



[Help for non-English speakers](#)

[If you need help to understand the information in this policy, please contact the school office.](#)

Purpose

At Coatesville Primary School we aspire for students to become powerful and effective communicators so that they can flourish socially, emotionally and academically. Communication is vital to develop a lifelong love of learning and to think as an internationally minded global citizen.

We do this by providing a Language Program that transcends all areas of the curriculum and provides students with the opportunity 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 functions 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;
- analyse, understand, communicate and build relationships with others and with the world around them;
- understand that the formal elements of learning English involve Writing, Reading, Viewing and Speaking and Listening, which are interrelated;
- explore language and construct meaning in authentic, relevant, challenging and transdisciplinary contexts that empowers and enriches their daily lives;
- 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;
- share personal stories in order to develop intercultural understanding and multiple perspectives; and

Students at Coatesville Primary School learn French in addition to English to extend their literacy repertoires and their capacity to communicate. It strengthens students' understanding of the nature of language, culture and the processes of communication.

Mother-tongue languages are valued and respected within our community. They assist in deepening understandings about cultural and personal identity, and support students to become Multilingual.

Scope

This policy relates to the provision of language learning at Coatesville Primary School, as an International Baccalaureate Primary Years Programme school.

Definitions

ACARA - Australian Curriculum, Assessment and Reporting Authority.

CPS - Coatesville Primary School

DE - Department of Education

EAL - English as an Additional Language

ELT – Executive Leadership Team which consists of Principal, Assistant Principal/s, Leading Teachers and Learning Specialists

IB-PYP - International Baccalaureate - Primary Years Programme

Inquiry - Coatesville Primary School's model of inquiry is based on the Kath Murdoch Inquiry Model

LOTE - Language Other Than English

Mother Tongue - Language other than English which is the main language spoken in the home or is the child's strongest language.

UOI - Unit of Inquiry

Vic Curric - Victorian Curriculum

WALT/WILF - We Are Learning To / What I'm looking for

Policy

The Language Policy incorporates:

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

The Language learning process simultaneously involves:

- learning language to speak, read and write, where students develop their knowledge of language and how it works;
- learning about how reading and writing engages students in the study of literary texts of personal, cultural, social and aesthetic value; and
- 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.

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

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

Classroom teachers follow a structured and sequential Language Program based on Victorian Curriculum and IB–PYP expectations.

The IB-PYP Inquiry Model, DE Victorian Early Years Learning and Development Framework, DE Literacy and Numeracy Strategy guide, Arc Learning Portal, ACARA resources and DE Resources

for EAL Teachers are used to support and develop teachers' capacity to provide high-quality instruction in Language development across the school.

At CPS we recognise that, as language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication. Teachers' knowledge and skill development in the teaching of language is maintained through regular professional development and related experiences, such as Professional learning opportunities within and beyond the school, Professional Learning Communities, reflective dialogue, collaborative team planning, research, networking and online communication within and beyond the school.

Language is authentically incorporated into each of the six IB–PYP Transdisciplinary Themes through the programme of inquiry.

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

LOTE (French) aims to develop the knowledge, understanding and skills to ensure that students:

- communicate, both verbally and in writing, in French;
- understand the relationship between language, culture and learning;
- develop intercultural capabilities; and
- understand themselves as multilingual communicators.

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

While learning about a current UOI, students are given opportunities to develop their skills in their mother tongue language, where possible, to foster a sense of pride in their culture and language, thus promoting a sense of identity.

Implementation:

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

A minimum of 10 hours per week of instructional English is taught through the explicit teaching of literacy skills and through learning experiences within the six Units of Inquiry. 25-minutes of explicit English Phonics instruction is provided daily for students in Grade Prep - Grade 2, as per the DE requirements.

The timetable provides for one 50-minute, weekly LOTE (French) session for every student from Prep to Grade 6.

Students from non-English speaking backgrounds are supported through the EAL program, where the budget allows.

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

A Leading Teacher–Literacy is responsible for the Language Program, including organisation, time allocation, resources and the annual Language Program budget. They are an instructional coach who models high impact teaching strategies in the classroom to improve student outcomes.

All teachers ensure that the Language Program is based on the IB-PYP Language framework and the Victorian Curriculum.

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

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). These support students to understand the focus of the learning for the session and to reflect on their progress towards the Success Criteria throughout.

The development of language is supported through regular homework tasks (Refer to the Homework Policy).

The use of Mother Tongue provides opportunities for students to explore and discuss the concepts of the UOI through their first language, where possible.

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

The Executive Leadership Team (ELT) is responsible for promoting and conducting a Parent Education Program. Parent education is promoted through parent workshops, Communicator articles, website information, Compass and information nights.

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.

Students reflect on their learning throughout the year and collate their achievements in their individual Student Portfolio (hard-copy in Prep - Grade 2, digital in Grades 3 - 6). Students share their progress in Student-Led Conferences, held annually in Second Semester.

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. Student progress is reported in mid-year and end-of-year Student Academic Reports. Teacher judgements and cohort data (NAPLAN) are shared via the school's Annual Report.

Communication

This policy will be communicated to our school community in the following ways:

- Available publicly on the school website
- Included in staff induction processes
- Hard copy available from school administration upon request

Further information

- [Homework Policy](#)

Evaluation

This policy will be reviewed 3-4 years as part of the school's regular review cycle.

Policy last reviewed	June 2026
Approved by	Principal & School Council
Next scheduled review date	2029