



LANGUAGE POLICY

Date	December 2024	Review Cycle	3 Years	Approved By	Principal
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INTERPRETER SERVICE

If you need help to understand the information in this policy please contact our college on 9741 1822 or werribee.sc@education.vic.gov.au so interpreters may be arranged via VITS or local services.



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COLLEGE MISSION AND VALUES

At Werribee Secondary College we strive for success in all the chosen endeavours of our students. We nurture the values of **respect** and **responsibility**.

We **respect**, and are **responsible** for embracing our identity and that of others; taking care of our local and global communities, and valuing the right to learn.

We respect and are responsible for our:

Learning

I respect my own right to learn and that of others, and I recognise my responsibility to become a lifelong learner.

Identity

I respect the diverse cultures, religions, languages, beliefs, genders, sexual orientation and the specific needs of those around me. I respect my own role within this community and take responsibility to show respect for both myself and others.

Community

I respect the local and global communities within which I live. I understand my responsibility in protecting these communities to ensure a safe and sustainable future in which everyone feels they belong.

POLICY

School Profile

Werribee Secondary College is a single-campus, co-educational, Year 7 to 12 College, with an enrolment of in excess of 1600 students. Our student body encompasses a range of 55 nationalities with 64 spoken languages including mother tongue, distinguishing us as a unique educational setting and affirming the College's status as Wyndham's International High School. Werribee Secondary College is proud to have a culturally diverse student body where students work and socialise together in harmony and with mutual respect.

The College is the longest-established secondary school in the Wyndham area, with a proud tradition of academic excellence. The College continues to offer students a high-quality education, designed to assist them to develop skills and competencies and to acquire the knowledge needed to meet future challenges. The College established an International Students Program in 2000 and attracts overseas international students. Werribee Secondary College has long-standing relationships with schools in the USA, Spain, Singapore and Japan.

Werribee Secondary College acknowledges and respects students' mother tongue as an essential component of their cultural identity and self-understanding. It plays a vital role in the development of new knowledge and skills via greater sensitivity to grammatical structures. The college does the following to support students in their own language:

- Providing extra curricula services (e.g. social gatherings) to allow students a space to communicate freely in the language of their choice.
- Provision of translation services to aid effective communication with home.
- Providing language support to the broader parent and support community.

Philosophy

In our endeavour to nurture young people who 'Live Worthily', with an appreciation of culture and diversity, Werribee Secondary College recognises the fundamental role of language skills and proficiency.

Our student-centred pedagogical practices recognise the individual needs and backgrounds of all learners. The College invests in the professional development of all teaching staff in raising awareness of the language needs and backgrounds of our students. Our commitment to ongoing professional development builds teacher capacity through world's best practice. The College recognises that an investment in building teacher capacity is vital to support our students' growth and development in becoming confident individuals with a strong sense of self and purpose who are equipped with the skills and attributes for life-long learning.

Principles

We believe that language is essential to explore and sustain personal development, cultural identity, intercultural understanding. At Werribee Secondary College we achieve this through:

- Understanding that language is key to accessing the skills, knowledge and conceptual understanding in the subject disciplines,
- Offering programs that are aimed at supporting students with different language backgrounds and recognise that students' progress at a different pace.
- Empowering students to shape their experience within the school and beyond by activating student voice and student agency,

