



LANGUAGE POLICY

RATIONALE

Active and effective participation in society depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment. Students need to develop knowledge about language and be able to appropriately and effectively use language as a means of learning and communicating. Through language use, students convey and discover information, work through ideas and express feelings and identity.

PURPOSE

To communicate information to Burwood Heights Primary School and Kindergarten parents and guardians, staff and students about language learning at Burwood Heights Primary School and Kindergarten. Language learning includes the language of instruction, an additional language study, how 'mother tongue' or 'native language' is supported and how students with additional needs are catered for.

IMPLEMENTATION

Language of Instruction:

At Burwood Heights Primary School and Kindergarten the language of instruction is English. The focus is on the transdisciplinary nature of language learning.

The English program aims to teach students to:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature

Additional Language Study:

At Burwood Heights Primary School and Kindergarten the additional language study is French.

The Language Other Than English (LOTE) program (French) aims to have students:

- develop proficiency in the target language
- learn through frequent, regular engagement over an extended period of time
- practise and meaningfully use the language in authentic situations
- develop intercultural awareness

English as an Additional Language (EAL):

The broad goals of the English as an Additional Language (EAL) program are to support students to:

- develop a level of competency and confidence in using English that allows students to fully participate in social and school-based contexts.
 - continue their conceptual development whilst developing English language skills.
 - develop an understanding of the learning styles and expectations of the Australian schooling system.
- More specifically, the EAL curriculum aims to develop students' competence in English in the following areas:-

- an ability to use and understand English in a variety of contexts.
- control over the structures and grammatical features of English.
- an ability to use strategies that facilitate the acquisition of English, and to negotiate communication in English.
- to communicate effectively and meaningfully with others in the spoken language of English in order to progress their learning, understanding and use of the English language.

Mother Tongue:

Burwood Heights Primary School and Kindergarten will collect information at enrolment in order to create a language profile for the school and each student. The language profile information regarding each student is made available to all their teachers on SMART. The school language profile is provided to all staff at the start of each school year.

- The school will support students to communicate and share their mother tongue.
- Provide opportunities for students to make connections between new language learning and their mother tongue.
- The teachers will use the language profile information to support students with their learning and develop Individual Learning Plans.

Curriculum, Assessment and Reporting

- English (including English as an Additional Language) and Language (French) are essential learning language areas of the Victorian Curriculum.
- All Prep to Year Six students at our school will study sequential English and Language (French) courses based upon the content descriptions contained within the Victorian Curriculum English and Language learning areas. There will be a whole school approach to teaching literacy in the Write to Read programme.
- Children in three-year-old and four-year-old kindergarten will experience spoken and written language through stories, singing, listening activities and conversations.
- All teachers are required to work with their respective professional learning teams, sections and faculties to contribute to the development and implementation of a viable, guaranteed and sequential English course for all students and to implement student needs based lessons using agreed planning templates, assessment tools and lesson structures.
- All classroom teachers are required to teach English explicitly for their year level.
- All teachers are required to teach language and explicitly teach the language required for their subject area/s.
- The French Coordinator will assist Classroom Teachers to integrate the French Language into the curriculum.
- The school will appoint an English coordinator who will work with the International Baccalaureate Primary Years Programme coordinator to lead the development and implementation of English across our school.
- Language resources will be available for all staff and students (such as readers, big books and phonogram cards) to support language development and Units of Inquiry.

- The International Baccalaureate Primary Years Programme Language Scope and Sequence document and the Language Guide will be used by all staff to support curriculum development.
- Student's individual abilities will be measured and reported against the expected Victorian Curriculum achievement standards, particularly at the commencement of each unit of work, and learning opportunities must be provided that cater for the identified needs of each student.
- Assessment practices and procedures will be monitored regularly to ensure a balanced approach at each level in line with the Assessment Policy and the International Baccalaureate Primary Years Programme philosophy.
- Student progress in English (or English as an Additional Language) will be reported in interim reports in Term One and Term Three and full academic reports at the end of Term Two and Term Four, as well as the school's Annual Report. Student progress in French will be reported at the end of each semester.
- Intervention programs will be provided for all students at all year levels identified as 'at risk' in English
- Individual Learning Plans will be developed for all students achieving above or below the expected standard in English.
- English study for each student will be not less than 10 hours per week. When timetabling permits, this will consist of 5 x 2 hour uninterrupted literacy blocks time-tabled for the first 2 hours of each school day
- All teachers will encourage students to continue to use and share their mother tongue and culture when appropriate in class (in particular in Write to Read spelling lessons, French lessons, Circle time and Unit of Inquiry).

