LANGUAGE POLICY
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Purpose
In alignment with the International Baccalaureate Organisation, the purpose of this document is to:

- Identify and share expectations for promoting language growth within the PYP and DP at Calamvale community College
- Establish clear guidelines to all stakeholders by delineating language instruction and services offered in the context of the IB Programmes
- Provide an overview of the language programmes, instruction and subject options across the IB Programmes.

This document was completed in compliance and collaboration of Guidelines for Developing a School Language Policy. It was created in collaboration with the IB Coordinators, Heads of School and Language other than English teachers.

Language Learning Philosophy
Calamvale Community College’s Language Policy supports the International Baccalaureate’s view that ‘the development of language is fundamental in the need to communicate; it supports and enhances our thinking and understanding’ (PYP Language Scope and Sequence, pg. 1). At Calamvale Community College, English is the language of instruction and is taught in a transdisciplinary manner to ensure learning experiences are relevant, meaningful, and engaging. Oral, visual, and written language are paramount to the development of language acquisition and are integral to all learning experiences. All teachers are responsible for language learning and must strive to recognise the language needs of all students and work to serve these needs within and outside of the classroom. We believe we need to provide students with ‘a learning environment and the necessary language support to enable them to participate fully in the academic programme and in the social life of school, as well as develop as individuals’ (Making the PYP Happen, pg. 68). Immersion in the English language and student mother tongue languages ‘play a vital role in constructing meaning’ (PYP Languages Policy pg. 1).

Language learning is differentiated to meet individual student need and learning environments are inclusive of all students’ cultural backgrounds and needs. Teachers believe that students learn through a gradual release of responsibility model, where modelled, shared, guided, and independent learning experiences support all students to learn. We believe every learner benefits from experiencing an additional language as it develops effective communication skills and facilitates international mindedness. At Calamvale Community College we believe that success in mother tongue maintains cultural identity and is an indicator of success in acquiring other additional languages.

Language Profile
Calamvale Community College draws from a diverse cultural catchment and provides a rich education to students from over 60 cultures within our community. Within our community, 40% of residents were born overseas, 30% non-English speaking backgrounds and 30% of the population have Asian cultural heritage. In terms of population, the most significant cultural groups are Chinese, Taiwanese and Indian communities.

English is the predominant language and the language of instruction at Calamvale Community College. Data is collected on the language and ethnic backgrounds of all students and their families at enrolment.
Calamvale Community College has a vibrant and developing International Student Program that supports short, medium and long term stays of students from all over the world. These students are integrated into class and school life at our college. The program hosts students from Korea, China, Taiwan, India, Papua New Guinea, Thailand, Philippines, Malaysia and Vietnam. These students, upon enrolment to our College via Education Queensland International are subject to a language proficiency test.

For students enrolling new to the College, information pertaining to specific language requirements will be collected at enrolment.

The rich mosaic of cultures within our school fosters the IB core principle of internationally mindedness and helps to teach our students the importance of understanding and acceptance of the diverse cultures and traditions the world has to offer.

**English as an Additional Language or Dialect (EAL/D)**

The teachers at Calamvale Community College recognise and value students’ home languages as both an important part of their identity and as a useful tool to access English. It develops flexible thinking and open mindedness amongst all children. They realise that it is critical to build relationships with parents/carers as well as using knowledge of the students’ cultural and educational backgrounds when planning and developing appropriate teaching and learning experiences. There is clear understandings amongst teachers that they need to provide a culturally inclusive curriculum.

While students spend time with their class teachers and their peers, the EAL/D teacher plays an important role in supporting students through:

- Small group support at level of student (according to EAL/D Band Scales)
- In class support
- Support with assessment tasks and exams
- Hands on Programs (eg “Food week”-students bring in dishes from their various cultures)
- PYP Attitudes demonstrated and taught
- Vertical ESL courses for students in years 7-9
- OP EAL/D English classes (years 10-12)

**Mother Tongue Languages**

Diversity is a valued and essential element of our school culture that enriches the academic and personal lives of our students. Calamvale Community College encourages the development of the mother tongue and first languages of students through an ethos of acceptance and celebration of the linguistic diversity within the community. There is also recognition that a strong level of competency in the mother tongue can be an important ingredient in their success as learners of additional languages. Existing practices that support mother tongue include:

