



# Kingsville Primary School Language Policy

---

## Philosophy

At Kingsville Primary School we believe that language forms the basis of all learning and is integral to the complete development of the student: physical, social, emotional, cultural and academic. Language 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 and communicate with our fellow human beings. Language is therefore taught not only through literacy but also across all curriculum areas. We believe that all teachers are language teachers. Kingsville provides an authentic, stimulating learning environment which promotes the learning **of** language, **about** language, and **through** language.

At Kingsville Primary School we endeavour to develop internationally minded students who value diversity and are able to bring about positive change in the world. We strive for our children to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. This allows our students to recognise their place and role in looking after our planet.

At Kingsville primary school we believe that we are a community of lifelong learners: the students, staff and parents. We also recognise that each student has the ability to think, learn, develop social skills and values and acquire knowledge. We value the uniqueness of each student and the contribution that they as individuals and as family members can make to the evolving nature of school life. We embrace the richness of the cultural diversity within our school community.

At Kingsville Primary School we believe that recognising and supporting our student's mother tongue languages and cultures is crucial to their development. Language comes from the experience, needs and interests of the students. 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 promote 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 emotional stability and confidence.

## Language Policy

English is the foundation of our language program. Italian is the additional language and culture in which students are immersed. 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.

Kingsville Primary School's language program is based on the inquiry model, which begins from the students' previous needs, experience, and interests. Teachers at Kingsville develop a rich classroom environment full of opportunities to engage with a variety of modes of language. Teachers at Kingsville model inquiry, curiosity, and love of language through their teaching and learning programs, using different text types, modes and high impact teaching strategies. This is evident in our classrooms.

Teaching and learning programs are designed to support the student in their use of oral, written and visual language. Students viewing and presenting skills are linked to all three areas. We scaffold the students learning of and through language using:

- supportive body language and gestures
- language accompanying actions
- listening to and building on what others say
- guided questioning
- linking language to concepts and ideas

This approach develops students confidence in using language and understanding of the importance language has in developing as learners and individuals.

The broad driving idea behind the teaching and learning of language at the school is based around the six transdisciplinary themes of Who We Are, Where We Are In Place And Time, How We Express Ourselves, How The World Works, How We Organise Ourselves and Sharing The Planet. We strive to develop the students' understanding of their global world through our design of relevant central ideas and lines of inquiry where language is a transdisciplinary element across the curriculum.

## Implementation

As a Department of Education and Training (Victoria) government school, the strength of Kingsville Primary School's language learning consists of these key features:

- a daily two hour literacy block, with one hour of reading and one hour of writing
- embedding language across our Units of Inquiries making transdisciplinary links
- understanding the importance of language in the teaching and learning of Numeracy and explicitly recognising this in our planning

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 and the Tutor Learner Initiative are used to support students deemed at risk in language learning.

Classroom practices in language learning will reflect the Learning and Teaching Policy and will include:

- explicit instruction on reading for meaning, fluency and accuracy
- explicit teaching of the concepts of print and phonemic awareness
- explicit teaching of reading strategies aligned with the Fountas and Pinnell reading program
- modelling strategies in reading and writing and scaffolding learning experiences
- independent selecting and reading of 'just right' books
- student assessment in line with our Assessment and Reporting schedule
- flexible grouping according to students' needs
- collaboratively selecting appropriate texts
- reading and discussing a variety of genres
- writing as a process exploring different text types and their appropriate use
- students engaged in spontaneous writing
- 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
- awareness of the relevance that language concepts have in all learning
- a teaching approach that sees the making of mistakes as necessary of learning
- teaching students to read and research using information from multiple sources including multimedia

## **Mother tongue**

At Kingsville Primary School, the majority of students speak English as their mother tongue. However, there is a number of students at Kingsville 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 the First 15+ days program

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. Kingsville 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 the student led conferences the students are encouraged to speak in mother tongue to facilitate understanding for their parents. At Share and Connect 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 Kingsville Primary School. These are intensive, small group based structured activities which accommodate the needs of specific students. This includes the strengthening of oral language skills and vocabulary development, language comprehension, and linguistic structure.

## 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. However, completing a sociolinguistic profile on each student gives us valuable additional data. Student information collected from parent/teacher interviews, from students themselves, reports from previous schools including transition reports from intensive English language programs, past school reports and/or academic records from other countries add to the profile we have of our students, their experiences and learning needs.

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 and Diversity policy.

## Languages other than English

Kingsville Primary School students engage in language instruction in Italian once per week for one hour 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 Italian program extends the students' knowledge of another language so that they are able to effectively speak, listen, read and write in Italian.. Through song, dance, chants, drama and cooking the students are immersed in the richness of the Italian culture and both the multi-cultural and multi-lingual nature of Australia.

The students are immersed both in the Italian language and culture. The students have the opportunity to experience both incursions and excursions, which expose them to an authentic Italian way of life. The Italian 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 many years Kingsville 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. All materials that support the English program will be catalogued through the library and housed in classrooms as needed.

Books in mother tongue languages have been purchased and others are borrowed from LMERC - Language and Multi-Cultural Education Resources Centre. Students are encouraged to read this material both in class and as take home reading. These books have also become valuable resources for parents of non-English speaking background. This strengthens their link and sense of belonging in our school community.

## **Professional Development**

At Kingsville Primary School, the Teaching and Learning coordinator, in conjunction with our Literacy Learning Specialist and Literacy PLC Leaders 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 Kingsville policies and 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

- portfolios

- conferencing
- analysis of reading behaviours
- writing sample analysis
- reading response journals

Outcome measures, goals and benchmarks are recorded in the School Implementation Plan and School Strategic Review. Assessment and reporting is implemented inline 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	June 2022
Approved by	Principal
Next scheduled review date	June 2025