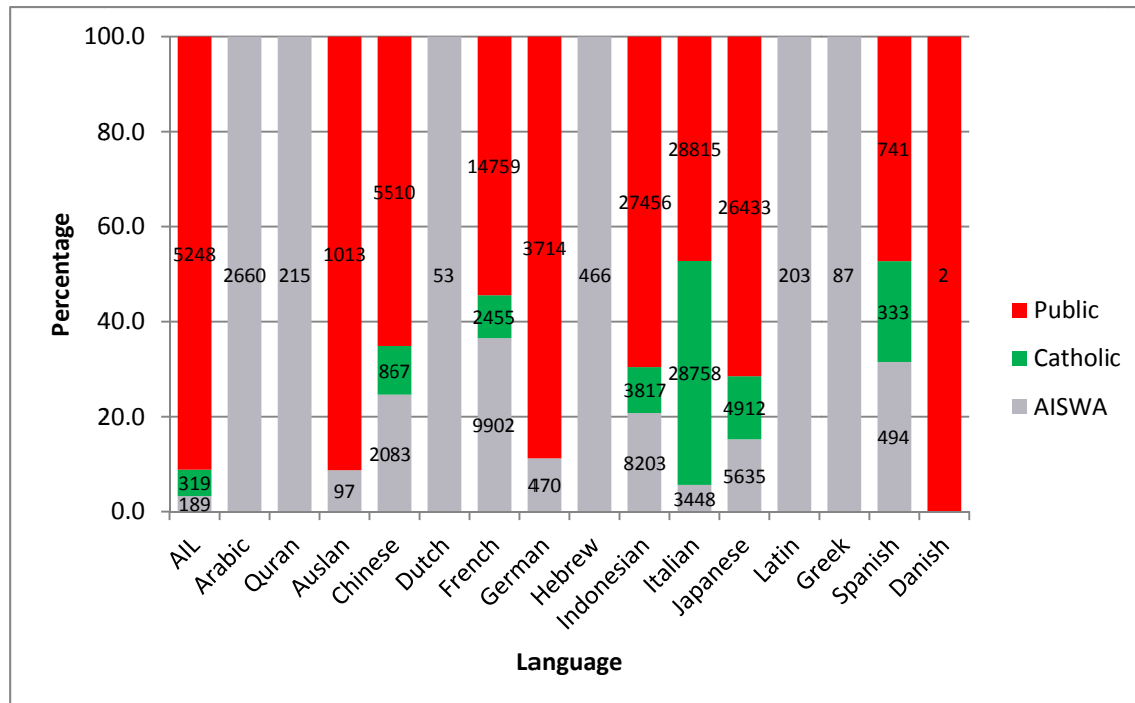
¹⁶ Comments reported represent common themes from a range of interviews

¹⁷ <http://www.tisc.edu.au/static-fixed/guide/lote-announce-2013.pdf>

4.3 All Years of Schooling

There is a diverse range of languages from Years K–12, which vary in the frequency studied across the sector/systems (Figure 5).

Figure 5: Distribution of Languages across each School Sector/System Years K–12 (2013)



Source: AISWA, CEO and the Department of Education

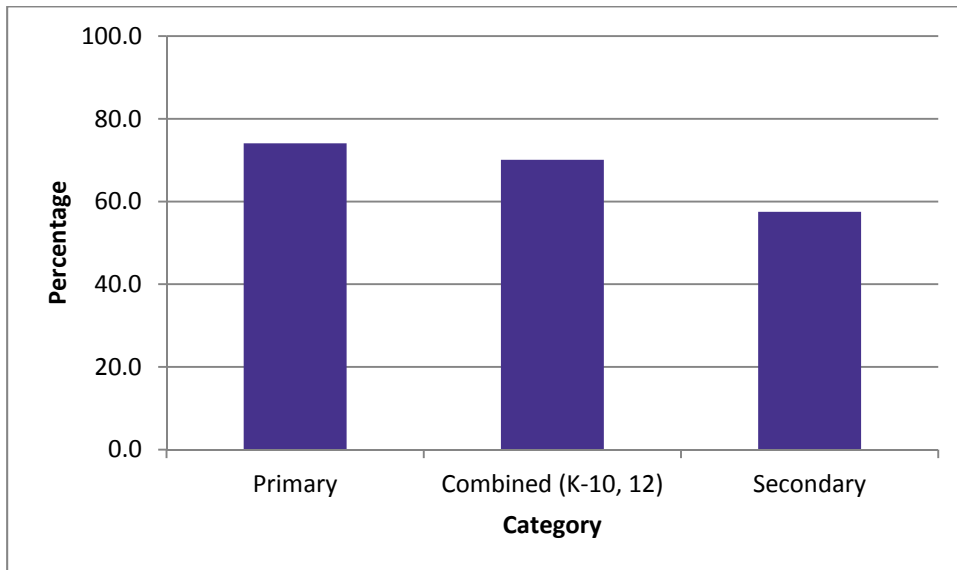
The AISWA percentages are based on a 60 per cent school response rate, which represents approximately 80 per cent of all AISWA students.

AIL: Australian Indigenous Languages

In 2013 approximately 71 per cent of all AISWA, Catholic and public schools (1073)¹⁸ in Western Australia were engaged in delivering a language program. This was comprised of 74 per cent primary schools, 58 per cent secondary schools and 71 per cent of schools with combined primary and secondary years (Figure 6).

¹⁸ Total of 1073 is composed of 769 public schools (excluding community Kindergartens), 145 AISWA schools and 159 Catholic schools

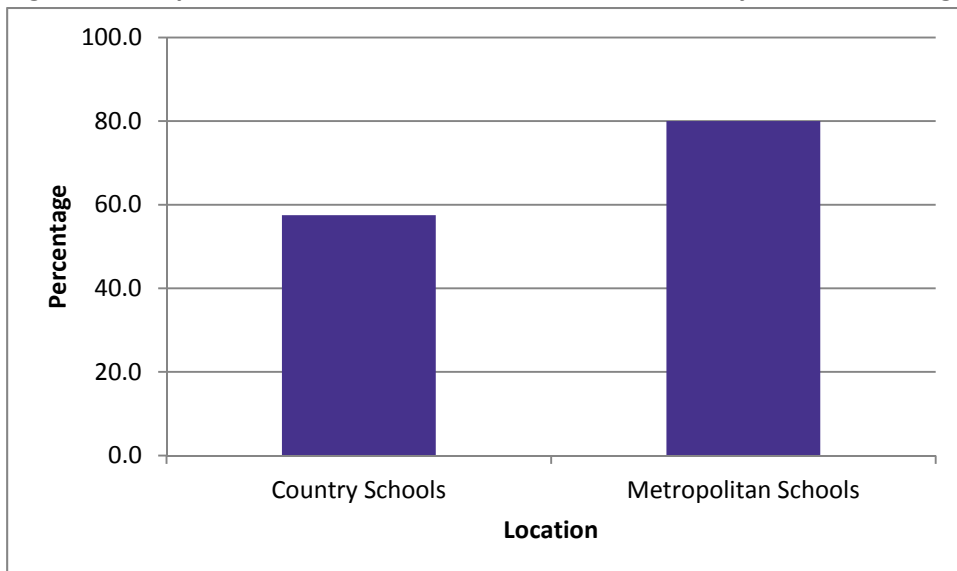
Figure 6: Comparison of Broad School Categories across all Sector/Systems Delivering a Language (2013)