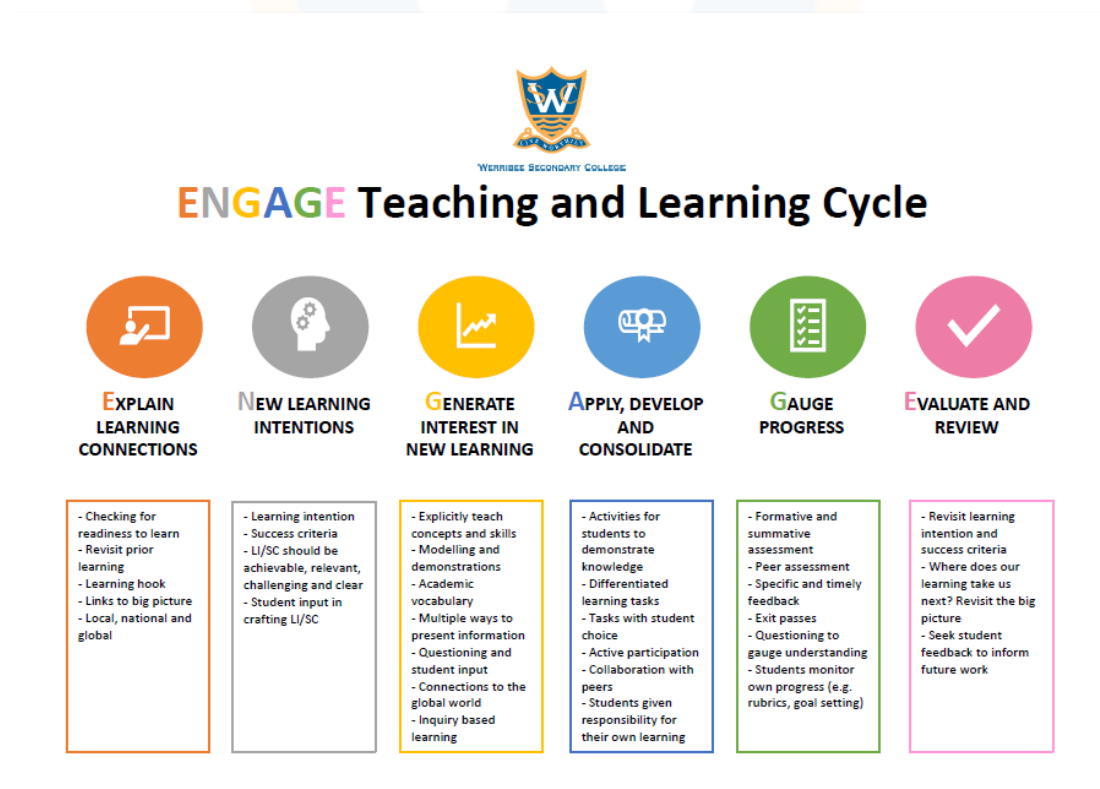
- Embracing cultural and social diversity and promoting intercultural understanding through our teaching programs,
- Nurturing global citizens who have the desire and confidence to fully engage with local, national and global communities to shape the world in which they live,
- Developing explicit teaching strategies focusing on the building of general and academic vocabulary,
- Structuring opportunities within the curriculum for non- native speakers to build basic interpersonal communications skills and the language of metacognition,
- Challenging our students to critically engage with language and understand the way language can shape perspective and our view of the world.
- Promoting opportunities for collaboration to further enhance oral language skills.

Practices

Whole School Approach to Teaching Language Across the Subjects

The College is committed to building the capacity of teachers in the teaching of language across the subject areas. Teachers undergo cyclical training as part of Professional Development on strategies for working with students from refugee backgrounds and strategies teaching subject specific language to non-native English speakers. Furthermore, Faculty Directors receive training in the explicit teaching of academic vocabulary to promote strategies that support language acquisition as students develop in their grasp of formal vocabulary. An intensive training program is instituted as part of a three-year cycle, for teachers who teach EAL classes. The program focusing on building teacher capacity in high impact pedagogical approaches to building language skills to non-native speakers and enabling access to the curriculum and full participation in classroom activities.

Staff at Werribee Secondary College utilise the ENGAGE instructional model across all classrooms. This model is aligned with the Department of Education High impact teaching strategies. This ensures a consistent and evidence-based approach to teaching and learning.



ENGLISH FACULTY

Rationale

The English faculty at Werribee Secondary College works hard to create an environment which is engaging, creative and dynamic through the exploration of the key learning areas of literacy, language and literature.

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. The study of English is essential for the development of confident and informed lifelong learners. We strive to foster critical thinking and encourage students to analyse the world around them from a variety of different perspectives.

We support students to develop their knowledge of how language enables people to interact effectively, build and maintain their relationships, express and exchange their knowledge, skills, attitudes, feelings and opinions.

