Ardmona Primary School Language Policy

Philosophy

Language is an integral part of our world. It is fundamental to learning and permeates our program. It underpins our functioning; it empowers our communication and enables us to make meaning of a diverse world. To function effectively in society children need to speak, listen, read, view and write with confidence, purpose and enjoyment in a wide range of contexts. Language is a tool that enables people to find information and to express their ideas and opinions.

Students need to—

- learn language
- learn about language
- learn through language

Our school values and supports development in—

- the language of instruction – English
- the students mother tongue languages
- students exposure to further languages

At Ardmona Primary we currently provide—

- English as the language of instruction
- ESL instruction and support for students with little or no knowledge of English through 1-1 support via Hayes Street HUB staff visiting staff where deemed necessary
- Italian instruction in all year levels
- Many opportunities to gain exposure to various languages and cultures through music, art, festivals, assemblies, community events and diverse units of inquiry across the curriculum Through enthusiastic, meaningful experiences students will develop an understanding and appreciation of language. A rich, literate environment in which all aspects of language are developed is necessary. This will nurture an appreciation of the richness of language and a love of literature. Literacy develops through the active engagement of learners and through meaningful interactions, rather than isolated activities. Language is a complex web of connections. All strands are taught and learnt simultaneously. Language connects all elements of the curriculum.

Language involves—

- speaking and listening
- written communication
- reading
- visual communication- viewing and presenting, digital learning, multimodal texts etc.

Beliefs

About Mother Tongue Language

At Ardmona Primary we identify due to the nature and diversity of the student population, we recognise the need to provide an environment that is respectful of all mother tongue languages, where all cultures are valued for example our high cohort of ATSI enrolments.

Language connection between home and school is vital as are connections between classrooms, the library and the wider community.

English (LOTE) Ardmona Primary School offers the children from Prep to year 6 the opportunity to learn Italian. We believe exposure to more than one language offers multiple perspectives, enriches personal growth and helps facilitate international understanding. LOTE learning broadens the students' knowledge, extends their cognitive skills and enhances understanding and appreciation of others. This allows them to reflect on their own language, develop more understanding of how other people think and feel, communicate and relate. The children learn to empathise with others through learning another language.

The language strands – listening, speaking, reading, writing, viewing and presenting are taught simultaneously. The children learn the language, learn about language and learn through cultural experiences and studies. All children are valued for their efforts and individuality and are encouraged to "have a go". By participating in a wide range of school cultural activities such as singing, dancing, art assemblies, students are continuously using and reinforcing their reading, writing, speaking and listening skills. Teachers modify or adapt the experiences to reflect the level of the student's competencies.

Our Language Curriculum aims to provide each student with a range of appropriate experiences to enhance their literacy skills in all components of language learning.

Aims

The purpose of the Language Program is to—

- ensure all children are supported and extended, enabling them to develop and improve their literacy skills
- provide a challenging and comprehensive literacy program that encompasses all modes of language learning
- develop students' self-esteem, confidence, proficiency and independence in language learning Implementation Classroom practices in language learning will reflect the school pedagogy 'Whole Small Whole' Learning and Teaching Policy. Classrooms will promote self-esteem and confidence in learning
- the curriculum is broad and comprehensive and will cater for all students needs
- the curriculum will develop the abilities of each student

We will develop teaching and learning practices that—

- reflect the Language Scope and Sequence, Victorian Curriculum English, school guides, advice from DET and incorporates the First Steps materials
- recognise that literacy involves thinking, speaking, listening, viewing, reading and writing within a relevant context
- build upon previous learning which will lead to future learning
- support a differentiated approach to address the competencies, experiences, learning needs and styles of students
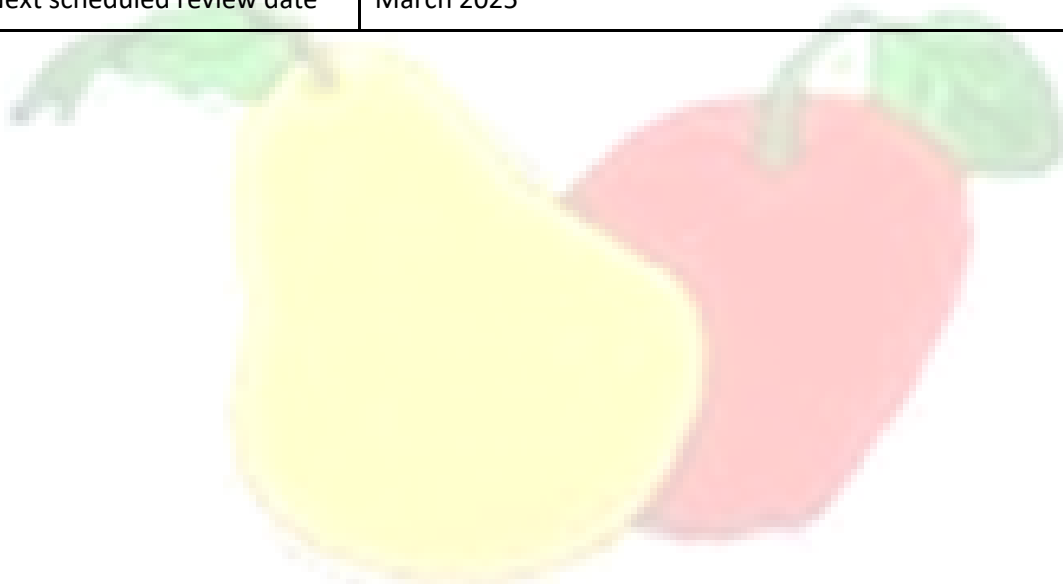
- build confidence in the use of the inquiry process, experimenting and employing creative learning experiences
- recognise that the development of literacy is central to all key learning areas
- teachers will be given the opportunity to share their professional knowledge, expertise and talents through co-operative planning, peer observations both within year levels and across local schools
- through professional development- Lead Literacy Bastow teachers will be given the opportunity to enhance their repertoire of teaching strategies.

The language program will be monitored through—

- Outcome measures, the goals and benchmarks stated in the School Annual Implementation Plan and School Strategic Review
- Student progress will be tracked using data, Assessment and Reporting schedule
- Individual Learning Improvement Plans will be prepared for students with particular needs.

Review Cycle

Policy last reviewed	March 2022
Approved by	Principal
Next scheduled review date	March 2025

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