Source: AISWA, CEO and the Department of Education

Fifty-eight per cent of all country schools and 80 per cent of all metropolitan schools delivered a language program in 2013 (Figure 7).

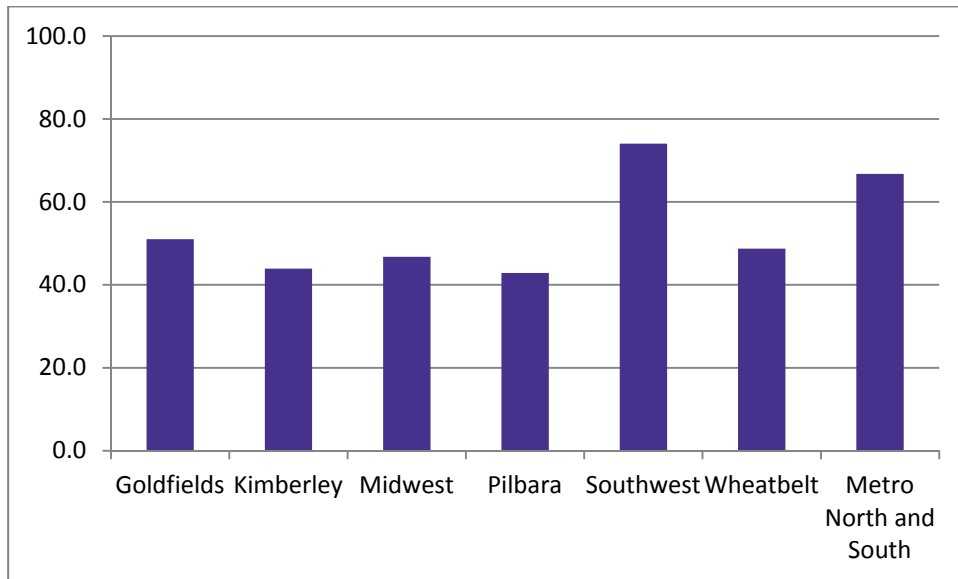
Figure 7: Comparison of School Locations across all Sector/Systems Delivering a Language (2013)



Source: AISWA, CEO and the Department of Education

An analysis of all AISWA, Catholic and public schools offering a language program by education regions located in the country, shows that the Pilbara region has the lowest percentage (42%) and the Southwest region has the highest percentage (74%) (Figure 8).

Figure 8: Comparison of Education Regions across the Sector/Systems Delivering a Language (2013)



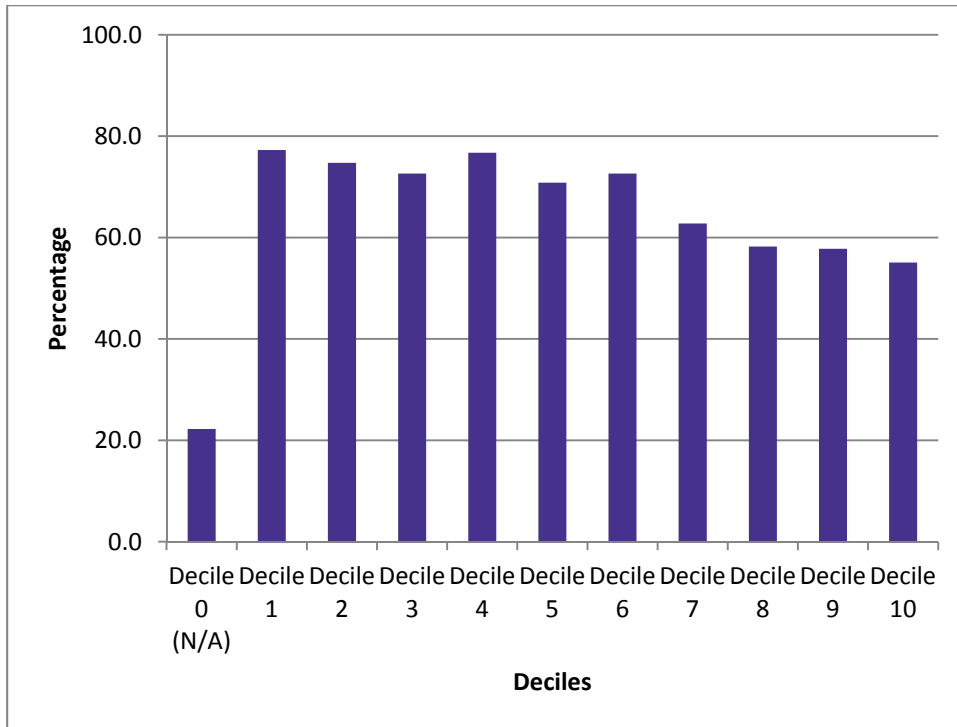
Source: AISWA, CEO and the Department of Education

An analysis of Catholic and public schools (928) indicates that schools in the most disadvantaged communities are less likely to deliver a language program (Figure 9). AISWA schools are not included in Figure 9, as a different socio-economic scale has been used. However the same trend is evident within the 145 AISWA schools.

Schools can be grouped into 10 deciles according to their Index of Community Socio-Educational Advantage (ICSEA). Each decile represents approximately 10 per cent of schools. Schools with a low ICSEA scores are decile 10 and represent the most disadvantaged communities.

The 10 per cent of Catholic and public schools with the highest ICSEA scores are in decile 1, the most advantaged communities. Those with a decile of 0 are schools that are yet to be allocated an ICSEA value.

