



MOUNT MACEDON PRIMARY SCHOOL LANGUAGE POLICY

Mount Macedon Primary School vision is to develop positive, independent, resilient and inquiring students who are ready for the future.



Help for non-English speakers

If you need help to understand the information in this policy please contact Mount Macedon Primary School on (03) 5426 1446.

PURPOSE

Our school will use language:-

- To prepare children to live in a global community, understanding other cultures through the acquisition of a second language
- To provide opportunities for students to develop literacy skills in more than one language to assist analytical thinking and to make connections between languages
- To understand their own language and culture and use diverse ways of knowing and doing
- To acquire language skills, which are essential for successful learning across the curriculum.
- To integrate each aspect of language –listening, speaking, reading and writing, as well as striving to integrate all key learning areas, to give the greatest possible meaning to language.
- To encourage participation in the use of both books and ICT (Information Communication Technology) to enhance students literacy skills.
- To encourage all children to develop a diverse range of communication skills.

PHILOSOPHY

Language is an integral part of our world. It is fundamental to learning and permeates our program. It underpins our functioning, empowers communication and enables us to make meaning. Language allows each person to think about, question, respond to, reflect on and make connections with the world. Stimulating, authentic language environments promote language learning.

Students need to:-

- Learn language
- Learn about language
- Learn through language Our school values and supports this learning through
- The language of instruction – English
- Exposure to other languages

- Support of a student's mother tongue

Mount Macedon Primary School will endeavour to develop internationally minded students who value diversity and strive to bring about positive change in the world. Language is a core strategy to help them achieve this. Learning a second language facilitates respect, understanding, inclusion and an enhancement of the students' understanding of language.

GUIDELINES

- Active participation of all members of the school community will be strongly encouraged.
- All children will be supported to extend their language literacy skills
- A challenging and comprehensive language program will be provided to all students encompassing all modes of literacy
- Children will be supported to develop enjoyment, confidence, proficiency, self-esteem and independence in language learning

IMPLEMENTATION

As a Victorian State school, the strength of our language learning consists of these key features: a daily two-hour literacy block, with one hour of reading and one hour of writing with an explicit speaking and listening focus through these two areas. 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. Reading Recovery is provided for those children deemed at risk in year one.

- Classroom practices will reflect a constructivist, inquiry-based approach to teaching and learning
- All children will be taught at their point of need
- All classrooms will reflect that literacy is the key to learning and involves reading, writing, speaking, listening, thinking, and viewing within a range of contexts and in all key learning areas
- Teachers will be provided with resources and professional development to ensure that they are continually reflecting on and improving their practice
- The school will provide the opportunity for all students to be taught a LOTE (French) during the school year as a classroom specialist subject
- A daily two-hour literacy block will operate in all classes (this may operate at different times during the week), ensuring that all aspects of English are covered, including Reading, Writing, and Speaking and Listening
- Students will participate in a dedicated one-hour French lesson each week. Lessons will consist of an immersion approach to learning about language (when possible), culture, and beliefs.
- All students in the Early Years will have take-home readers to practise. Appropriate resources will be purchased /catalogued to support this.
- All teachers will follow the Writing Genre Timetable, Assessment Schedule, School Spelling Scope and Sequence and the Grammar and Punctuation Guidelines
- Class teachers will provide extra assistance for children with limited literacy skill development. Some Year 1 students in this category will access Reading Recovery.
- Class teachers will differentiate their programs to ensure that all skill levels are catered for.
- Interactive, multi media technology will be used as an important teaching/learning tool.
- Training programs will support parents who provide extra learning opportunities for their children. E.g. "Classroom Helpers".

- A wide range of activities and experiences will be provided to cater for a diverse range of learning styles and abilities, including integrated students, talented students and autonomous learners.
- It is recommended that parents/ guardians hear each child read at home regularly. This will be clearly communicated to parents.

Teachers will

- Provide appropriate literature for all students.
- Provide inclusive teaching and learning strategies for all students.
- Develop literacy competence to access information and express ideas and feelings.
- Encourage students to enjoy and appreciate a wide variety of language experiences by looking at a broad range of topics e.g. a wide range of books and materials, oral, written, multimedia and electronic texts, shared books, poetry and drama.

LANGUAGES OTHER THAN ENGLISH

Students from Foundation – 6 receive language instruction in Japanese for one hour per week with a specialist teacher. Learning another language helps them to become balanced and knowledgeable bilinguals. It facilitates an international understanding, respect for, and identification with other cultures; an enhancement of the student’s world perspectives.

The Japanese program extends the students’ knowledge of another language so that they are able to effectively speak, listen, read and write in Japanese. Through song, dance, chants, drama and cooking the students are immersed in the richness of the Japanese culture and both the multi-cultural and multi-lingual nature of Australia.

The students are immersed both in the Japanese language and culture. Over their primary years, they have the opportunity to experience excursions, which expose them to authentic Japanese language and experiences. The Japanese program gives momentum to the development of the attitude of tolerance and assists the children in accepting others as different but equally valuable citizens.

RESOURCING

Mt. Macedon Primary school has developed and extended its library collection, which incorporates both student and teacher resources. We have a commitment to building our multilingual books and media resources. 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 language program will be catalogued through the library and housed in classrooms as needed.

EVALUATION

Language is monitored through a range of assessment methods such as portfolios, conferencing, analysis of reading behaviours, writing samples, and reading response journals. Outcome measures, goals and benchmarks are set in the Annual Implementation Plan and School Strategic Review. Student

progress will be tracked using the SPA data, Assessment and Reporting Schedule. Individual Learning Improvement Plans are prepared for students with particular needs.

This policy will be reviewed with staff, student, parent and community input as part of the school's three-year review cycle.

Students will demonstrate improved language skills.

Students will demonstrate the PYP learner Profile skills and attitudes.

POLICY REVIEW AND APPROVAL

Policy last reviewed	21/06/2023
Approved by	Principal
Next scheduled review date	21/06/25