- Some school documents and letters translated into other key languages (Mandarin)
- Employing of teaching assistants who can support language learning and aid in translation
- Class placements with similar cultures eg Korean enrolments placed with other Korean students
- Celebrating linguistic & cultural diversity with special events and days
- Community resources used to support mother tongue development and participate in key events
Calamvale Community College is currently implementing its community engagement strategy which provides an opportunity to harness the skills of our diverse community to best support the learning outcomes for our mother tongue students. Opportunities to be explored, in consultation with parent and community representatives from our key language groups, include:

- Induction and orientation programs
- Homework clubs
- Extra-curricular programs
- Expansion of Library resources
- Community involvement in the annual Multi Cultural Festival
- Calamvale Community College Staff Mother Tongue profile
- Provide fiction/non-fiction materials in students’ mother tongue
- Parents encouraged to read, talk to students in mother tongue at home
- Parents come to school and share stories and games from culture
- Displays and signs in classroom in mother tongue

Library as a Resource for Language Learning
The Calamvale Community College Resource Centre is a key hub for teachers, students and is accessible to support language development. The Teacher Librarian collaborates with classroom teachers to ensure that the collection in the library supports the Units of Inquiry. The Teacher Librarian plans and teaches in conjunction with Units of Inquiry, ensuring that all students are developing the skills to successfully find, evaluate and use information. In preparation for the Diploma Programme, the Library is preparing to stock books in languages other than English for general reading and texts for Language A: Literature course

The Calamvale Community Resource Centre maintains a library with the express aim of:

- Enriching and supporting the curriculum and Units of Inquiry
- Providing texts which vary in the level of difficulty and appeal
- Encouraging the pursuit of recreational interest
- Foster a love of reading
PRIMARY YEARS PROGRAMME

Language Learning
The teaching of language is embedded into the transdisciplinary Programme of Inquiry. This provides students with authentic learning experiences for their acquisition of language. Teachers develop language programs collaboratively in year levels and align Australian Curriculum requirements with a focus on written, visual and oral language. The Australian Curriculum is organised into three interrelated strands that support students growing understanding and use of Standard Australian English. Together the three strands focus on developing students’ knowledge, understanding and skills. The three strands are:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage

The Australian Curriculum addresses the diversity of Aboriginal and Torres Strait cultures, traditions and holistic world views. This knowledge enriches all learner’s ability to participate positively and develop a deepening understanding and connection with Australia’s Indigenous culture (Australian Curriculum, Assessment and Reporting Authority). Units of Inquiry are developed with a lens of this cross curriculum priority. Calamvale Community College has 76 of its enrolments P-12 who identify as Aboriginal or Torres Strait Islander, 42 of these students are in the P-6 juncture of the College.

Oral Language
The development of oral language is crucial to a child’s literacy development, including listening, speaking, reading and writing. Research has found that oral language plays a key role in building a foundation for reading. In general, children who possess well-developed oral language skills are more likely to become successful readers (Sticht & James, 1984; Snow, Burns, & Griffin, 1998).

The more opportunities and experiences we give children to develop and practise oral language skills, the more confident children become as language learners. At Calamvale Community College, we strive to develop Oral Language skills very early through targeted instruction in Prep. We use a program called ‘Read it again - FoundationQ!’ in all Prep classrooms across the entire year.

‘Read It Again - FoundationQ!’ is designed to systematically build students’ language and literacy abilities in four areas.

- Vocabulary - receptive and expressive repertoire of words
- Narrative - ability to understand and produce extended discourse that describes real or fictional events occurring in the past, the present, or the future
- Phonological awareness - sensitivity to the phonological - or sound - structure of language
- Print knowledge - interest in print, knowledge of the names and distinctive features of various print units (e.g., alphabet letters, words), and the way in which different prints may be combined in written language

These four areas of early language and literacy together form a foundation upon which student’s builds academic proficiency.