Figure 9: Percentage of Catholic and Public Schools Delivering a Language in each ICSEA Decile



Source: CEO and the Department of Education

The time allocated to the teaching of a language and the frequency of sessions increases progressively from primary, lower secondary to upper secondary. In primary school years, languages are generally taught once per week in the majority of public schools and twice per week in Catholic schools for a total of 45 to 60 minutes (around 40 hours per year). This is below the indicative allocation of 1.25 hours per week outlined by ACARA to guide curriculum writers.¹⁹

In many AISWA schools in lower primary (Kindergarten to Year 2) the frequency is typically once per week for up to 60 minutes. In Years 3–6 the frequency is generally two to three times per week for total of 60 to 120 minutes.

In lower secondary, where languages are studied, it is characteristically 2 hours per week (80 hours per year). In Years 11 and 12, languages are usually studied for 4 hours per week (240 hours per year). These secondary school allocations are in-line with the indicative allocation outlined by ACARA.²⁰

¹⁹ ACARA: The Shape of the Australian Curriculum: Languages, 2011

²⁰ ACARA: The Shape of the Australian Curriculum: Languages, 2011

4.3.1 Aboriginal Languages

For public schools, in 2013, 19 Aboriginal languages were taught in 40 schools in remote, urban, rural and metropolitan areas to both Aboriginal and non-Aboriginal students. There were 31 country schools (14 remote) and nine metropolitan schools teaching an Aboriginal language. There were 57 Aboriginal staff teaching languages in public schools.²¹



Three Aboriginal languages were taught in three remote AISWA schools and two Aboriginal languages were taught in three Catholic schools in the Kimberley region.

Across all sectors there were 21 Aboriginal languages taught in the Australian Indigenous Languages category (Table 12).

Table 12: Australian Indigenous Languages Taught in Western Australian Schools (2013)

Language	Primary Students			Secondary Students		
	AISWA Schools	Catholic Schools	Public Schools	AISWA Schools	Catholic Schools	Public Schools
Gooniyandi			131			25
Jaru		89				
Juwaliny Karajarri Malgana Yulparija Nyangumarta			91			
Mangala			26			
Martu Wangka			56			8
Ngarinyin			48			
Noongar			1,864			70
Nyangumarta	82		247	36		3
Nyikina			30			
Pitjantjatjara						12
Wajarri			210			250
Walmajarri	39		228	13		11
Wangkajunga						34
Wangkatja			555			249
Wongi	19					
Woola			26			
Yawuru		230	322			
Yindibarndi			388			
Total numbers	140	319	4,222	49	0	662

Source: AISWA, CEO and the Department of Education

²¹ Department of Education 2013 Annual Report Aboriginal Languages internal document p3, accessed 24 August 2014

4.3.2 Auslan

Auslan is the sign language of the Australian Deaf community. Over 1,000 students learnt Auslan in 15 public schools in 2013. This includes: deaf or hard of hearing students who use Auslan as either a first or second language; hearing students who learn Auslan as a second language; and Education Support Centre students learn a modified form of Auslan (Makaton). Ninety-seven students studied Auslan in AISWA schools.

An Auslan syllabus is being developed through a collaborative project between Belmont City College, Mosman Park Primary School and Shenton College. ACARA has been informed of this work.

4.3.3 Schools of Isolated and Distance Education (SIDE)

The Schools of Isolated and Distance Education offer four languages that public school students can study through a blended model of learning; a combination of synchronous and asynchronous technologies along with printed materials. French, Indonesian, Italian and Japanese are available for primary and secondary students. The current enrolments in 2014 are Indonesian (437), Japanese (366), Italian (289) and French (121).

There has been a gradual decline in students studying a language from a total of 1,957 in 2009 to 1,213 students in 2014. This decline has been evident at all stages of schooling. In 2009 there were 1,649 primary students, 181 lower secondary students and 127 upper secondary students studying a language. In 2014 the enrolments are currently 1,023 primary, 113 lower secondary and 77 upper secondary students.

The number of schools offering a language through SIDE has also decreased. In 2009, 59 schools offered a language through SIDE compared to 46 in 2014. As a consequence the number of full-time-equivalent staff declined from 27 in 2009 to 14.5 in 2014.

A reason given for the decline in Year 11 and 12 numbers (127 in 2009 to 77 in 2014) has been the requirement for the host school to pay \$1,555 (2014) for each student enrolled in a subject at SIDE since 2010. This is the dollar equivalent of 0.014 FTE in the host school's budget.

The decline in the number of Kindergarten to Year 10 students studying a language was attributed to the removal of Schedule A from the Department's *Curriculum, Assessment and Reporting Policy* (2010) where it is no longer a requirement to study a language. In a number of country schools, the low bandwidth available has also had an impact on the ability to deliver online programs.

4.3.4 Staffing

Collated information on staff was only available for public schools. In 2014 there are 452 teaching staff employed as a language teachers. The full-time-equivalent (FTE) directly teaching a language is 290.49.

An examination of individual school data reveals that of the 315 schools that have a language teacher, 84 per cent (264 schools) have at least one part-time teacher. Of the 222 primary schools, 89 per cent have a part-time language teacher. Sixty (60) schools conduct a Year 11 and 12 language program, of which only five have a position of Head of Languages.

Future supply of language teachers is dependent upon the number of graduates who have a major in languages and an appropriate teacher education qualification (Table 13).

Table 13: Number of Students (Domestic) with an Education Degree Qualified to Teach a Foreign Language 2010–2013

Language Studied	Number of Students Qualified			
	2010	2011	2012	2013
Chinese	1	1	0	2
French	3	1	2	2
German	3	2	2	0
Indonesian	2	1	0	0
Italian	2	2	2	1
Japanese	3	6	5	11
Total	14	13	11	16

Universities have advised the above figures are approximately 50% Diploma of Education and 50% Bachelor of Education.

Source: Curtin University, Notre Dame University and University of Western Australia (numbers not provided by Edith Cowan University and Murdoch University at the time of publication)

4.3.5 National Asian Languages and Studies in School Program (NALSSP)

Asia Education Foundation (AEF): ‘established in 1992 by the Federal Government, AEF is a joint activity of Asialink at The University of Melbourne and Education Services Australia (ESA). It receives core funding from the Federal Department of Education.’²²

Asia Education Foundation collaborates with ACARA to realise the Asia and Australia's engagement with Asia cross-curriculum priority in the Australian Curriculum. The AEF provides teachers, education leaders and school communities with curriculum resources, innovative programs and networks.