Aims

Specifically, the English curriculum at Werribee Secondary College aims to ensure that students:

- Learn to speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts;
- Have capacity to explore and develop complex ideas and issues orally, giving considered reasons for a point of view, using appropriate language to influence and engage the audience and listening actively and critically to the views of others;
- Understand distinctive ways to communicate complex, ideas and information effectively through finished writing for different purposes and audiences, using language appropriately;
- Discuss different perspectives on complex issues and themes and justify detailed and sophisticated interpretations in selected print and multimodal texts, including national and global issues;
- Apply knowledge of the ways in which language varies according to context, purpose, audience and content, and the capacity to apply this knowledge;
- Develop the capacity to discuss and analyse texts and language critically;
- Have knowledge of the ways textual interpretation and understanding may vary according to cultural, social and personal differences, and the capacity to develop reasoned arguments about interpretation and meaning;
- Develop awareness and respect of cultural diversity within the community and how intercultural experiences influence attitudes, values and beliefs;
- Apply selectively a range of creative thinking strategies to broaden their knowledge and engage with complex ideas;
- Develop competency in ICT literacy.

SENIOR PATHWAYS

The College offers a vertical curriculum to students in years 7-10, leading to one of the following in years 11 and 12:

- Victorian Certificate of Education (VCE)
- International Baccalaureate Diploma (IB DP)
- Victorian Certificate of Education - Vocational Major (VCE VM)

English Language in the senior school at Werribee Secondary College is underpinned by the need for students to develop their skills and understanding in the areas of literacy, language and literature. Students have the opportunity to develop their capacity to interpret and create texts in order to meet the demands of general or specialised purposes, audiences and contexts. Students also develop their knowledge of the English language and how it works in addition to gaining a greater understanding of and appreciation for literature through the study of texts.

Language offerings at Werribee Secondary College in the senior school

VCE	IB	VCE VM
English EAL English Language Chinese Others – distance education through VSL	English A Language & Literature Spanish ab initio, Spanish B Chinese ab initio Chinese B	Literacy

Minimum expectations for senior school entry

The College requires students to satisfactorily fulfil year 10 English units prior to undertaking VCE English, VCE EAL or IB English A Language and Literature. All students undertaking VCE courses must complete four units over the course of the program, whilst those undertaking the IB DP must complete Language A Language and Literature (English) along with a language acquisition option.

Aims

At the end of their secondary studies students should be able to:

- Use and understand an appropriate and varied range of vocabulary and idiom.
- Use correct grammar and appropriate and varied sentence structure.
- Use language to narrate, describe, analyse, explain, argue persuade, inform, entertain and express feelings across a range of subject areas.
- Express ideas with clarity and coherence in both oral and written communication.
- Read and comprehend information presented in a variety of styles and across different academic areas.
- Structure ideas and arguments, both orally and in writing, in a sustained and logical way.
- Express an informed personal response to literary and non-literary texts.
- Compare texts and connect themes to show similarities or differences across genres.
- Demonstrate the ability to approach a range of texts independently.

VICTORIAN CURRICULUM

The Victorian Curriculum is an integral element in our planning at Werribee Secondary College. Units of work in Years 7-10 are based on the 3 strands as outlined in the Victorian Curriculum.

- Language
- Literature
- Literacy

All students are given multiple opportunities to demonstrate an understanding and improve achievement levels in the below areas:

Language In the Language strand, students develop their knowledge of the English language and how it works.
Language variation and change: Students learn that languages and dialects are constantly evolving due to historical, social and cultural changes, demographic movements and technological innovations. They come to understand that these factors, along with new virtual communities and environments, continue to affect the nature and spread of English.
Language for interaction: Students learn that the language used by individuals varies according to their social setting and the relationships between the participants. They learn that accents and styles of speech and idiom are part of the creation and expression of personal and social identities.
Text structure and organisation: Students learn how texts are structured to achieve particular purposes, including how language is used to create texts that are cohesive and coherent and how texts about more specialised topics contain more complex language patterns and features. They learn how the author guides the reader/viewer through the text through the effective use of resources at the level of the whole text, the paragraph and the sentence.
Expressing and developing ideas: Students learn how, in a text, effective authors control and use an increasingly differentiated range of clause structures, words and word groups, as well as combinations of sound, image, movement, verbal elements and layout.
Phonics and word knowledge: Students develop knowledge about the sounds of English and learn to identify the sounds in spoken words. They learn the letters of the alphabet and how to represent spoken words by using combinations of these letters. They learn that the conventions, patterns and generalisations that relate to English spelling involve the origins of words, word endings, Greek and Latin roots, base words and affixes.
Literature The Literature strand engages students in the study of literary texts of personal, cultural, social and aesthetic value.
Literature and context: Students learn how ideas and viewpoints about events, issues and characters that are expressed in texts are drawn from and shaped by different historical, social and cultural contexts.
Responding to literature: Students learn to identify personal ideas, experiences and opinions about literary texts and discuss them with others. They learn how to recognise areas of agreement and difference, and how to develop and refine their interpretations through discussion and argument.

