



Language Policy



Help for non-English speakers

If you need help to understand this policy, please contact Kororoit Creek Primary School (KCPS) at kororoit.creek.ps@education.vic.gov.au.

Purpose

The purpose of this policy is to provide a framework that fosters multilingualism, cultural understanding, and communication skills among students at Kororoit Creek Primary School. It aims to encourage proficiency in more than one language, focusing not only on linguistic competence but also an appreciation for diverse cultures. The policy underscores the importance of language as a tool for inquiry, expression, and connecting with others in an increasingly globalised world. At Kororoit Creek Primary School we aim to equip students with the ability to engage meaningfully in a variety of contexts, fostering a deeper understanding and respect for different perspectives and ways of communication.

Philosophy

At Kororoit Creek Primary School we believe that language forms the basis of all learning and allows the individual to think about, question, respond to, reflect upon, and make sense of the world. It is through language that we make connections, communicate meaningfully with others and develop our international mindedness. Language is therefore taught not only through literacy but also across all curriculum areas. We believe that all teachers are language teachers and provide an inclusive learning environment which promotes the learning of language, about language, and through language.

At Kororoit Creek Primary School we value the uniqueness of each student, and their family, and the contributions that they make to our unique community and environment. We are proud to be part of our community and embrace the richness of our cultural diversity and the unique aspect it provides our students when building the attributes of their Learner Profile.

At Kororoit Creek Primary School we believe that recognising and supporting our student's mother tongue languages and cultures is crucial to their development. We have made a commitment to our students and parents to provide a learning community that promotes and supports language diversity and is culturally inclusive. We encourage the use of mother tongue both at home and whenever possible in the school environment amongst peers and adults. This assists students to maintain their cultural identity and confidence.

Policy

English is the foundation of our language program and French is the additional language and culture in which students are immersed. In addition to this, students are exposed to the lasting culture and languages that our First Nations people use for communication through our Units of Inquiry. The use of mother tongue languages both at home and in the school environment are encouraged and supported. By identifying our language populations, we are able to inform our teachers and staff so that we can strengthen our learning community and integrate languages into instruction. The richness of authentic language is crucial to full cognitive development and the maintenance of the individual's cultural identity.

Teachers at Kororoit Creek Primary School develop a rich classroom environment full of opportunities to engage with a variety of modes of language. They model inquiry, curiosity, and love of language through their teaching and



learning programs, using different text types, modes and high impact teaching strategies. Teaching and learning programs are designed to support students in their use of oral, written and visual language through the six transdisciplinary themes.

Implementation

As a Department of Education and Training (Victoria) government school, the strengths of Kororoit Creek Primary School's language learning includes:

- prioritising literacy learning through instruction in; speaking and listening, reading and writing
- embedding language across our Units of Inquiries making transdisciplinary links
- understanding the importance of language in Numeracy and explicitly recognising this in our planning
- weekly French lessons for all students

Within a framework of whole class teaching and small structured groups, students are engaged in both reading and writing experiences where they can develop their skills and reflect on their learning. Fountas and Pinnell Levelled Literacy intervention, Little Learners Love Literacy, SPELD and the Tutor Learner Initiative are used to support students deemed at risk in language learning.

Classroom practices in language learning include:

- explicit instruction on reading for meaning, fluency and accuracy
- explicit teaching of the concepts of print and phonemic awareness
- explicit teaching of reading comprehension strategies aligned with the Fountas and Pinnell reading program
- modelling strategies in reading and writing and scaffolding learning experiences
- student assessment in line with our Assessment and Reporting schedule
- flexible grouping according to students' needs
- reading and discussing a variety of genres
- writing as a process exploring different text types and their appropriate use
- students engaged in writing cycles
- developing a range of independent spelling strategies
- nurturing an appreciation of the richness of literature
- developing ICT literacy – to be used as a tool for learning, communication, and research
- teaching students to read and research using information from multiple sources including multimedia

Mother tongue

At Kororoit Creek Primary School, the majority of students speak English as their mother tongue, however, there are a number of students at Kororoit Creek Primary School who speak a language other than English at home and we provide support to these students.

