



LE FEVRE HIGH SCHOOL

Language Policy



**Government
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Department for Education
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Document control

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LANGUAGE POLICY



LE FEVRE
HIGH SCHOOL

REVISION RECORD

Date	Revision Description
June 2012	Languages Policy reviewed issue and updated to reflect Peninsula Partnership
May 2017	Migrated policy to new format and updated to include new DECD requirements. Scope of policy broadened to include all Language practices. Title changed to Language Policy.
15 May 2017	Updated policy ratified by Governing Council



RATIONALE:

Le Fevre High School recognises that the study of language is the foundation for all learning. Language study requires students to develop knowledge, international understandings and cultural capabilities which enhances personal growth and promotes effective communication. As an IB World School, we aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. We are guided in this endeavour by the IB Mission Statement:

- the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
- These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
- Associated with the mission statement of the IBO is the underlying principal that the study of a second language within the IBMYP helps to underpin the development of international mindedness within students.

(IB Mission Statement)

PRINCIPLES:

This policy encapsulates the principles of language learning for our students across all facets of Language in both our MYP and SACE. This includes support for Language Acquisition, Language and Literature and the connected whole school focus of Literacy development and Mother Tongue.

The underlying beliefs informing the construction of teaching and learning programmes are as follows:

- Maintain and develop mother-tongue languages and acquire second languages to foster intercultural understanding
- Use language as a tool for personal growth, social interaction and developing relationships within and across cultures
- Use language as a vehicle for thought, creativity, reflection, learning and self-expression to foster curiosity, a lifelong interest and enjoyment in language learning
- Develop language skills to enable practical communication for future study, work and leisure in a variety of contexts within the global community
- Understand the nature and many facets of language and process of total language learning, which comprises the integration of linguistic, cultural and social components
- Respond appropriately to a range of texts within a variety of local and global contexts
- Effectively and creatively communicate information, ideas, feelings, stories and opinions in more than one language
- Demonstrate an understanding of Global Contexts and cultural and international issues
- Understand and use oral and written grammatical conventions, vocabulary and register suited to an audience
- Use pronunciation and intonation, a varied range of vocabulary and idiom to express ideas with clarity, coherence and confidence
- Express informed personal comprehension of spoken and written texts supported with relevant examples to form judgements
- Use language to support the development and expression of problem solving and thinking skills

LANGUAGE POLICY



LE FEVRE
HIGH SCHOOL

The operational approaches to delivering the underlying beliefs consist of the following:

- All students in Year 3 to 5 of the program are expected to undertake lessons in both Language Acquisition - Indonesian and Language and Literature.
- The Language of Instruction is English. English is normally the best language of the student, who will be a native or near-native speaker. Indonesian is a modern language being studied in depth by students, which is not their mother tongue.
- Mother tongue describes the language that students use at home, and/or outside the classroom environment. Le Fevre High School aims to support the students' mother tongue or first language through:
 - Providing information and links with Ethnic Schools available in the student's own language and information about the South Australian School of Languages
 - Providing acknowledgement of the student's proficiency in their first Language through displays, Assembly awards or recognition events, inclusion of Ethnic Schools reports as a part of own reporting process
 - Providing access to books and other materials in their first language wherever appropriate.
 - Involving parents as resources to include a perspective of that culture in the class curriculum
 - Providing parents with translations of student reports as needed

GUIDELINES:

LANGUAGE ACQUISITION

A national goal of Australian schooling is that all students will study a second language to the equivalent standard of Year 10 (Year 5 of the IBMYP). (National Statement for Languages Education in Australian Schools). Therefore the following points describe the basis of Language Acquisition at Le Fevre High School:

- That all students will acquire a second language to foster cultural and inter cultural understanding and international mindedness
- That students will develop language skills to enable practical communication for future study, work and leisure
- That students will appreciate and enjoy language skills through interdisciplinary work and the use of media and information technology
- That students will effectively communicate information, ideas, stories and opinions in more than one language
- Meet the IBMYP Subject time allocation requirements and concurrency of learning
- Language courses will be delivered by qualified, trained language teachers
- Students and staff will be able to access experiences within and with other cultural groups and representatives, including exchanges

Learning languages:

- enriches our learners intellectually, educationally and culturally
- enables our learners to communicate across cultures, and further develops the existing linguistic and cultural resources in our community
- contributes to our strategic, economic and international development
- enhances employment and career prospects for the individual.



Le Fevre High School has chosen Indonesian from the Australasian and Oceanic regions of Australia because:

- it is the language of our nearest neighbours
- is a priority language for Australian learners
- reinforces International Mindedness of the school
- it is congruent with our school focus on the Cross-Curriculum Priority from the Australian Curriculum as Australia is part of the wider Asian region
- it is from a region that Australia has strong economic and political ties with in the 21st Century
- Indonesia is a popular travel destination for Australians and is the most likely of all regions to be visited by our students.

The operational details for the delivery of Indonesian as the Language Acquisition subject are described hereunder.