A significant initiative of the National Asian Languages and Studies in School Program (NALSSP) 2008–2012 was *Becoming Asia Literate: Grants to Schools*. It was managed by the Asian Education Foundation on behalf of the Department of Education, Employment and Workplace Relations (DEEWR). Grants were aimed at promoting the infusion of Studies of Asia content across the curriculum and increasing the uptake of Asian languages in schools. Primary and secondary schools in all sector/systems in Western Australia were eligible to receive grants. In order to obtain a grant, schools submitted applications based on their local needs. For example a Cluster Japanese Language Project developed a coordinated approach to curriculum delivery across a secondary high school and two feeder primary schools. It focused on strengthening the transition of students to high school and improving future retention rates in Japanese.

4.3.6 Themes Emerging from Interviews—All Years of Schooling²³

- Teaching and teacher supply
 - Difficulty in obtaining or replacing a qualified language teacher, particularly in country and/or lower socio-economic schools, can result in a school not offering a language or discontinuing a language program.
 - Students who have an aptitude for languages will be denied an opportunity to realise their potential if languages are not offered at the school.

²² Asia Education Foundation; http://www.asiaeducation.edu.au/about_aef_landing_page.html

²³ Comments reported represent common themes from a range of interviews

- The quality and availability of the language teacher can determine the language taught.
- It is particularly difficult obtaining sufficient quality teachers of Asian languages.
- There is a strong collegiate approach to professional learning and support across the school sector/systems and professional learning provided by one sector/system is attended by teachers from all sector/systems.
- Language teachers share teaching materials/resources and network strongly across schools and sector/systems, both online and off, and across languages. This can largely be attributed to the work of the seven professional associations and of the language consultants in AISWA, CEO and the Department.
- The future of language provision in country schools is of real concern.
- Policy and resourcing
 - Policy changes in public schools for the requirement to study a language, specifically the removal of Schedule A from the *Curriculum Assessment and Reporting Policy* (published prior to 2010), resulted in a reduction in the percentage of students studying a language (Appendix 4).
 - The Authority recognises that languages are inconsistently taught across the State and that as a result of teacher supply issues, may not be taught at all. Therefore, the Authority's *Reporting Policy: Pre-primary – Year 10 (2012)* requires schools 'to report on the languages taught.'
 - A reduction in Federal funding in recent years such as the National Asian Languages and Studies in School Program (NALSSP) 2008–2012, has resulted in less ongoing support for the development of language teaching in schools.
 - The language program through SIDE is high quality, however the low bandwidth together with difficulty in obtaining technical support in country public schools, can reduce the effectiveness of the online synchronous delivery of languages.
 - Resources to support language programs in schools are diluted as they must cover a large number of languages.
- Value of languages
 - Pressure on schools to improve literacy and numeracy has reduced the teaching of languages in schools. Parents often support the decision of a greater focus on literacy and numeracy.
 - The value languages can add, which include improving literacy and cognitive reasoning, and broadening the understanding of different cultures is not widely recognised by schools and parents.
 - The purpose of learning a language is often not clearly articulated in schools.
 - Parental attitude is often a key determinant in whether a language is valued and offered at a school.
 - Student and parent attitudes towards learning a language are significantly influenced by the quality of language teaching.
 - The uptake and success of languages in schools is often dependent on the value school leadership places on languages.
 - Many language teachers are part-time, very few in formal leadership roles and may have limited ability to influence decisions.

- Delivery of languages
 - Cultural immersion programs in other curriculum areas such as food and nutrition, drama etc. has a positive effect on the attitude of students towards a language. Language teachers need to be able to establish relationships with teachers of other learning areas for this to occur.
 - Sister school partnerships and exchange programs add great value and enrichment to language programs. These programs and partnerships are more likely to occur in schools with a higher ICSEA.
 - Employing native language speakers enriches the language programs but this requires schools to have sufficient resources.
 - The use of technology, including appropriate 'Apps', can have a positive impact on learning languages, particularly for male students.
 - There are a number of successful immersion programs in Western Australia.

5.0 Language Provision in out-of-school contexts in Western Australian

5.1 Community Languages Program

Funding and administrative arrangements for the Community Languages Program was transferred from the Department of Education to the Office of Multicultural Interests (OMI) at the commencement of 2014. OMI provides funding for after school-hours language classes and Italian insertion programs through the Community Languages Program. 'The main purpose of the grant is to maintain languages spoken by members of cultural/linguistic groups in Western Australia in order to communicate with family members and people within their community.'²⁴

'Grants from the Community Languages Program are available to not-for-profit, incorporated community organisations to administer and manage out of school hours Community Languages Programs for school-aged children across Western Australia.'²⁵

With the transfer of role and associated funding to OMI (2014), an independent review was initiated to determine: whether the program meets current and future community language needs; has funding arrangements that are equitable and provide value for money; and whether it duplicates other language programs available to school-aged students. As a consequence, the funding for 2014 was only available to organisations that received funding in 2013. The total amount granted by OMI in 2014 was \$1,011,761 (Appendix 5).

The three categories funded were:

- **After school hours program.** Twenty-nine community organisations received a total of \$226,812 (*excluding GST*), this being 22 per cent of the budget for the Community Languages Program. The languages are being taught after school hours, most often on weekends. The languages funded are Arabic, Auslan, Chinese, Croatian, German, Greek, Hebrew, Italian, Korean, Macedonian, Polish, Punjabi, Russian, Sinhala, Swedish, Tamil, Tigrigna/Amharic and Vietnamese.

²⁴Office of Multicultural Interests *Community Languages Program Funding Guidelines and Application Form*, p.3, accessed 24 August 2014

²⁵Office of Multicultural Interests *Community Languages Program Funding Guidelines and Application Form* p.3 accessed 24 August 2014

- **Public Schools Language Insertion Program.** One community organisation received funding totalling \$79,950 (*excluding GST*), this being eight per cent of the Community Languages Program budget. The funding is used to teach Italian during school hours in eight public schools (six in the metropolitan area and two in country areas). The grant is mainly used to ‘insert’ a language teacher into each school for a specified period of time.
- **Catholic and Independent School Language Insertion Program.** The same community organisation received funding totalling \$705,000 (*excluding GST*), this being approximately 70 per cent of the budget for the Community Languages Program. The funding is used to teach Italian during school hours in 64 catholic primary schools (55 metropolitan schools and nine country schools), and two independent schools (one metropolitan and one country school). The grant is mainly used to ‘insert’ a language teacher into each school for a specified period of time.

5.2 Post School Language Learning

Pathways to continue language study post school are available at the diploma and undergraduate degree level.

