

POLICY

Policy Title: Yarralumla Primary School English-Italian Bilingual Program Policy

Date Drafted: November 2012

Date accepted by the School Board: 30 July 2014

Related Policy: [DET Curriculum requirements in ACT Public Schools, Pre-School to Year 10](#)

Identifier - (CRIAPS200903), Legislation - Education Act 2004;

The Australian Curriculum v7.0 Foundation to Year 10

1. POLICY STATEMENT

- 1.1 Yarralumla Primary School (YPS) is the only school in the ACT that offers an English-Italian Bilingual Program. It has the specific challenge of delivering the Australian Curriculum through bilingual learning. This policy forms a statement of intent to guide decisions by Yarralumla Primary's principal, staff and School Board in relation to the teaching of Italian language immersion and achieving national benchmarks in literacy and numeracy. It should be read in conjunction with the Education and Training Directorate's Curriculum requirements in ACT Public Schools, Pre-School to Year 10 (Identifier - CRIAPS200903) and the Yarralumla Primary School Italian Immersion Language Handbook (October 2012) that outlines the CLIL pedagogy and processes on how the bilingual program is implemented.
- 1.2 YPS will establish and publicise clear processes and procedures for delivering Italian language immersion that are endorsed by the School Board.

2. RATIONALE

- 2.1 The purpose of this document is to provide guidelines to ensure the success and sustainability of the Italian Bilingual Program at Yarralumla Primary School. It is important that the school community has a shared commitment to the goals of the program and how to achieve them in the context of the unique challenges facing an ACT public school that facilitates the delivery of the Australian Curriculum through the CLIL (Content Language Integrated Learning) bilingual pedagogy recognised internationally as the leading pedagogy in Canadian and European bilingual schools.
- 2.2 The School's vision of learning through Italian and English is by the completion of Year 6, students should achieve:
 - i) Year 6 English Achievement Standard for the three strands of language, literature and literacy of the Australian Curriculum;
 - ii) B1 standard of the CEFR (Common European Framework of Reference for Languages) in the receptive language skills of listening and reading; A2 standard in the productive skills of speaking and writing;
 - ii) inter-cultural sensitivity through the acquisition of knowledge, skills and values in the key learning areas of the Australian Curriculum.For those students who are not in the immersion program (eg. those in the Learning Support Units or who have a Personalised Program through an English focus class) and/or leave YPS before the end of Year 6, the expectation is that they will meet the minimal LOTE language benchmark requirements for all ACT students who learn another language for one hour a week between Years 3 and 6.

3. DEFINITIONS

3.1 Language Immersion:

A method of teaching a second language in which the learner's second language (L2) is the medium of classroom instruction. Through this method, learners study school subjects, such as maths, science, and the humanities in their L2. The main purpose of this method is to foster bilingualism, by developing a learner's communicative competence or language proficiency in their L2 in addition to their first or native language (L1).

3.2 Bilingualism:

The ability to understand and communicate proficiently in two distinct languages, actively (through speaking, writing, or signing) passively (through listening, reading, or perceiving) and sequentially, after already establishing a first language at an equivalent level comparable to their age.

4. PROCEDURES

4.1 Detailed methods and processes that are specified in the YPS Italian Language Immersion Handbook should be adhered to, in order to ensure:

- 50-50 equitable split of Italian and English in all aspects of schooling, school environment, timetabling, excursions where possible, advertising and marketing.
- Each bilingual class of students is taught in an 'immersion' environment where all environmental print and context is Italian;
- Permanently appointed Italian immersion teachers are native or near-native speakers and communicate with students in class and on the playground in Italian (except in cases of obvious risks to students' safety and well-being where L1 may need to be employed). In the event of teacher absence, every effort is made to employ relief/casual teachers who are near native, fluent Italian speakers to enable continuation of the immersion program.
- For those students whose special learning needs necessitate a learning assistant and/or a Personalised / Individual Learning Program and thereby may participate for reduced hours in the Italian language immersion program, it is permissible for explicit teaching in L1 in a withdrawal environment to be inclusive of their learning styles and needs. This also demonstrates the school's commitment to ALL students learning the value of acquiring a second language according to their capacity.

4.2 All new staff and parents are to be made aware of the expectations of the Bilingual Italian-English program as defined by the YPS Italian Bilingual Program Policy. This can be undertaken as an 'orientation session' for both new Italian and English teachers and as information sessions for parents of children newly enrolled at the school.

4.2.1 For PEA students (with no prior Italian) enrolling at a higher grade level than Year 2, a Personalised Learning Program that includes introductory Italian is obligatory. Out of area enrolments above Grade 2 are discouraged due to the demand placed upon class sizes and the school's staffing structure.

4.3 The Principal is committed to exploring all avenues (advertising locally, interstate and overseas) to ensure qualified and quality native or near-native speaking Italian immersion language teachers are appointed to YPS. In the event of difficulties of seeking appropriately

qualified staff, consultation and assistance from the Board is recommended for advocacy on the school's behalf with the Directorate.

- 4.4 The YPS Principal designates one Italian bilingual program teacher as a member of the Executive in the role of Italian Program Coordinator to ensure consistency of practice and assessment in all Italian immersion classrooms. This coordinator's role is to mentor and coach immersion colleagues and ensure (with executive support) that measures are implemented to assist students at risk of achieving Italian language benchmarks.
- 4.5 The school makes a consistent effort to incorporate preliminary Italian language learning into the Preschool and Montessori programs as a transition into the immersion program in Kindergarten and Year 1. Depending on available resources, this may be by an Italian native speaking SLA (School Language Assistant), or a fully qualified immersion teacher.
- 4.6 The YPS Principal and Board are responsible for ensuring the school makes every effort to forge links with the local Italian community, the Italian Embassy and establishing relationships with other bilingual and Italian speaking schools and networks in Australia (for example the Modern Languages Teachers' Association of Victoria Bilingual Schools Network).
- 4.7 The YPS Principal and Italian Program Executive teacher are responsible for liaison and development of strong relationships with schools in Italy to sustain the school's biannual community trip and billeting of students (and potentially teacher exchanges) with Italian families at respective Italian schools.
Community trips to Italy have been conducted every two years since 2010.

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