<p>Examining literature: Students learn how to explain and analyse the ways in which stories, characters, settings and experiences are reflected in particular literary genres, and how to discuss the appeal of these genres. They learn how to compare and appraise the ways authors use language and literary techniques and devices to influence readers. They also learn to understand, interpret, discuss and evaluate how certain stylistic choices can create multiple layers of interpretation and effect.</p>
<p>Creating literature: Students learn how to use personal knowledge and literary texts as starting points to create imaginative writing in different forms and genres and for particular audiences. Using print, digital and online media, students develop skills that allow them to convey meaning, address significant issues and heighten engagement and impact.</p>
<p>Literacy The Literacy strand aims to develop students' ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in Australian life more generally.</p>
<p>Texts in context: Students learn that texts from different cultures or historical periods may reveal different patterns in the way they narrate, inform and persuade.</p>
<p>Interacting with others: Students learn how individuals and groups use language patterns to express ideas and key concepts to develop and defend arguments. They learn how to promote a point of view by designing, rehearsing and delivering spoken and written presentations and by appropriately selecting and sequencing linguistic and multimodal elements.</p>
<p>Interpreting, analysing, evaluating: Students learn to comprehend what they read and view by applying growing contextual, semantic, grammatical and phonic knowledge. They develop more sophisticated processes for interpreting, analysing, evaluating and critiquing ideas, information and issues from a variety of sources. They explore the ways conventions and structures are used in written, digital, multimedia and cinematic texts to entertain, inform and persuade audiences, and they use their growing knowledge of textual features to explain how texts make an impact on different audiences.</p>

JUNIOR READING PROGRAM

At Werribee Secondary college we strive to assist all students, regardless of ability, to improve their reading skills as we believe this underpins their success across all curriculum areas. All junior students in Year 7 & 8 are taught explicit reading skills and are given regular opportunities to read independently to refine their skills.

Program Aims:

- All junior English classes will have a focus on the explicit teaching of reading skills. Including but not limited to;
 - Predicting
 - Questioning
 - Summarising
 - Inferring
 - Visualising
- Teachers will engage with students in ongoing reading conferences to gauge and monitor achievement.
- Students will be given opportunities to participate in independent reading throughout each week, (Note: this is not silent reading).
- Teachers will collaborate with students to set individual reading goals and will differentiate instruction and learning opportunities to allow students to succeed in reaching these goals.

EAL FACULTY

Supporting Students with English as an Additional Language

The international direction of the College has made it necessary to establish standard policies and practices that increase accessibility to students using English as an additional language. The policies and practices ensure that non-native speaking students are provided with the requisite receptive and expressive language skills to participate fully in the College's educational program and promote student voice. The explicit teaching of general and academic vocabulary targets the building of language comprehension skills, ensuring that the access to essential learning across the curriculum programs is not compromised. The facilitation of such practices are embedded within the special programs for non-native speakers and across the school-wide teaching and learning pedagogy supporting ongoing language acquisition.

English as an Additional Language (EAL)

As Wyndham's International High School, we recognise that students may require extra tuition in their English studies where the language is not their mother tongue. International students particularly require support with the development of language and cultural awareness. A multi-pronged approach is adopted. The EAL faculty supports and nurtures language development and monitors wellbeing of the international students. The EAL Learning Specialist is charged with the responsibility of providing teachers with training in effective pedagogical approaches. The EAL faculty is responsible for ensuring that students are provided with effective scaffolding to support learning where English is an additional language.

Strategies for teaching any subject with language in mind

The strategies below are recommended for the explicit teaching of language skills across subject areas and conforms to the ENGAGE Pedagogical Framework embedded across the College.