A Diploma of Applied Language (with a focus on translating and interpreting) is offered by the Central Institute of Technology for post-secondary students in French, German, Italian, Spanish and Mandarin.²⁶

Students are able to study a language at a diploma level at Edith Cowan University and at undergraduate degree level at all five Western Australian universities as follows:

- Curtin University – Japanese and Chinese;
- Edith Cowan University – French and Japanese at diploma level (which can be studied alone or in conjunction with an undergraduate degree) or at degree level. Two entry levels are offered, which are Post-ATAR and Introductory.
- Murdoch University – Japanese and Indonesian;
- Notre Dame University – Italian and Modern Greek; and
- The University of Western Australia – Chinese, French, German, Indonesian, Italian, Japanese and Korean. Ancient Greek and Latin can be studied as a minor.



²⁶ <http://www.central.wa.edu.au/Courses/EnglishOtherLang/Pages/default.aspx>

6.0 Contextual Information

6.1 Languages National Policy Landscape

The Melbourne Declaration on Educational Goals for Young Australians (2008)

The *Declaration* articulates nationally consistent future directions and aspirations for Australian schooling agreed by all Australian Education Ministers.

The *Declaration* underpins the current development of the Australian Curriculum and the development of curriculum and assessment policies and initiatives in each of the States and Territories.

At the core of the *Declaration* is the goal of improving educational outcomes for all young Australians to enable Australia's 'social and economic prosperity' and to 'position young people to live fulfilling, productive and responsible lives.' Furthermore, it articulates the importance of equipping young Australians with the skills to communicate, not only within and across Australia's linguistically and culturally diverse society but also in an increasingly interconnected global world.

The *Declaration* specifically states that, as part of Goal 2 'All young Australians become successful learners, confident and creative individuals, and active and informed citizens,'²⁷ students 'are able to relate to and communicate across cultures, especially the cultures and countries of Asia.'²⁸

The *Declaration* stipulates eight key learning areas as required to provide breadth, balance and depth for students, including Languages. The *Declaration* further emphasises 'especially Asian languages.'²⁹

Australia in the Asian Century: Australian Government White Paper (2012)

The *Australia in the Asian Century: Australian Government White Paper* outlines Asia's rise to being not only the world's largest producer of goods and services but also its largest consumer, and the opportunities for Australia within the region.

The white paper sets a number of targets for Australia up until 2025, to ensure it can fulfil its ambitions and compete effectively within Asia. Key points related to languages education include:

- Every Australian student will have significant exposure to studies of Asia across the curriculum to increase their cultural knowledge and skills and enable them to be active in the region.
 - All schools will engage with at least one school in Asia to support the teaching of a priority Asian language, including through increased use of the National Broadband Network.³⁰
- All Australian students will have the opportunity, and be encouraged, to undertake a continuous course of study in an Asian language throughout their years of schooling.
 - All students will have access to at least one priority Asian language; these will be Chinese (Mandarin), Hindi, Indonesian and Japanese.³¹

²⁷ Ministerial Council on Education, Employment, Training and Youth Affairs, *Melbourne Declaration on Educational Goals for Young Australians*, p. 8, accessed 15 August 2014

²⁸ Ministerial Council on Education, Employment, Training and Youth Affairs, *Melbourne Declaration on Educational Goals for Young Australians*, p. 9, accessed 15 August 2014

²⁹ Ministerial Council on Education, Employment, Training and Youth Affairs, *Melbourne Declaration on Educational Goals for Young Australians*, p. 14, accessed 15 August 2014

³⁰ Government of Australia, *Australia in the Asian Century: Australian Government White Paper (2012)*, p.15, accessed 17 August 2014

In recognising the need to build a sound knowledge of Asia in schools, the 'Asia and Australia's engagement in Asia' cross-curriculum priority is embedded in the Australian Curriculum. The languages component of the Australian Curriculum will enable all students to learn a language other than English.³²

The Coalition's Policy for Schools: *Students First* (August 2013)

Students First focuses on improving school and education outcomes for students 'through policies proven to deliver better education outcomes: more say for parents and teachers, a sound national curriculum, improved quality teaching, and certainty over school funding.'³³

As part of 'A robust national curriculum' the policy specifies a plan 'to support and revive the teaching of languages in Australia,'³⁴ which involves the following measures:

- Continue to prioritise the development of the national languages curriculum for thirteen foreign languages for study in mainstream schools by 2015.
- Work with the States and aim to make the study of at least one foreign language from Year 5 to Year 10 compulsory within a decade.
- Engage with Teach for Australia to actively recruit for specialist language teachers.
- Add specialist language teachers to the Skilled Occupation List.
- Improve teacher training courses to put a focus back on languages.
- Give every preschool child the opportunity to study a foreign language.
- Research the provision of foreign language education across jurisdictions in senior secondary years.³⁵

National Plan for School Improvement (May 2013)

The National Plan for School Improvement (NPSI) is aimed at ensuring every Australian child receives an excellent education. The NPSI has two goals for the Australian school system to achieve by 2025, which are:

- to rank in the top five countries internationally for student achievement in reading, mathematics and science; and
- to be considered a high quality and high equity schooling system by international standards.³⁶

The Australian Government is providing \$9.8 billion over six years, beginning with the 2014–2015 budget, for the NPSI. The National Education Reform Agreement (NERA) lays out the reforms and a new school funding model to achieve these goals.

National Education Reform Agreement (April 2013)

The 2013 NERA, which incorporates NPSI, has as its premise 'ensuring all young people have the best possible start in life is vital to the well-being of families, communities and the nation as a whole. High quality schooling supported by strong community engagement is central to Australia's future

³¹ Government of Australian, *Australia in the Asian Century: Australian Government White Paper* (2012), p.16, accessed 17 August 2014

³² Government of Australian, *Australia in the Asian Century: Australian Government White Paper* (2012), p.168, accessed 15 August 2014

³³ *The Coalition's Policy for Schools: Students First* (August 2013), p.2, accessed 21 August 2014

³⁴ *The Coalition's Policy for Schools: Students First* (August 2013), p.13, accessed 15 August 2014

³⁵ *The Coalition's Policy for Schools: Students First* (August 2013), pp.13-14, accessed 15 August 2014

³⁶ Australian Government, *Budget 2013–14: National Plan for School Improvement* (May 2013), p. 5, accessed 15 August 2014



prosperity and social cohesion.³⁷ It builds on the *Melbourne Declaration on Educational Goals for Young Australians* (2008), and the shared COAG targets and outcomes encompassed in the *National Education Agreement* (2008). The NERA also encompasses the policy directions set out in schools National Partnerships related to the *National Education Agreement*. It provides the basis for working toward the national goals that Australia will be ranked, by

2025, as one of the top five highest performing countries based on the performance of Australian school students in reading, mathematics and science, and based on the quality and equity of Australian schooling.