From the beginning stage of enrolment strong liaisons are developed between the school staff and new families. Wherever possible the parents and students of the school community are welcomed and incorporated into learning programs. Examples of this include:

- planning culturally inclusive Units of Inquiry
- inviting families and students to share their cultural history
- developing an understanding of the cultural diversity in our classrooms as part of our units of inquiry
- acknowledging and celebrating days of cultural significance with our community
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Parents are welcomed and encouraged to assist in the classroom with the language program. To facilitate this for our families from non-English speaking backgrounds we establish strong partnerships between the home and school. This also allows parents of a different cultural background to gain knowledge about our practices of learning and teaching. Teachers and other staff assist parents who may have difficulty interpreting newsletters and other



literature which is sent home from school. Kororoit Creek runs induction sessions for the parent community that focus on giving classroom helpers knowledge and strategies to be more effective when helping out in the classroom.

At student-led conferences students are encouraged to speak in their mother tongue to facilitate understanding for their parents. At Celebrations of Learning and Exhibitions students are encouraged to present information in their mother tongue.

English as an Additional Language (EAL)

Most EAL learning takes place in the students' classroom. At other times a literacy support program offers specific language-based activities, for those newly arrived children making a transition from language schools, such as the Western English Language School into Kororoit Creek Primary School.

Language Population

To provide appropriately for the needs of students in the school who speak languages other than English, it is important for teachers to have knowledge of their learning histories and achievements in their first language, any additional languages, and in English. Information about a student's cultural, linguistic and educational background is collected as part of the school enrolment process. Student information is also collected from parent/teacher interviews, reports from previous schools including transition reports from English language programs, past school reports and/or academic records from other countries.

Information collected and stored could include:

- whether or not students speak English as their main language at home
- the number of years of schooling students have had in their home countries
- whether their schooling has been disrupted
- date of arrival in Australia
- how long each student has been learning English, in Australia or overseas
- each student's level of literacy in their first and any subsequent language/s
- each student's assessments against the EAL standards
- students' access to English outside of school hours
- students' attendance at language classes external to school

Within our school we welcome and embrace cultural and linguistic diversity. More detail of this is included in our Inclusion policy.

Languages other than English

Kororoit Creek Primary School students engage in language instruction in French once per week with a specialist teacher. Learning another language helps them to become balanced bilinguals and for some, knowledgeable in two or more languages. It facilitates an international understanding, respect for and identification with other cultures, and an enhancement of the student's world perspective.

The French program extends the students' knowledge of another language so that they are able to effectively speak, listen, read and write in French. Students are immersed in the richness of French culture and both the multicultural and multilingual nature of Australia. The French program gives momentum to the development of the attitude of tolerance and assists the children in accepting one another as different but equally valued citizens.

Resourcing

Over the years, Kororoit Creek Primary School has developed and extended a broad library collection. This incorporates student and teacher resources. There are multilingual books and media that are accessible to all students and staff. In addition to our school library, the staff has access to guided reading collections for classroom teaching. An increasing number of these sets are culturally inclusive. Books in mother tongue languages have been purchased and others are borrowed from LMERC - Language and Multicultural Education Resources Centre as needed. Students are encouraged to read this material both in class and as take-home reading.



Professional Development

At Kororoit Creek Primary School, leaders in literacy roles support the staff in professional development and share the responsibility of maintaining and extending the literacy collection.

Individual teachers also attend self-directed professional development related to language instruction and in line with school goals. Teachers collaborate and plan in their level teams and effectively collaborate with colleagues to further develop their common understandings about the best current and emerging practices of the teaching of language.

Evaluation

Language is monitored through a range of assessment methods such as:

- ongoing reporting tasks
- conferencing
- English Online Interview
- First Words assessment
- NAPLAN, PAT and On Demand Assessments
- writing sample analysis
- RVEAL assessment

Outcome measures, goals and benchmarks are recorded and uploaded to our central assessment system, Student Performance Analyser (SPA) Assessment and reporting is implemented in line with our Assessment and Reporting Policy and Schedule. Individual Education Plans are developed for students identified as requiring support to achieve their potential.

Policy review and approval

Policy last reviewed	21 February 2024
Approved by	Principal- Bethany Riseley
Next scheduled review date	21 February 2027 [this policy will be reviewed as a part of our three-yearly review cycle]

