

BILINGUAL POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school office.

Phone: 03 9429 2950

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PURPOSE

The purpose of this policy is to inform the school community of the rationale for the bi-lingual program at Richmond West Primary School.

SCOPE

All children at Richmond West Primary School have the opportunity to learn two languages, in a positive environment where the non-English language and English co-exist harmoniously. All prospective families will be briefed on the approach and commitment to language.

DEFINITIONS

The terms '*bilingual*', '*immersion*' and '*content and language integrated learning (CLIL)*' are all used to describe intensively taught second language programs. The terms have overlapping meanings but are also used to make distinctions between program features.

In Victorian government schools, a program which teaches at least two learning areas in the target language, in addition to the language, is termed a bilingual program. This kind of curriculum content learning in and through a second language in order to master the subject matter and the language is called *Content and Language Integrated Learning (CLIL)*.

A bilingual program where students learn 50% or more of their schooling through the target language is termed an immersion program. Teaching two learning areas, Humanities and Mathematics, in and through the students' second language, Richmond West Primary School's bilingual programs offer a partial immersion CLIL curriculum.

POLICY IMPLEMENTATION

The bi-lingual program at Richmond West Primary School helps our students to develop their first language literacy, problem-solving, intercultural and communication skills, and it equips them for a wide range of careers. Learning a second language is an educational experience that brings cognitive and affective benefits. It contributes to social cohesion, underpins Victoria's increasingly globalised and export-oriented economy and enables speakers of the languages to maintain or reclaim their languages.

In keeping with the Victorian Government Languages paper, the acquisition of an additional language and associated intercultural skills is key to how children and young people at school develop, both intellectually and emotionally, but it also gives them greater confidence and choice when it comes to

future study and work. Like their peers in the top education systems around the globe, our students will be on track to be fluent in an additional language – and ready to seize the world of opportunities that this brings.

Through learning an additional language, students should develop their identity as global citizens and their cultural awareness, value diversity, tolerate differences and ambiguity and learn to respond quickly to change. Children should be able to develop an understanding of how language operates within a system, and through comparison of how other languages, including English, are structured and function.

Existing partnerships with external organisations provide the school with opportunities for teacher training and resources, curriculum-based support, action research and shared experiences. The school strives to enhance our cultural ties through authentic learning experiences, developing social relationships and by connecting via the digital network.

Richmond West Primary School will:

- Provide access to quality languages education to all students,
- Provide best-practice teaching, flexible delivery, effective of online resources, real-world opportunities to use the language,
- Provide a comprehension evaluation of the program, including school-based annual implementation and strategic plans,
- Provide appropriate monitoring and assessment of learner progress,
- Foster partnerships among settings and sectors, including neighbouring schools, sister schools, foreign government organisations, businesses and community groups,
- Ensure language provision is consistent with school resource allocation to maximise productivity,
- Support the transition of language other than English speaking background students from the home environment to the school environment,
- Enable students of English-speaking background to learn a second language from the time they start their primary education,
- Develop an awareness of language as a tool for communication and an understanding of how language works,
- Reinforce literacy development in one language by learning another language simultaneously,
- Contribute to the student's cognitive and emotional development through second language acquisition,
- Enhance the development of different learning strategies and problem solving skills,
- Languages prepare Victorians to be responsible and engaged members of our diverse community, and to look outward as active and informed citizens of the world.

To improve student outcomes in the bilingual programs, Richmond West Primary School will implement the following:

Students

- Students will be organised in either straight or composite grade levels.
- Students in the bilingual program will spend a minimum of eight hours immersed in the

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target language.

- Students in the LOTE programs will spend one hour per week in the target language.

Teachers

- Teachers in the bilingual programs will plan integrated curriculum units of work, mathematics topics and the language focus in collaboration with teachers in the English program.
- Teaching strategies are aligned between the English and Bilingual programs.

Curriculum

- Content-based teaching shall be provided across all Victorian Curriculum domains in both languages.
- Term based curriculum planning and weekly team meetings will be conducted regularly to ensure the smooth running of the programs.
- Assessment tasks, observation methods and work samples shall be agreed upon collaboratively to ensure the consistent collection of data.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes and staff training
- Available publicly on our school's website communications platform (COMPASS)
- Included in staff handbook/manual
- Discussed at staff briefings/meetings as required
- Included in transition and enrolment packs
- Discussed at parent information sessions
- Reminders in our school newsletter
- Hard copy available from school administration upon request

FURTHER INFORMATION AND RESOURCES

- [Approaches to Languages Education](#)
- [Bilingual Education and Programs](#)
- [Chinese Language Learning in the Early Grades](#)

POLICY REVIEW AND APPROVAL

This policy will be reviewed as part of the school's review cycle, and/or if language guidelines change.

Policy last reviewed	February 2022
Approved by	Principal
Consultation	N/A
Next scheduled review date	February 2026