Part 4 of the NERA relates to the NPSI and stipulates the reform directions (reforms and reform elements) agreed to by the Parties of the (NERA) Agreement. One of the elements included as part of the reform to Extend Australian Curriculum, and which directly relates to Languages, is to 'provide significant exposure to the studies of Asia and work towards provision of continuous access to a priority Asian language.'³⁸ The actions related to this reform element, as outlined in Schedule D of the NERA, are:

- systems and schools will work towards providing students with the opportunity for continuous access to the study of a priority Asian language and ensure that all students have significant exposure to studies of Asia consistent with the cross curriculum priority in the Australian Curriculum. This will include strategies for greater school to school links.
- ACARA to develop senior secondary curriculum for Chinese (Mandarin), Japanese, Korean, Indonesian and Hindi, as well as a Foundation (Pre-primary in Western Australia) to Year 10 curriculum for Hindi.
- Education Services Australia (ESA) to identify gaps in resources to support teaching of Asian languages and the cross-curriculum priority of Asia and Australia's engagement with Asia and procure resources to fill these gaps.
- the Australian Institute of Teaching and School Leadership (AITSL) to establish a flagship program on Asia literacy that will identify the professional learning requirements to improve teaching and leadership in this field; produce training modules and resources to build new skills in current and pre-service Asian language teachers; and produce training modules.³⁹

These actions were articulated in the 2013 *National Education Reform Agreement* to commence in 2014.

Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC) Strategic Policy Working Group (SPWG) – National Languages Implementation Policy (July 2013).

In July 2013 the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC) Strategic Policy Working Group (SPWG) agreed to recommend to

³⁷ Council of Australian Governments, *National Education Reform Agreement*, p.4, accessed 15 August 2014

³⁸ Council of Australian Governments, *National Education Reform Agreement*, p.15, accessed 15 August 2014

³⁹ Council of Australian Governments, *National Education Reform Agreement*, p.35, accessed 21 August 2014

AEEYSOC the establishment of a time-limited Languages Education Working Group (LEWG) reporting to SPWG to advance future work nationally. This has not been progressed.

Australia's Top Two-Way Trading Partners, 2013⁴⁰

'Australia's two-way trade (exports and imports) has reached an all-time high, growing by 1.5 per cent to \$623.8 billion (up from \$614.5 billion in 2011).'⁴¹

Australia's 'trade activity is focused largely on the Asia-Pacific region, with 70 per cent of transactions taking place with member economies of the Asia-Pacific Economic Cooperation (APEC) group...strong further trade will be underpinned by increased demand resulting from the extraordinary growth expected in the Asia-Pacific's middle class through to 2030.'⁴²

Seven of Australia's Top 10 two-way trading partners in 2012 were with countries in the Asia-Pacific region: China, Japan, Republic of Korea, Singapore, Thailand, Malaysia and India.

6.2 Languages State Policy Landscape

Some states of Australia have mandated the compulsory delivery of languages.

The NSW Board of Studies, Teaching and Education Standards (BOSTES) has indicated that 'Years 7–10 students are required to undertake 100 hours of language learning.'⁴³ From stakeholder consultation and research the Board developed a consultation paper, reference paper and overview document to seek feedback on six initial proposals for languages education for NSW. This is currently underway.

The Queensland Curriculum and Assessment Authority (QCAA) has not mandated provision of languages noting that this advice will be provided by school sector/systems. The QCAA provides guidance on time allocation for languages.⁴⁴

The Queensland Department of Education Training and Employment currently mandates provision of languages for State schools Years 6–8. They have indicated that, from 2015, it will be mandated in Years 5–8 (and recommended for other years).⁴⁵

To ensure Victorian students have access to language programs it is policy that Victorian government and non-government schools are required under legislation and as a condition of their registration with the Victorian Registration and Qualification Authority (VRQA) to provide a curriculum that substantially addresses all eight learning areas. There is however some facility for schools to apply for exemption from studying a language.

The Victorian Government's *Vision for Languages Education*, released in November 2011, reiterates that the learning program in all Victorian government schools at every year level from Prep (Pre-primary in Western Australia) to Year 10 will include the study of a language in addition to English by 2025, starting with Prep in 2015.⁴⁶

⁴⁰ Australian Government, *Trade at a glance 2013*, Minister's foreword, accessed 15 August 2014

⁴¹ Australian Government, *Trade at a glance 2013*, Minister's foreword, accessed 15 August 2014

⁴² Australian Government, *Trade at a glance 2013*, Minister's foreword, accessed 15 August 2014

⁴³ Learning through Languages. Review of Languages Education in NSW. Overview for consultation p.1

⁴⁴ http://www.qcaa.qld.edu.au/downloads/p_10/ac_time_alloc_entitlement_advice.pdf

⁴⁵ <http://education.qld.gov.au/curriculum/framework/p-12/globalschools.html>

⁴⁶ <http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/lote.aspx>

The South Australian Department for Education and Child Development (DECD), in their 'Guidelines for the implementation of the Australian Curriculum in DECD schools: Reception (Pre-primary in Western Australia) – Year 10', specifies compulsory languages from R-8.⁴⁷

In Western Australia Languages is one of the eight learning areas identified in the *Western Australian Curriculum and Assessment Outline*. The School Curriculum and Standards Authority's *Reporting Policy: Pre-primary – Year 10* (2012) requires schools to report on the languages taught in their school from Pre-primary to Year 10.

Tasmania and Northern Territory have no languages policy or direction re mandated hours or study.