All other grades practice oral language skills through targeted and transdisciplinary instruction in all units of learning. Children are encouraged to ask questions, debate, socialise, inquire and experiment in a range of settings that allow their ideas, opinions and thinking to be heard.
We encourage students to learn with and from each other so that diversity of language is practised and valued.

Written Language

‘Reading is a developmental process that involves constructing meaning from text’ (PYP Languages Scope and Sequence, pg.15)

Calamvale Community College has a large focus on reading instruction so that students can develop lifelong reading habits. Reading instruction is highly differentiated to allow all students the scope to be successful learners of reading. Teachers plan and deliver learning experiences using a range of reading procedures and strategies and are directly linked to formative assessment items and the needs of each individual learner.

Our College has a P-10 comprehension skills plan that is based on the STARS program (Strategies to Achieve Reading Success). This plan is a schedule of key skills to be taught across each year level and can be individualised for instruction to best suit the current level of each student.

We also have a very detailed reading assessment process called an Instructional Match Plan. This plan allows teachers to analyse reading behaviours that the students are demonstrating and set goals to help the student progress further across a range of skills. The assessment uses the ‘Fountas & Pinnell BAS reading system’ that has levelled texts and a progressive continuum to ensure the student goals are relevant and gradually increasing in complexity.

Reading instruction and practise in the classroom includes a range of configurations including, modelled, shared, guided and independent reading opportunities. These different structures provide meaningful contexts for the reading process and is based on the ‘First Steps Reading Resource Book’ (pg. 5). QAR (Question/Answer Relationship) is a strategy that we use to develop critical and analytical reading strategies and are developed through the explicit planning and modelling of reading behaviours and questioning.

As well as reading written language, our students develop their ability to communicate through the written language as well. There are multiple genres and forms that are studied in P-12 and are mapped to the guidelines of the Australian Curriculum. Writing at Calamvale Community College is taught in a transdisciplinary way, where students are encouraged to communicate their ideas in PYP units through a written and spoken form. Students learn that different genres are used for particular purposes and as they develop their knowledge they are encouraged to choose the genre that is best suited for the context. Our teachers adopt an inquiry approach to teaching different text types that is based on the ‘First Steps in Writing’ program. Through this program students are familiarised with the genre through tuning into a range of examples and then are invited to find out and analyse texts for structural differences. Through this inquiry approach, the students move away from just learning the generic structure of a genre and become more familiar with knowing and structuring their writing for different purposes.

Visual Language

‘The process of viewing and presenting allow students to understand the ways in which images and language interact to convey ideas, values and beliefs. The ability to interpret data, communicate and construct meaning are invaluable lifelong skills (PYP Languages Scope and Sequence, pg.11)

‘The process of viewing and presenting allow students to understand the ways in which images and language interact to convey ideas, values and beliefs.
The ability to interpret data, communicate and construct meaning are invaluable lifelong skills’ (PYP Languages Scope and Sequence, pg.11). Visual learning is taught in a very transdisciplinary way. The students are introduced to Visual Language in Prep where they analyse images in the context of reading to try and make meaning from texts. As students’ progress, they begin to practice the art of communicating and interpreting through images and learn how to complement their writing & communication by adding powerful images/diagrams to support their meaning.

Environmental print and visual imagery play a vital role in enriching the learning environment, developing learners’ ability to critically analyse images and apply his/her understanding to make meaning. The use of graphic organisers, picture books, art work, posters, magazines, comic strips and video clips are integral in all Units of Inquiry. The ability to view and present using a multi modal approach is explicitly taught and students are given choice in presenting their ideas and knowledge.

Language Learning Leadership
A PYP Coordinator and Heads of Program (English) have been appointed to support teachers implement a consistent approach to the delivery of language teaching and learning. The Heads of Program provide professional training and development to staff and support teachers in classrooms, models lessons and provides feedback on teaching.

Learning Support and Extension
At Calamvale Community College each teacher differentiates the teaching and learning program to cater for individual student needs and abilities. Through support and extension learning experiences teachers are responsive to the needs of students and then plan and make adjustments accordingly. We believe that intervention in language learning is pivotal in ensuring all students become successful learners and a team of language teachers has been established to provide assistance, and support to students who are not meeting their language development goals.