Staffing and Resources

- Annual Budgets that provide for the needs of the English program will be developed by the English coordinator in consultation with the International Baccalaureate Primary Years Programme coordinators and input from all staff. These budgets are approved by School Council.
- A designated French coordinator will be responsible for coordinating all aspects of the French program including program budget submissions, excursions, in line with the Victorian Curriculum and International Baccalaureate Primary Years Programme philosophy and assess and report on students' progress.
- The French teacher/s will be provided with an appropriate budget and resources consistent with a high quality Language (French) program and the Victorian Curriculum.
- All Prep to Year 6 students at our school who are studying English as an Additional language will have the support of an EAL teacher and an EAL program as required.
- A designated EAL coordinator will be responsible for coordinating all aspects of the EAL program including program budget submissions, census details, excursions, curriculum development, assessment and reporting.
- The EAL teacher/s will be provided with an appropriate budget and resources consistent with a high quality EAL program and the Victorian Curriculum.
- The EAL teacher/s is/are required to work with other classroom teachers, literacy aides and interpreters, school teams, sections and faculties to develop and implement an individualised EAL program for all students identified as 'in need' of language assistance due to English as an Additional Language.
- EAL withdrawal classes, or support programs for each identified student will occur regularly and will be reflected in the classroom teacher's work program.
- All teachers will complete Certificate One and Certificate Two in the whole school multi-sensory literacy programme 'Write to Read' and all support staff will receive training at school.
- All teachers will complete Professional Learning in regard to supporting students who are learning English as an Additional Language in line with the International Baccalaureate Primary Years Programme language acquisition philosophy.

- A designated International Baccalaureate Primary Years Programme co-ordinator will be trained and will mentor and coach other staff in the transdisciplinary implementation of English in accordance with the International Baccalaureate Primary Years Programme philosophy.

Connection to Home

- English activities that reflect Transdisciplinary Units of Inquiry, and are appropriate to each child's ability, will form a component of each student's homework regime.
- Reduced or no homework, if requested, for students who are spending time on nights and weekends learning their 'mother tongue' or an additional language.
- Families will have the opportunity to learn the phonograms and how to support their child/ren in using our Multi-sensory approach to teaching literacy.
- Documents for the kindergarten and school are translated when required and any letters or messages put on ClassDojo or the school website can be translated into a language of choice for both students and families
- Interpreters are used for Parent-Teacher Interviews, and meetings with students and parents, as required
- Students and families are supported in their native language (if Chinese is their native language) by our Multicultural Education Aides as required
- Parents, grandparents and carers are invited to assist with the student reading in the Prep, Junior and Middle School

FURTHER INFORMATION AND RESOURCES

Burwood Heights Primary School Whole School English Curriculum

Victorian Curriculum English -

<https://victoriancurriculum.vcaa.vic.edu.au/english/english/introduction/rationale-and-aims>

Victorian Curriculum English as an Additional Language –

<https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/introduction/rationale-and-aims>

Victorian Curriculum French –

<https://victoriancurriculum.vcaa.vic.edu.au/languages/french/introduction/rationale-and-aims>

Teaching and Learning Languages Other Than English (LOTE) in Victorian Schools -

<https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/languages/langlearnreport.docx>

PROCESSES AND PROCEDURES

This policy was developed collaboratively with the staff at Burwood Heights Primary School in accordance with IB regulations

Burwood Heights Primary School staff will meet each year to discuss implementation of the policy.

The Language Policy will be communicated to the school community on the School website and hard copies will be available at the school office

The International Baccalaureate Language Scope and Sequence document will be used by staff when reviewing the Language Policy.

REVIEW CYCLE

This policy will be reviewed every three years or if Victorian Curriculum or International Baccalaureate Primary Years Programme requirements change.

*Ratified by School Council
October, 2020*