7.0 Timeline of Commonwealth and Western Australian Languages Education Policies and Statements

Commonwealth

The Coalition's Policy for Schools: Students First (August 2013)

National Plan for School Improvement (NPSI) (May 2013)

National Education Reform Agreement (April 2013)

National Education Agreement (effective 25 July 2012) – COAG

2012 Australia in the Asian Century: Australian Government White Paper (2012)

2001–2012 Shape of the Australian Curriculum: Languages (Nov 2011)

2010–2011 National Asian Languages and Studies in Schools Program (NALSSP) – 2010–2011

2008–2009 National Asian Languages and Studies in Schools Program (NALSSP) – 2008–2009

2008 The Melbourne Declaration on Educational Goals for Young Australians (2008)

National Plan for Languages Education in Australian Schools 2005–2008

The National Asian Languages and Studies in Australian Schools (NALSAS) Strategy - Phase 2 1999–2002, Phase 1 1995–1998

Western Australian

LOTE: 2000 New Horizons Strategy (Education Department of Western Australian, 1995)

Curriculum Framework (Curriculum Council of Western Australia, 1998)

LOTE Beyond 2000 (Education Department of Western Australian, 2001)

Curriculum Guides (Curriculum Council of Western Australia, 2005)

Curriculum Framework Progress Maps (Curriculum Council of Western Australia, 2005)

Curriculum, Assessment and Reporting Policy (Department of Education, January 2010)

K–10 Syllabus (Department of Education, 2007)

⁴⁷ <http://www.decd.sa.gov.au/docs/documents/1/GuidelinesfortheImplement.pdf>

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APPENDIX 1: Methodology

The methodology incorporated the following key features:

1. Data collection and analysis. The data was collected from the Association of Independent Schools of Western Australia (AISWA), Catholic Education Office (CEO), the Department of Education Western Australian (the Department) and the School Curriculum and Standards Authority. The most recent data available from all sector/systems is 2013. The range of data included:
 - (a) 2010 to 2013:
 - the languages taught;
 - the number of students doing each language in each year group; and
 - the total enrolments of each year group across the whole sector/system (to calculate the percentage of students studying a language).
 - (b) The number of schools in each sector/system doing a language in 2013 with the following breakdown:
 - the percentage of country schools and metropolitan schools;
 - the percentage of low, medium and high socio- economic schools;
 - percentage of schools by region; and
 - percentage of schools by broad category.
 - (c) Other information as needed; such as hours of language tuition per week and number of staff teaching languages.
2. A range of interviews were conducted with personnel who are in a position to give authoritative comment on language education in Western Australian schools. Common findings (those made by more than one source) are reported as part of ‘Themes emerging from interviews’. Those interviewed were:
 - (a) Association of Independent Schools of Western Australia;
 - (b) Catholic Education Office; and
 - (c) The Department of Education Western Australia:
 - Schools of Isolated and Distance Education;
 - School of Special Education Needs: Sensory;
 - Statewide Services – Asia Literacy; and
 - Statewide Services – Specialist Services.
 - (d) Principal Associations:
 - Association of Heads of Independent Schools of Australia (Western Australian);
 - Catholic Primary Principals Association;
 - Catholic Secondary Principals Association;
 - Independent Primary School Heads of Australia (Western Australian);
 - Western Australian District High School Association;
 - Western Australian Primary Principals Association; and
 - Western Australian Secondary Executives Association.
 - (e) Language Teacher Professional Associations:
 - Chinese Language Teachers’ Association;
 - Modern Languages Teachers’ Association;

- Japanese Language Teachers' Association;
 - Teachers' Association German Western Australia;
 - Western Australian Teachers of French Association;
 - Western Australian Association of Teachers of Italian; and
 - Westralian Indonesian Language Teachers' Association.
- (f) Parent groups:
- Western Australian Council of State School Organisations Inc.; and
 - Western Australian Federation of Affiliate Parents & Friends' Associations.
- (g) Office of Multicultural Interests.
- (h) School Curriculum and Standards Authority.
3. A review of key documents pertaining to the Language Education in Australia including:
- Ministerial Council on Education, Employment, Training and Youth Affairs, **Melbourne Declaration on Educational Goals for Young Australians**;
 - Government of Australian, *Australia in the Asian Century: Australian Government White Paper (2012)*;
 - **The Coalition's Policy for Schools: Students First** (August 2013);
 - Australian Government, **Budget 2013–14: National Plan for School Improvement** (May 2013);
 - Council of Australian Governments, **National Education Reform Agreement**;
 - Australian Government, **Trade at a glance 2013**;
 - *National Education Agreement* (effective 25 July 2012) – COAG;
 - *Australia in the Asian Century: Australian Government White Paper* (2012);
 - Australian Curriculum and Reporting Authority (ACARA); *Shape of the Australian Curriculum: Languages* (November 2011);
 - The *Melbourne Declaration on Educational Goals for Young Australians* (2008); and
 - Board of Studies NSW, *Learning through Languages: Review of Language Education in NSW*.

APPENDIX 2: Number of Year 12 Students Who Completed Each Unit in the Languages Learning Area, 2013

Course	Course Code	Male	Female	Total
Aboriginal Languages of Western Australia	1AABL	1	8	9
Aboriginal Languages of Western Australia	1BABL	19	0	19
Aboriginal Languages of Western Australia	2AABL	0	2	2
Arabic	3AARA	1	9	10
Arabic	3BARA	1	9	10
Chinese: Background Speaker	3ACBS	18	45	63
Chinese: Background Speaker	3BCBS	18	44	62
Chinese: Second Language	2ACSL	1	1	2
Chinese: Second Language	2BCSL	0	1	1
Chinese: Second Language	3ACSL	30	20	50
Chinese: Second Language	3BCSL	29	20	49
French	1AFRE	0	2	2
French	1BFRE	0	1	1
French	2AFRE	0	1	1
French	2BFRE	0	1	1
French	3AFRE	112	333	445
French	3BFRE	111	332	443
German	3AGER	34	43	77
German	3BGER	34	43	77
Hebrew	3AHEB	3	2	5
Hebrew	3BHEB	3	2	5
Indonesian: Background Speaker	3AIBS	0	4	4
Indonesian: Background Speaker	3BIBS	0	4	4
Indonesian: Second Language	1AIND	1	5	6
Indonesian: Second Language	1BIND	1	5	6
Indonesian: Second Language	2AIND	0	3	3
Indonesian: Second Language	2BIND	0	3	3
Indonesian: Second Language	3AIND	38	46	84
Indonesian: Second Language	3BIND	38	46	84
Italian	1AITA	2	4	6
Italian	1BITA	2	3	5
Italian	2AITA	1	5	6
Italian	2BITA	1	5	6
Italian	3AITA	59	217	276
Italian	3BITA	58	215	273
Japanese: Background Speaker	3AJBS	1	0	1
Japanese: Background Speaker	3BJBS	1	0	1
Japanese: Second Language	1AJSL	1	12	13
Japanese: Second Language	1BJSL	1	11	12

Japanese: Second Language	2AJSL	8	6	14
Japanese: Second Language	2BJSJ	8	6	14
Japanese: Second Language	3AJSL	78	185	263
Japanese: Second Language	3BJSJ	75	183	258
Modern Greek	3AGRE	2	2	4
Modern Greek	3BGRE	2	2	4
Polish	3APOL	1	1	2
Polish	3BPOL	1	1	2

