

INDOOROOPILLY STATE HIGH SCHOOL

DEPARTMENT OF EDUCATION AND TRAINING

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME Language Policy



Indooroopilly State High School is a school defined by high expectations. We expect our students to develop self-discipline and social responsibility within a nurturing environment. Our vision and values guide the school's strategic direction and every day actions. As *a community of forward thinkers*, we strive to prepare our students for a global future which they will help to shape as productive, ethical citizens. Our four core values of *Each person's dignity, Our community's diversity, Open communication* and *Quality learning* are embedded into all aspects of school life, and are manifested in a unique "Indro" sensibility.

IBO Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

- **INQUIRERS**
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.
- **KNOWLEDGEABLE**
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.
- **THINKERS**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **COMMUNICATORS**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **PRINCIPLED**
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.
- **OPEN-MINDED**
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.
- **CARING**
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.
- **RISK-TAKERS**
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.
- **BALANCED**
We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- **REFLECTIVE**
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.

Indooroopilly State High School Language Policy

Students learn language, learn through language, and learn about language in an environment where they explore concepts, solve problems, organize information, share discoveries, formulate hypotheses, and express opinions and justify perspectives.

Overview

The school promotes an enriched additional language philosophy whereby:

1. English is acquired in addition to students' home languages (where applicable).
2. English is the primary medium of instruction and social interaction, and is the language of inclusion for the entire Indooroopilly community.
3. English develops as a process over time through purposeful use in listening, speaking, reading and writing tasks across all curricula areas, extra curricula areas, and social situations.
4. The acquisition of English provides students the opportunity to grow beyond a single cultural community.
5. Literacy in the home language is recognized as an important part in the development of all students' self-esteem and cultural identity and is a key component of successful learning in English.
6. The Language Policy is comprehensive and includes the twin goals of mastering a high-quality academic curriculum and acquiring English-language proficiency for all students.

The policy is fostered chiefly through professional training and understanding of relevant additional language acquisition research. The further development of the practices and procedures relating to the language policy is an ongoing school priority as information is gathered and practices are implemented. Finally, the language policy assists our teaching staff with the delivery of pedagogy and assessment. Our integrated curriculum focuses on what we want our students to know and be able to do, and what evidence will be collected to document the learning students achieve.

Expectations

Our students experience a language-rich education in which English is the primary language of instruction and social interaction. An appropriate level of English language proficiency in both interpersonal communication skills and cognitive academic language proficiency is the linguistic goal of the curriculum. It is recognized that fluency in English is at least partly dependent upon the amount of time and the variety of situations in which English is used. Therefore, the expectation is that all students, staff, and administration will use English at school as the primary language of communication, including for the purpose of social interaction.

**Language Programmes at Indooroopilly
Diploma Programme (DP)**

Group 1

Indooroopilly State High School offers Language A: Literature at both SL and HL. Every student must take one subject from Group 1 and at least one subject from Group 2. The choice of language level depends upon the student’s preference, level of proficiency and literacy in that language and his/her overall Diploma Programme.

Students proficient in a non-English language have the option of studying that language at language A level in place of a Group 2 language via the school supported self-taught option.

Group 2

The following table outlines the language choices able to be offered at IB Diploma Level for Group 2. Due to the international diversity of students enrolled at Indooroopilly, a variety of languages at B (HL and SL level) and ab initio is offered to academically challenge students of differing levels of ability either formally within the school or through facilitation with external tutors.

<p>B Higher or Standard Level</p>	<p>Is for a language learner who:</p> <ul style="list-style-type: none"> • demonstrates considerable experience in the language but who is still working on language acquisition and fluency. <p>Students will:</p> <ul style="list-style-type: none"> • learn to communicate effectively in a number of situations, from everyday exchanges to literary texts • study the culture of the target language • develop mastery of language skills. 	<p>Spanish Mandarin</p>
<p>Ab initio</p>	<p>Is for a language learner who:</p> <ul style="list-style-type: none"> • has little or no experience of the target language • is largely working on language acquisition and skills development. <p>Students will:</p> <ul style="list-style-type: none"> • learn to communicate in a number of situations, from everyday exchanges to literary texts • study the culture of the target language • develop sound use of language skills. 	<p>Spanish Mandarin</p>

Admission to Indooroopilly State High School

The school seeks to enrol students from diverse socio-economic, ethnic, linguistic and national backgrounds who will benefit from the challenging academic programmes and who will contribute to the life of the school. Students with appropriate qualifications are admitted at all levels, class sizes permitting. Students of all linguistic backgrounds are considered for admission.

