1. **Definitions:**

1.1 ACARA  
Australian Curriculum, Assessment and Reporting Authority.
1.2 AusVELS  
Australian National Curriculum / Victorian Essential Learning Standards
1.3 DET  
Department of Education and Training
1.4 EAL  
English as an Additional Language
1.5 IB-PYP  
International Baccalaureate - Primary Years Programme
1.6 LOTE  
Language Other Than English
1.7 UOI  
Units of Inquiry
1.8 WALT  
We Are Learning To
1.9 WILF  
What I’m Looking For
1.10  
Victorian Curriculum – 2017 onwards
1.11  
Kath Murdoch Inquiry Model - *Tuning In, Finding Out, Synthesising and Reflecting, Acting and Applying*

2. **Purpose:**

2.1 To provide students with a rich, challenging and transdisciplinary inquiry-based Language Program that transcends all areas of the curriculum and provides students with the opportunity to:

   2.1.1 listen, read, view, speak, write, create and reflect on spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose

   2.1.2 analyse, understand, communicate and build relationships with others and with the world around them

   2.1.3 understand that the formal elements of learning English involve Writing, Reading Viewing and Speaking and Listening, which are interrelated

   2.1.4 explore language and construct meaning in authentic, relevant, challenging and trans-disciplinary contexts that empowers and enriches their daily lives

   2.1.5 develop ‘international mindedness’ by exploring the learning of world languages, including the use of mother-tongue and any indigenous languages, as an integral part of becoming a global citizen

   2.1.6 share personal stories in order to develop inter-cultural understanding and multiple perspectives

   2.1.7 and learn a Language Other Than English (LOTE), enabling them to foster an appreciation and enjoyment of the connection between language and culture.

2.2 Mother-tongue languages will be valued and respected within our community. They will assist in deepening understandings about cultural and personal identity.
3. **Guidelines:**

3.1 The Language Policy incorporates:-

3.1.1 English (Writing, Reading and Viewing and Speaking & Listening);
3.1.2 Language Other Than English (LOTE);
3.1.3 English as an Additional Language (EAL);
3.1.4 Indigenous languages and mother tongue.

3.2 The Language learning process simultaneously involves learning language, learning about language and learning through language. However, these three aspects are so inextricably linked, they are best not thought of as discrete processes, but as major connecting elements across all curriculum domains.

3.3 Language acquisition is promoted as a partnership between all members of our community including parents, students, teachers and support staff.

3.4 Teachers will provide a balanced and sequential Language Program based on AusVELS / Victorian Curriculum 2017 and IB–PYP expectations that will be consistent with Victorian DET guidelines.

3.5 DET and ACARA websites, the Kath Murdoch Inquiry Model, The Key Characteristics of Effective Literacy Teaching and EAL resources will be used to support and develop teachers’ capacity to provide high quality instruction in language development across the school.

3.6 Teachers’ knowledge and skill development in the teaching of language will be maintained through regular professional development and related experiences, such as, reflective dialogue, collaborative team planning, research, networking and online communication within and beyond the school.

3.7 Language will be authentically incorporated into each of the six IB–PYP Transdisciplinary Themes through the UOI.

3.8 The Language Program will differentiate and personalise learning to cater for the individual needs of students, giving consideration to their understanding, interests, ethnicity and gender.

4. **Implementation:**

4.1 The Language Program incorporates the teaching of Writing, Reading and Viewing and Speaking & Listening on a daily basis from Prep to Grade 6.

4.2 A minimum of 10 hours per week of instructional English is taught through explicit teaching of skills and the six Units of Inquiry.

4.3 The timetable provides for weekly French (LOTE) instruction for every student from Prep to Grade 6.

4.4 Students from non-English speaking backgrounds are supported through the EAL program, where the budget allows. An EAL trained teacher supports students in their classroom setting, where possible.

4.5 Parents of newly arrived students from non-English speaking backgrounds will be advised of EAL resources and support provided by DET.

4.6 A Leading Teacher is responsible for the Language Program, including organisation, time allocation, resources, coaching, modelling and the annual Language Program budget.
4.7 Teachers ensure that the Language Program is based on AusVELS/ Victorian Curriculum 2017 expectations, IB-PYP Scope and Sequence documents and the school-based IB-PYP Programme of Inquiry.

4.8 Teachers collaborate within their Grade team to develop and implement the Language Program and to ensure that Writing, Reading and Viewing and Speaking & Listening are equally represented.

4.9 Teachers clearly display a Learning Intention and Success Criteria for each lesson, which are shared and/or developed with the class (WALT/WILF Prep – Grade Two).

4.10 The development of language is supported through regular Learning@Home tasks.(refer to the Learning@Home Policy)

4.11 The PYP Coordinator is responsible for promoting and conducting a Parent Education Program. Parent education is promoted through parent workshops, Communicator articles, website information, Konnective App and information nights.

4.12 The PYP Coordinator liaises with the Librarian to ensure that appropriate texts and resources (fiction, non-fiction, mother-tongue) are available within the Library collection, both in digital and/or hard copy, as appropriate.

4.13 The school provides opportunities for students to participate in local, state and national language competitions and programs, where appropriate.

4.14 Students reflect on their learning throughout the year and collate their achievements in their individual Student Portfolio. Students share their progress in Student-Led Conferences, held annually.

4.15 Students are regularly assessed throughout each Term, as per the Coatesville Assessment Schedule (Prep to Grade Six). Student achievement levels are recorded and stored electronically. This data individually tracks all students and is accessible by teachers.

Student progress will be reported in mid-year and end of year Student Reports. Teacher judgements and cohort data are shared via the school’s Annual Report.

5. **Evaluation:**

5.1 This policy will be reviewed annually as part of the school’s regular review cycle.

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This policy was last ratified by School Council on 30th August 2016