Source: School Curriculum and Standards Authority: 2013 Secondary Education Statistics (Years 10, 11 and 12) Table 3.2

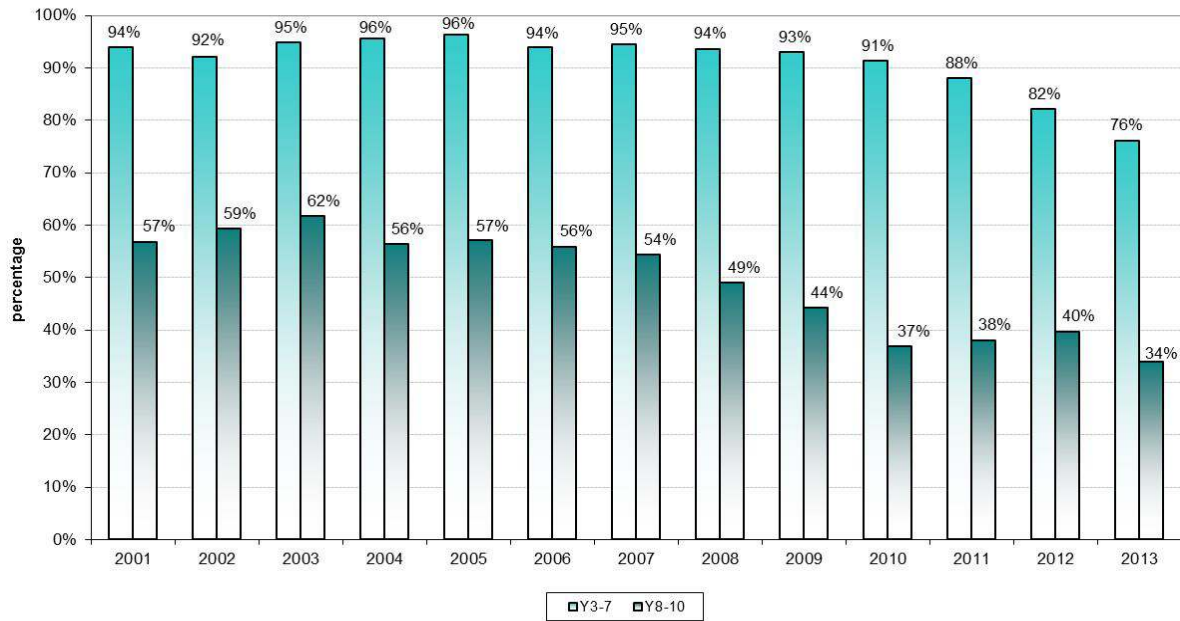
APPENDIX 3: Approval for Enrolment in a WACE Language Course—Criteria Summary

Criteria	Second language courses	Background language courses	First language courses
Years of formal education (from pre-primary) where the language is the medium of instruction, (including education in community and ethnic schools)	Less than one (1) year in total	Less than five (5) years in total	May be more than five (5) years in total
Residency and time spent in a country where the language is a medium of communication	Less than two (2) years in total	Less than five (5) years in total	May be more than five (5) years in total
Using the language for sustained communication outside the classroom with a person who has a background in the language	Not permitted	Permitted	Permitted
	Students must meet all the criteria for enrolment in a second language course	Students must meet all the criteria for enrolment in a background language course	Students who do not meet all the criteria for enrolment in a background language course must enrol in a first language course

Source: School Curriculum and Assessment Authority Guidelines: Application for permission to enrol in a WACE language course

APPENDIX 4: Primary 3–7 and Secondary 8–10 Public Schools Studying a Language 2001–2013

Primary (3-7) and Secondary (8-10) Public Schools Studying a Language 2001-2013



Sources: Courtesy of the Department of Education

APPENDIX 5: Community Languages

Language	Organisation	2014 enrolments	2014 Grant excl GST
After School Hours Program			
Arabic	Al-Erfan Community Incorporated (AL-Hadi School)	152	\$9,880
Arabic	The Arabic Community Association of WA (Inc.)	76	\$4,940
Arabic	Smile of Hope Inc	86	\$1,950
Auslan	Auslan Community School	8	\$520
Chinese	Five Star Cultural Association	308	\$20,020
Chinese	Chung Wah Association Inc.	897	\$58,305
Chinese	The Tzu-chi Academy Australia Perth	118	\$6,890
Chinese	Chinese Language and Cultural Centre of WA Inc.	223	\$11,765
Croatian	Croatian Catholic Centre of WA	28	\$1,820
German	The Goethe Society	46	\$2,730
Greek	The Greek Orthodox Community of WA	59	\$2,795
Greek	Hellenic Community of WA Inc.	133	\$8,190
Hebrew	Temple David Congregation	26	\$1,560
Italian	IAWCC* After School Hours Student Program	89	\$5,785
Korean	The Korean Association of WA Inc.	86	\$4,810
Macedonian	Macedonian Community of WA (Inc)	60	\$1,625
Polish	Polish Ethnic School Inc	49	\$3,055
Punjabi	Sikh Association of WA Inc.	42	\$2,730
Russian	WA Russian Education Cultural Centre Inc	97	\$4,420
Russian	Rusichi - Russian Ethnic Community and Youth Development Association of WA Inc.	12	\$780
Sinhala	Perth Sinhala School Parent Teacher Association	96	\$5,590
Swedish	The Swedish School of WA	34	\$2,210
Tamil	Tamil Association of WA Inc.	121	\$6,175
Tigrigna/ Amharic	Ethiopian Orthodox Tewahedo Debre Amin Abune Teklehaimanot Church Inc.	94	\$5,552
Vietnamese	Congregation of Vietnamese Buddhists in WA (Inc.)	113	\$7,280
Vietnamese	Vietnamese Catholic Ethnic School of WA Inc.	393	\$23,465
Vietnamese	Vietnamese Language and Cultural School of Western Australia	168	\$10,920
Vietnamese	Vietnamese Evangelical Ethnic School	128	\$8,060
Vietnamese	Vietnamese School of WA Incorporated	47	\$2,990
Total After School Hours Program		3,789	\$226,812
Insertion School Program			
Italian	IAWCC* Government School Insertion Program	1,625	\$79,950
Italian	IAWCC* Catholic and Independent Schools Insertion Program	Approx. 21,000	\$705,000
Total Insertion School Program		22,625	\$784,950
Note - Insertion School Program numbers are included in previous tables relating to enrolments in school sector/system			
*Italo-Australian Welfare & Cultural Centre Inc			

Source: Courtesy of Office of Multicultural Interests Western Australian, 2014