



# WILLUNGA HIGH SCHOOL











## Languages Policy

### Mission Statement

Willunga High School creates an inclusive learning environment that provides high quality, innovative learning opportunities for young people that enable them to become highly successful global citizens.

This policy describes the philosophy and strategies that guide the development of the Languages curriculum architecture, the construction of language courses and the high-quality teaching and learning of languages at Willunga High School. As a school with limited diversity, Willunga High School is determined to support students to be globally minded citizens by ensuring they engage in cultural experiences. English is the primary language spoken and all students engage in a minimum of 50 minutes of compulsory Language and Literature, through years 7 - 11; all students also engage in a minimum of 50 minutes of compulsory language acquisition per year, either Japanese or Spanish languages, through years 7 - 9. As a candidate school for the International Baccalaureate Middles Years Program (IBMYP), all students work to develop the following IB Learner Profile attributes.

As learners at Willunga High School we strive to be:

 <p><b>Inquirers</b></p> <p>We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	 <p><b>Open-Minded</b></p> <p>We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
 <p><b>Knowledgeable</b></p> <p>We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	 <p><b>Caring</b></p> <p>We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
 <p><b>Thinkers</b></p> <p>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	 <p><b>Risk-Takers</b></p> <p>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
 <p><b>Communicators</b></p> <p>We express ourselves confidently and creatively in more than one language and in a variety of ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	 <p><b>Balanced</b></p> <p>We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve wellbeing for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
 <p><b>Principled</b></p> <p>We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	 <p><b>Reflective</b></p> <p>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>



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## Language Philosophy

As English is the primary language spoken, students are supported to develop their English language acquisition skills through extensive English Language and Literature programs during IBMYP and SACE completion.

As decided upon in consultation with our community, Japanese and Spanish language acquisition programs are offered at Willunga High School. They aim to:

- Enable students to learn and use language effectively, appropriately, accurately, and confidently.
- Develop student mastery of oral and written communication.
- Enable students to develop and use language skills in a variety of contexts and purposes.
- Promote the appreciation, understanding and analysis of literature.
- Encourage students to explore language as a means to understand differing perspectives of people from other cultures.
- Develop student awareness of the role of language in other areas of the curriculum and its connection to other ways of knowing.
- Support students to utilise language skills in interdisciplinary contexts and external settings.

## Mother Tongue Support

Willunga High School understands the importance of supporting the preservation and development of a person's first language. Our First Nations students gain support with language group dialect development via our Aboriginal Education Team. In 2024 there are the following Mother Tongue languages spoken by parents at home: Afrikaans, Filipino, Indonesian and Romanian, however, the children of these parents speak English as their first language. Our current students are encouraged to engage with their mother tongue languages. All students from non-English speaking parents have their work scaled annually, in line the Department for Education English and an Additional Language program (EALD). This program supports students' English language development, where required, with additional funding and resources, which may include tutoring with the Inclusion Team and/or in-class SSO support. Our Inclusion Team are responsible for this process and supporting EALD students, however, all teachers at Willunga High School receive Professional Development in Differentiation, literacy elements and teaching strategies to meet the needs of EALD students. Our current students do not require additional support. Students who enrol that require significant support for mother tongue language outside of this are referred onto the [Department for Education School of Languages](#). Students can also be supported through the 'New Arrivals Program' at the [Secondary School of English](#), where they complete a six-month English program to then attend a government school.

## Shared Language Development

In support of IB principles, all teachers at Willunga High School are equally responsible for the language development of students. They must be provided with the opportunity to develop all language skills concurrently and develop their vocabulary and grammar structures not only in foreign language classes. Therefore, all teachers equally contribute to the language development of their students and should plan the teaching in such a way that addresses both subject content and use of the language. For our students, language competence will serve not only as a means of further academic study, but also as a means of international, intercultural communication to use throughout their lives. Through ongoing, collaborative planning occurs to reflect on language acquisition development and plan for our students' learning needs. Students themselves are expected to utilise their language learning experiences to communicate their knowledge and understanding and enhance their life. Willunga High School is committed to supporting its teachers in becoming proficient in languages to advantage our students' language development. This

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may be done by attending language training and development opportunities aimed at building up subject-specific vocabulary and notions.

## Responsibilities

### Principal

- Creates conditions that produce the best learning environment and school structures to support high quality teaching and learning.
- Ensures the human and physical resources necessary for effective delivery of languages are provided.
- Delegates responsibility for implementing high quality teaching and learning programs, and the delivery of curriculum frameworks to the Deputy Principal Curriculum and the Area of Learning Leaders.
- Ensures the best quality staff are recruited to provide high quality teaching and learning for students studying languages.

### Deputy Principal Curriculum

- Quality assures the delivery of curriculum frameworks in the Australian Curriculum, IB Middles Years Program and the SACE.
- Leads curriculum development with the Area of Learning Leaders to ensure that teaching and learning is of the highest quality for students to achieve appropriate outcomes and intellectual challenge.
- Responsible for implementing the Languages Policy in collaboration with Area of Learning Leaders.
- Implements Induction Program for new staff and professional development plan, including Early Career Teacher Development Program, and Performance and Development Plans.