1. Lesson Planning for EAL differentiation:

- Curriculum essential knowledge and skills (focus on essential skills, omit unnecessary content)
- Text modifications (simplified, condensed, enlarged, omit questions, more flow charts, cause and effects and visual displays)
- Lexical density of subject content work modified
- Identifying essential vocabulary within the language field for student success and language recycling
- Prior learning/knowledge of concepts will be limited – pretesting required

2. Activate/Engage Prior Knowledge:

- Clear & written learning intentions
- Use of props, visuals, videos, mind maps, brainstorming, dramatisations, demonstrations as learning hooks to explicitly display and teach essential vocabulary
- Use of hands-on materials or concrete materials to demonstrate concepts or essential vocab
- Connect learning intentions to essential vocabulary and success criteria
- Personal anecdote

3. Generate Interest in New Learning: Literal Comprehension:

- Explicitly teach vocabulary & student vocabulary tracking
- Identify main ideas and details, classification tables, problem-> solutions, cause and effect charts
- word walls, vocabulary lists structured into each lesson, vocabulary games

4. Apply, Develop and Consolidate Learning: Critical Reading & Writing:

- Decoding and comprehension skills
- Sequencing sections of text
- Who's who (matching names with roles)
- True/False
- Here's the answer > What's the question? class discussions

- Exemplar models of expected outcomes with annotations
- Modelling and talk aloud techniques
- Students can highlight essential vocabulary they are required to use
- Grammar and structure focus, scaffolding or tied tasks
- Features of text type explicitly taught
- Joint and independent construction
- Think-pair-share techniques
- Encourage using vocabulary cards for essential terms with visuals to demonstrate concept development
- Online flashcards with audio definitions (quizlets)

5. Gauge Progress/Learning checks:

- Essential vocabulary terms embedded into cloze activities (summary tool to start and check recall)
- Dictation tasks, disappearing cloze activities
- Traffic lights
- Teacher 'check-ins' conference with 'next time' statements
- Exit passes / flexible groupings based on skills
- Oral summaries
- Speaking cards with sentence starters
- Academic learning discussion circles with scaffolds for discussion and use of essential vocabulary
- Encouraging students to answer questions in class with subject vernacular (word walls, vocab tracking)
- Allowing weaker or shy students 'prep time' to learning language and prepare answers before class
- Formative and summative assessment

A strategy guide for teachers on accommodating the development of language within their classes:



LANGUAGES OTHER THAN ENGLISH (LOTE)

Languages (other than English) are the key to understand and appreciate culture and diversity within a highly internationalised world and to foster global citizenship and open-mindedness within our school, local and global communities. To strengthen the local multicultural community, three foreign languages are taught at Werribee Secondary College. One of them is a European language, Spanish, and two are Asian languages, Chinese and Japanese.

- From Year 7, every student chooses one of the three languages to learn and maintain it into Year 8. SELP students learn one of the selected languages until Year 9.
- Students can continue to learn one of the above languages to VCE level provided there are enough students choosing the language.
- The language Department at Werribee Secondary College offers VCE Chinese for First and the Second language students.
- The Language Department also offers Spanish ab initio, Spanish B, Chinese ab initio, and Chinese B for IBDP students in Year 11 and 12.
- Students from years 7 to 12 may undertake a Language Other Than English (LOTE) at the Victorian School of Languages (VSL), languages most commonly undertaken include, Japanese as a first language, Bengali, Hindi, Punjabi, Vietnamese and Karen.

Philosophy

The study of a language (other than English) broadens a student's horizon personally, socially, with the regard to employment opportunities and promotes cross-cultural understanding in a globalized world. It promotes the respect to different cultures and values within the wider Australian community and beyond. The purpose of learning a language (other than English) is to promote cognitive development, literacy and access to general cultural knowledge about the target language and enable a comparison to our culture. It also helps the students to foster their life skills of communication, memorisation and cultural understanding for further study, work, travel and entertainment.

Aims

The learning of languages aims at developing student knowledge, understanding and skills to ensure that students:

- Contribute to the strengthening of the community's social, economic and international development capabilities.
- Extend literacy repertoires and understand the nature of language, culture, and processes of communication
- Develop intercultural capacities, including understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- Communicate in the language they are learning and understand themselves as communicators
- Understand the relationship between language, culture and learning
- Understand the critical and creative thinking processes and apply that process to learn a language

Teaching methods and strategies employed across the LOTE Department

Under the guidelines of the Victoria Curriculum, a wide range of methods and strategies are employed in the Language Department of Werribee Secondary College. The Engage Teaching and Learning Cycle and Differentiated Teaching and Learning methods are applied across the Language Department. Through various resources, including ICT and multimedia, students are exposed to authentic language and cultural experiences, which facilitates the acquisition of the target language.