- The study of Indonesian is compulsory until the end of Year 10 as a requirement of the IBMYP to maintain the concurrency and integrity of the curriculum. This study pattern is as detailed within the annual Course Information Overview brochure detailing the Middle School Subject Selections table.
- The IBMYP requires Language Acquisition to be taught concurrently throughout the year
- MYP Year 5 students enrolling at the start of the year are to be enrolled in Indonesian classes and the work will be modified to cater to their prior knowledge of the language or as the case may be.
- Any MYP 5 students enrolling at or after the commencement of Semester 2, will need subject counselling with the Indonesian Coordinator prior to finalising their timetable
- A consistent understanding and message needs to be maintained by all subject counselling staff
- With VET and other alternate programs the continuation of language study will be case by case and any changes to the students individual program around Language Acquisition needs to be approved by the Languages Coordinator.



LANGUAGE AND LITERATURE - ENGLISH

All students are required to study a full year course of Language and Literature at every year level offered in the MYP. As previously detailed the language is English. All content in the English subject is as described by the Australian Curriculum. The English Learning Area Team is responsible for the creation and inclusion of the Australian Curriculum mandated requirements into MYP units of work.

Additionally, support for students to develop academic language proficiency is achieved through pedagogical practice including differentiation and access to the Special Education team plus the strategies and support structures provided at the school, as detailed further in this Policy below.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

The English as an Additional Language or Dialect (EALD) Program supports the participation, engagement and educational outcomes of students from culturally and linguistically diverse backgrounds that are learning English as an additional language/dialect, within the Department for Education and Child Development (DECD) at Le Fevre High School. The EALD Program contributes to the delivery of a culturally inclusive approach, supportive of its multicultural cohort. EALD funding enables targeted additional support to be provided to address barriers to successful participation in educational programs.

Curriculum and intervention strategies should be target oriented and informed by evidence of student achievement and progress. This includes evidence of Language and Literacy Levels growth and Academic achievement reviews. Language and Literacy Levels data can support schools to set improvement targets for groups and individual students, monitor progress against these targets, report on the effectiveness of their strategies to improve outcomes for EALD students and drive accountability processes.

Identified students are supported through

- specialist EALD staff used to support EALD students
- the assessment of EALD students using the Language and Literacy Levels conducted by a cohort of specialist teachers
- a whole school commitment to curriculum and intervention strategies to support EALD students
- leadership support and involvement in professional learning specifically around improving outcomes for EALD students

LANGUAGE POLICY



LE FEVRE
HIGH SCHOOL

LITERACY FOCUS (ACROSS THE WHOLE SITE)

Literacy development at Le Fevre High School is intended to enhance the Languages learning of all students and is underpinned by the principles defined in this section. We participate in the Department for Education and Child Development requirements of the ResultsPlus strategy, entailing three system wide challenges to improve the Literacy abilities of all students in South Australia.

The underpinning principles of Literacy learning as defined at Le Fevre High School is defined as detailed below.

The concept of Literacy is often thought to involve reading, writing and understanding the conventions of language. While these aspects are very important, they do not cover the entire field we call literacy. The OECD (2009) provides this definition:

'Literacy is the ability to understand, use and reflect on written texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate effectively in society.' (OECD, 2009, p14)

The Australian Curriculum defines the subject content of the MYP at our school. This frame work informs the literacy development of students through the following conceptual basis:

'Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.'

The common themes in these descriptions of literacy are about students being able to:

- find information in texts, speech, images and symbols
- interpret information and pull ideas together
- stand back from information and connect it to their own experience and understanding
- communicate their understanding to others, either through speaking, writing or using multimedia.

The literacy development of students is strongly supported by explicit learning in the learning area of English. It is also supported by explicit Genre teaching in all other learning areas.

To this end a major focus of the school is built upon this strategy to improve understanding and ability of all students and staff. This is achieved through specific allocation of a Senior Leader driving the Literacy strategy, provision of the Premier's Reading Challenge through the Resource Centre Teacher-Librarian team, all staff participating in Professional Learning Communities focused on Literacy development, pedagogy and programming. Through this, staff will develop the relevant Approaches to Learning connected with Literacy in their planning and delivery of the MYP.



MOTHER TONGUE

Le Fevre High School has approximately 15% Aboriginal student cohort. For many of these students, the mother tongue can officially be categorised as 'Aboriginal English' thus qualifying them as EALD learners. Features of Aboriginal English include:

- Predominantly English word vocabulary
- Aboriginal words from a range of Aboriginal languages reflecting the dislocation of Aboriginal people during the occupation and settlement of Australia by English speakers
- A grammatical structure that is more closely related to Aboriginal language grammatical structures than English. Specifically there are very few connective words and a range of colloquial terms or Aboriginal words that can be translated to mainstream English. (eg: yarn =discuss, tucker= food, mob=language group, yakka=hard work, Nukkan= goodbye or see you later)

In addition some Aboriginal students at Le Fevre High School have desire to reclaim their Aboriginal mother tongue as Aboriginal languages were banned for many years and many were lost or almost lost or distorted.

We have successfully applied for grants to employ *Kurna* language instructors (the local Aboriginal language) whenever they are available and a significant number of students have learnt elementary Kurna over the past 10 years. The availability of instructors is a limiting factor however the school continues to strive to support our Aboriginal students as far as is reasonably possible.

To further support mother tongue, Aboriginal students are provided with EALD and tutoring support in the *Tirkunthi Kuu* (Learning Space). This room is especially set up for this purpose for Aboriginal learners.

POLICY REVIEW

This policy shall be subject to review on a needs basis but no greater than a five year period. A basis for review will generally arise from curriculum renewal or changes to DECD or IBO requirements. The review team shall include the Executive Group and the Curriculum and Coordination Committee.