Student growth and data is collected and measured in a variety of ways. These include Individual Learning Plans (ILPs), Personalised Learning Plans (PLPs), Fountas and Pinnell Reading Benchmarks (BAS), Early Start Screening.

Language Needs of the Community
‘Every learner benefits from having access to different languages, and through that access, to different cultures and perspectives. Acquisition of more than one language enriches personal development and helps facilitate international mindedness’ (Making the PYP happen, pg.68)

The Australian Curriculum: Languages is designed to enable all students in learning a language in addition to English. The key concepts of language, culture and learning underpin the learning area. In line with Education Queensland policy, specialist Chinese Mandarin teachers deliver specific language and culture study program from Prep –Year 6. The specialist teachers report on student achievement and progress in learning Mandarin to parents each semester in the student report card.

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<tr>
<th>Time Allocation- Mandarin per week</th>
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<tbody>
<tr>
<td>Prep</td>
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<td>30mins</td>
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Chinese Immersion

In addition to the Languages other than English (LOTE) program offered, in 2016 Calamvale Community College initiated a Chinese Immersion program. The intention of this program is to provide a rich bi-lingual experience for young students, learning in another language, not just learning the language, within an integrated learning environment. This extended model sees immersion students learning in Mandarin for at least an hour each day. Calamvale Community College sees that this program offers our students additional benefits including:

- proficiency in the most commonly spoken language in the world
- enhanced thinking skills, creativity and overall cognitive development
- Increased understanding of how English and another language works
- Educational enrichment

It is the goal of the College to extend this class from Prep through to Year 2 as indicated below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3-6</th>
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Flow Chart of Languages across Year Levels at CCC

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<th>Year level</th>
<th>Junior School Excellence Program</th>
<th>Secondary School Excellence Program</th>
<th>Year level</th>
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<tbody>
<tr>
<td>Prep</td>
<td>Chinese Immersion Class</td>
<td>Mandatory Chinese class for all students ranging from 60-140 minutes per week</td>
<td>Prep</td>
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DIPLOMA PROGRAMME

In preparation for students accessing the DP in years 11 and 12, Chinese as an acquisition language is timetabled for all students in Years 7 and 8, totalling 90 hours per year. This subject becomes an elective for students in years 9 and 10.

DP Subject Options for Group 1

In recognition of our multicultural demographic and language profile, the school will offer two world languages, Language A Literature subjects; Chinese and English (SL and HL). Language A teachers have specifically chosen literature texts from cross-cultural backgrounds.

Other Language A: Literature SL (self-taught)

Language A: literature is a literature course that may be studied in as many as eighty languages. Fifty of these have a prescribed list of authors (PLA). The IB has a policy of mother-tongue entitlement that promotes respect for the literary heritage of a student’s home language and provides an opportunity for students to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction. In the Diploma programme the IB addresses mother-tongue entitlement through the language A: literature course. There are over 45 languages that are automatically available, plus special request languages.

There are two procedures available to facilitate mother-tongue entitlement:

Where no teacher is available, a student may be allowed to study his or her particular language A as a school-supported self-taught language A: literature student (SL only).

Schools may request an examination to be set in languages that are not on the authorized list by special request. In cases where there is little or no printed literature, texts of oral literature may be included, provided the works chosen are of merit and are available in a reliable transcription and/or in another recording.

DP Subject Options for Group 2

Supporting this, three Language subjects; English B, Chinese B and Spanish ab initio will also be available to enrolled students, with a specialist EALD teacher selected to teach Language B English. English B and Chinese B will both be available in SL and HL, whilst Spanish is only available in SL. It is recommended that students who have a competent grasp of Chinese, i.e it is spoken at home as a second language or there has been 4 or more years of study at school, choose Chinese B. Spanish has been added as an additional language option for students without a language background, have never studied Chinese or are looking for a non-character based language.

Students are assessed according to IB Diploma Programme policies as described in the relevant Subject Guides. Additionally, students may elect to study Language courses as described by IBO through Pamoja.

Review

This policy is correct as of February 2018. It will be reviewed on a three-yearly cycle by the PYP and DP coordinators, in conjunction with Heads of School.