- Materials selected for student use are vary based on language faculties' preferences and individual students' language background and levels
- Collaboration for sequence, unit lessons, lesson plans and activities applied in language classrooms
- Collaboration for cultural learning such as our yearly "Culture Day" and excursions
- The use of ICT such as Linguagenut and other software
- Exchange programs with overseas schools
- Music, performances and movies

Assessment of the LOTE

Assessment tasks for languages learning provide feedback to teachers and students on what students have achieved and areas for improvement. Language teachers across the Department apply assessments in form of diagnostic, formative and summative to highlight language learners' strengths and weaknesses to improve pedagogical delivery of language teaching and learning. The principles of assessments are to:

- Design authentic, fit for purpose assessment that reflect the learning program
- Use assessment data to diagnose student learning needs and plan for learning
- Provide regular feedback to students and parents on their progress against individual learning goals and curriculum standards
- Analyse student achievement data to improve their practice

Assessment tasks include:

- Listening
- Speaking
- Reading
- Writing
- Viewing

Regular assessment tasks include:

- Unit tests for all language learners
- Two semester examinations for SELP classes years 7 to 10 inclusive.
- VCE examinations for Unit 1, 2, 3 and 4
- VCE Oral examinations for Unit 4
- IBDP examinations for individual oral examinations, Paper 1 (listening) and Paper 2 (reading and writing).

INTENSIVE ENGLISH LANGUAGE PROGRAM (IELP)

Prior to arriving at the College, the International Student Coordinator is responsible for determining competence in English on incoming students through interviews and academic reports based on past performance. Most students, with the exception of those from International Schools, receive intensive English Language support through 20 weeks in the Intensive English Language Program.

The Intensive English Language Program (IELP) at Werribee Secondary College seeks to provide EAL learners, both international and domestic, with the English language skills necessary to enable them to participate fully in mainstream classroom programs. After determining the learners' initial level on the EAL continuum, the program focuses on each of the core English language skills (Speaking and Listening, Reading and Viewing, and Writing) needed for each learner to progress to the required standard to access the learning in their mainstream classes. The program incorporates Maths, Science, Humanities, Physical Education and English classes, with a focus on the key vocabulary and language skills needed for a seamless transition into all subject

areas. Embedded in the program are the sociolinguistic skills necessary to adapt to Australian culture and the Victorian school system. At the conclusion of the 20-week program, learners should feel confident in their transition and be ready to engage fully in all mainstream classes with ongoing EAL support and encouragement.

Developing Vocabulary for Non-Native English Speakers

The building of language acquisition is layered to enable a systematic approach which aims to develop confidence and competence in non-native speakers. The following approaches to language development are recommended:

1. Developing a basic layer of common 'high frequency words' that includes nouns, verbs and linking words that deal with daily life. They are words that enable participation. For example, book, school, country, understanding, yesterday, vegetables and so on.
2. The next layer is bridging vocabulary, which is more complex, compound words that enable us the scaffolding for discussion of psychology, history, science and so on. The added complication with these words is that they have several meanings depending on the context.
3. The third is the advanced layer and includes academic vocabulary specific to different subject areas.

ADDITIONAL OUT OF CLASS SUPPORT

After-School Classes for International Students

To assist in language development, the Intensive Language Program Teacher is required to run afterschool language classes, which are available to all overseas students. These classes are mandatory and are run twice a week ensuring that students language acquisition is closely monitored and appropriate support and scaffolding is provided to prepare students for full engagement with the curriculum programs on offer.

EAL Homework Support Classes

EAL Homework support classes are offered once a week and are staffed by the EAL Coordinator and two Multi-Cultural Education Aides along with a Micare volunteer. These support classes are funded by Micare and provide an additional layer of support in providing students with assistance in unpacking task requirements and encouraging students in the process of completing homework tasks. Furthermore, EAL Parent Engagement Sessions target specific cultural focus group each year (eg Karen, Kareni) to increase parent connectedness with the College and levels of participation in their child's education. Sessions focus on a range of practical topics aimed at easing the cultural transition into Australia and its education system. Sessions include: Parenting in Australia; Building better parent/student relationships; Booking Parent Teacher Interviews and how to access COMPASS for information and communication. School documentation and the College website are also able to be translated into other languages. In addition to the support offered through after-school support classes, the College recognises the need to activate the student voice of the EAL learner. The Student Advocacy Group has been established to represent the EAL background student in the Student Leadership Team.