

1. Definitions

- 1.1 *ACARA* - Australian Curriculum, Assessment and Reporting Authority.
- 1.2 *DET* - Department of Education and Training
- 1.3 *EAL* - English as an Additional Language
- 1.4 *ELT* – Executive Leadership Team which consists of Principal and Assistant Principals
- 1.5 *IB-PYP* - International Baccalaureate - Primary Years Programme
- 1.6 *Inquiry Model* - Coatesville Primary School's 'Cycle of Inquiry' – based on the Kath Murdoch Inquiry Model
- 1.7 *LOTE*- Language Other Than English
- 1.8 *Mother-tongue* - Language other than English which is the main language spoken in the home or is the child's strongest language.
- 1.9 *PLCs* - Professional Learning Communities are an approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes.
- 1.10 Semester – Semester 1 (Term 1 & 2), Semester 2 (Term 3 & 4)
- 1.11 *UOI* - Unit of Inquiry
- 1.12 *WALT/WILF* - We Are Learning To / What I'm looking for

2. Purpose

- 2.1 To provide students with a solid foundation of literacy so they can become powerful and effective communicators and flourish socially, emotionally and academically. The explicit nature of the language program builds strong foundational knowledge and skills which enables students to inquire deeply and access rich and challenging transdisciplinary concepts which transcend all areas of the curriculum. The language program provides students with the opportunity to:
 - 2.1.1 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
 - 2.1.2 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
 - 2.1.3 understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
 - 2.1.4 develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.
 - 2.1.5 analyse, understand, communicate and build relationships with others and with the world around them;
 - 2.1.6 understand that the formal elements of learning English involve Writing, Reading Viewing and Speaking and Listening, which are interrelated;

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- 2.1.7 explore language and construct meaning in authentic, relevant, challenging and trans-disciplinary contexts that empowers and enriches their daily lives;
- 2.1.8 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;
- 2.1.9 share personal stories in order to develop inter-cultural understanding and multiple perspectives; and
- 2.1.10 Learning French in addition to English extends student's literacy repertoires and their capacity to communicate. It strengthens student's understanding of the nature of language, culture, and the processes of communication.
- 2.1.11 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 LOTE;
- 3.1.3 EAL; Indigenous languages and mother-tongue.

3.2 The Language learning process simultaneously involves:

- 3.2.1 learning language to read and write where students develop their knowledge of the English language and how it works:
- 3.2.2 learning about how reading and writing engages students in the study of literary texts of personal, cultural, social and aesthetic value: and
- 3.2.3 learning through reading and writing to develop students' ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in Australian life more generally.

3.3 These three aspects being inextricably linked, they are best not thought of as discrete processes, but as major connecting elements across all curriculum domains.

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

3.5 Teachers will provide an explicit and systematic Language Program based on Victorian Curriculum and IB-PYP expectations that will be consistent with the Victorian Literacy and Numeracy Strategy.

3.6 The IB-PYP Inquiry Model, DET Victorian Early Years Learning and Development Framework, DET Literacy and Numeracy Strategy Phase 2 guide, The Victorian Literacy Portal, ACARA resources and DET Resources for EAL Teachers will be used to support and develop teachers' capacity to provide high quality instruction in Language development across the school.

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

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

3.9 Planning, teaching and assessment of Language is in line with the IB- PYP Standards and Practices and DET guidelines.

- 3.10 LOTE (French) aims to develop the knowledge, understanding and skills to ensure that students:
- 3.10.1 communicate in the language they are learning;
 - 3.10.2 understand the relationship between language, culture and learning;
 - 3.10.3 develop intercultural capabilities; and
 - 3.10.4 understand themselves as communicators.
- 3.11 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.
- 3.12 While learning about a current UOI, students continue to develop their skills in their mother-tongue language to foster a sense of pride in their culture and language, thus promoting a sense of identity.

4. Implementation:

- 4.3 The Language Program incorporates the teaching of Writing, Reading and Viewing and Speaking & Listening on a daily basis from Prep to Grade 6.
- 4.4 A minimum of 10 hours per week of instructional English is taught through the High Impact Teaching Strategies teaching of skills and the six Units of Inquiry.
- 4.5 The timetable provides for weekly LOTE (French) instruction for every student from Prep to Grade 6.
- 4.6 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.
- 4.7 Parents of newly arrived students from non-English speaking backgrounds will be advised of EAL resources and support provided by DET.
- 4.8 A Leading Teacher – Literacy is responsible for the Language Program, including organisation, time allocation, resources, and the annual Language Program budget.
- 4.9 The Leading Teacher – Literacy is an instructional coach who will be modelling high impact teaching strategies in the classroom to improve student outcomes.
- 4.10 Teachers ensure that the Language Program is based on the IB-PYP Language framework and the Victorian Curriculum.
- 4.11 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 represented.
- 4.12 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 2).
- 4.13 The development of language is supported through regular Learning@Home tasks.(refer to the Learning@Home Policy).
- 4.14 The ELT 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.
- 4.15 The PYP Coordinator liaises with the Librarian to ensure that appropriate texts and resources (fiction, non-fiction, and mother-tongue) are available within the Library collection, both in digital and/or hard copy, as appropriate.
- 4.16 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.
- 4.17 Students are regularly assessed throughout each Term, as per the Coatesville Assessment Schedule (Prep to Grade 6). Student achievement levels are recorded and

stored electronically. This data individually tracks all students and is accessible by teachers.

- 4.18 The use of mother-tongue provides opportunities to explore and discuss the concepts of the UOI through their first language.
- 4.19 The school provides opportunities for students to participate in local, state and national language competitions and programs, where appropriate.
- 4.20 Student progress will be reported continuously through the Continuum Tracker on the Parent Portal and in mid-year and end of year Student Reports. Teacher judgements and cohort data are shared via the school's Annual Report.
- 4.21 Annual student led conferences, in Semester 2, allow students to share their understanding of Language.

5. [DET resources](#)

- 5.1 This Policy should be read in conjunction with:

- 5.1.1 [DET Literacy and English](#)

6. [Evaluation:](#)

- 6.1 This policy will be reviewed annually as part of the school's regular review cycle.

This policy was last ratified by School Council in June 2019