### IB Senior Leader

- Ensures that all Languages teachers are provided with the appropriate level of professional learning that equips them to deliver high quality teaching and learning in the IB Middle Years Program.
- Ensures the Area of Learning Leaders and teachers delivering the IB Middle Years Program are aware of the IB requirements and updates to policy and curriculum.
- Works with Area of Learning Leaders and their teams to use data, to develop and implement continuous improvement strategies.
- Ensures Areas of Learning Leaders have adequate time to work with teaching staff to develop high quality teaching and learning language programs.
- Ensures the school community and curriculum reflects international mindedness.

### SACE Senior Leader

- Ensures that all Language teachers are provided with the appropriate level of professional learning that equips them to deliver high quality teaching and learning in the SACE.
- Ensures the Area of Learning Leaders and teachers delivering the SACE are aware of the SACE requirements and updates to policy and curriculum.
- Works with Area of Learning Leaders and their teams to use data, to develop and implement continuous improvement strategies.

### Area of Learning Senior Leader



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- Ensures all Languages teachers are supported to deliver high quality teaching and learning, across all curriculum frameworks including the Australian Curriculum, the IB Middle Years Program and the SACE.
- Works with teachers to co- develop and implement improvement plans that support successful outcomes of all students.
- Ensures the curriculum reflects international mindedness.

## Teachers

- Develop curriculum that engages and challenges students to bring their own personal success and reflects the school's Pedagogical Framework for modern learners.
- Deliver the requirements of the Australian Curriculum, IB Middle Years Program and the SACE.
- Provide support to the development of literacy and language for all learners.
- Use student outcome data as part of their professional reflection process to continually improve teaching practices.
- Consistently follow the Teaching and Learning Charter.
- Encourage international mindedness.

## Students

- Consistently follow the Teaching and Learning Charter.
- To engage with learning at least one other language in addition to English in line with the school's curriculum expectations.
- Demonstrate the school's Values in their behaviour and dispositions.
- Adopt international mindedness.

## Families

- Work in partnership with students and teachers to support their child's learning of at least one additional language other than English for as long as possible.
- Support international mindedness.

## Current Language Acquisition Provisions

In Years 7 – 10 students at Willunga High School follow a programme that meets the learning requirements of both the Australian Curriculum (SA Implementation Schedule) and the IB Middle Years Programme. In Years 11 and 12 students follow the SACE learning requirements. Please see detailed table below for outline.

Year	Curriculum Delivered	Subjects
7	IBMYP Year 2/Australian Curriculum	<b>Japanese or Spanish</b> 2 x 50-minute lessons per week, full year. Total of 63 hours a year. Students can choose which language they wish to study.

		<p><b>Language and Literature</b> (English)- full year. Total of 126 hours per year. Compulsory for all MYP students.</p>
8	IBMYP Year 3/Australian Curriculum	<p><b>Japanese or Spanish</b> 2x 100-minute lessons per week, full year. Total of 126 hours per year. Students continue with their chosen language from Year 7 (IBMYP Year 2).</p> <p><b>Language and Literature</b> (English)- full year. Total of 126 hours per year. Compulsory for all IBMYP students.</p>
9	IBMYP Year 4/Australian Curriculum	<p><b>Japanese or Spanish</b> 2x 100-minute lessons per week full year. Total of 126 hours per year. Students continue with their chosen language from Year 7 (IBMYP Year 2).</p> <p><b>Language and Literature</b> (English)- full year. Total of 126 hours per year. Compulsory for all IBMYP students.</p>
10	IBMYP Year 5/Australian Curriculum	<p><b>Japanese or Spanish</b> 1 or 2 semesters (optional) Total hours either 63 or 126. Students continue with their chosen language from Year 7 (IBMYP Year 2).</p> <p><b>Language and Literature</b> (English)- full year. Total of 126 hours per year. Compulsory for all IBMYP students.</p>
11	SACE	<p><b>Japanese or Spanish</b>- full year (*optional) Total of 126 hours per year. Students continue with their chosen language from Year 7 (IBMYP Year 2).</p> <p><b>English</b>- full year. Total of 126 hours per year. Compulsory for all SACE students.</p>
12	SACE	<p><b>Japanese or Spanish</b> 2 semesters (*optional) Total of 126 hours per year. Students continue with their chosen language from Year 7 (IBMYP Year 2).</p>



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		<b>English</b> - full year (optional). Total of 126 hours per year.
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\*If students are not successful with language acquisition and proficiency during the IBMYP program, it is not recommended they continue with language acquisition in the SACE.

## Phase Progression through the Middle Years Program

All Year 7 students entering Willunga High School will be placed at Phase 1 unless caregivers have indicated that their child has some prior language acquisition experience in the selected language. Students need to achieve no less than a level of achievement of 6 in each of the criteria in order to move phases. Each semester, reporting data will be used to notify those students and their caregivers in writing if they are moving up phases. Moving phases may not mean changing classes. Classes may contain more than one phase of language acquisition learners but will be organised vertically in phases rather than chronologically. Students who are achieving highly but have not yet achieved a Grade 7, may at the discretion of the Language Acquisition teacher be placed in the next phase on a trial basis.

Endorsed by Principal Anthony van Ruiten

### Prepared by

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Review to be completed in 2025 by IBMYP Coordinator