International students with low levels of English language proficiency access the mainstream curriculum after reaching language skills set by the High School Preparation (HSP) Program which provides English language instruction and assists with integration into mainstream schooling. English language proficiency is further enhanced once students join mainstream classes through the use of specific teaching strategies in all subject areas with the support of the English as an Additional Language or Dialect (EALD) Department.

Students should be proficient in English to begin the IB Diploma.

Indooroopilly State High School Language Profile

	Junior Secondary (Years 7-9)	Senior Secondary (Years 10-12)	IB Diploma
We provide a learning experience for all students, delivered in English.	✓	✓	✓
We provide Spanish/Spanish Immersion as a language for students.	✓	✓	✓
We provide Chinese/Accelerated Chinese as a language for students.	✓	✓	✓
We provide courses in French, German, Japanese, Indonesian, Russian and Italian through the Brisbane School of Distance Education.		✓	*
We offer Spanish and Mandarin for Group 2 students for the IB DP.			✓
We view the on-going language development for all students as the responsibility of all teachers, parents and students	✓	✓	✓
We understand that our students come to our school with many different language backgrounds and will all progress at a different pace.	✓	✓	✓
We teach language through context and relate new information to existing knowledge.	✓	✓	✓
We accommodate different learning styles with differentiated instruction according to individual needs.	✓	✓	✓
We strive to keep abreast of the most current research regarding language learning.	✓	✓	✓
We give on-going feedback on students' progress in all languages of instruction.	✓	✓	✓
We provide for language support beyond the classroom including the HSP Program and EALD Department tutorials and one-on-one assistance.	✓	✓	✓

* Other languages can be studied upon negotiation with the IB Coordinator subject to a qualified tutor being available.

Second Language Support

Successful language learning can only be accomplished through a thorough support system within the school and a full partnership between our school and the parents.

Provision of English as an Additional Language or Dialect (EALD) Support

English language tuition in the classroom provides enriched language instruction and is sensitive to non-native speakers' needs. All teachers at Indooroopilly State High School receive Professional Development in Differentiation, literacy elements and teaching strategies to meet the needs of EALD students.

Students deemed to have insufficient language skills to be successful within the mainstream school are given more intensive, small group language instruction. The HSP program ensures new students to the school have access to the English language through integrated school curricula. When students are enrolled in Years 7-10, EALD Tutorials operate as part of the timetabled curriculum for students who require additional support. EALD teachers also provide in-class support to classroom teachers to assist with differentiated teaching strategies and to support individual students.

Student Support

The school takes a holistic approach to each student's education and provides a diverse array of support options to assist with academic, social and personal needs. The Student Services team offers careers and welfare support by way of our Guidance Officers, School-based Youth Health Nurse, Chaplain and Student Services staff who provide attendance support and first aid when required. Indooroopilly also offers an Aboriginal and Torres Strait Islander Education Worker to assist our Aboriginal and Torres Strait Islander students.

Being the proud home to a great number of students from overseas, our multi-lingual International Team is an important component of Student Services. The International Team serves as the central support for all International students as they adjust to life in a new country.

Learning Support Services provide timetabled tutorials, one-on-one support and in-class support to students who require it. Learning Support staff and teachers work in partnership with parents/caregivers to review student information and develop a course of action including modifications to curriculum content and delivery to meet the needs of individuals.

Mother Tongue Support in the Secondary and IB DP programme

Indooroopilly understands the importance of supporting the preservation and development of a person's first language. The school strongly supports the rich cultural and language diversity present in the school through classroom activities and co-curricular events such as UN Day. As our staff are a culturally and linguistically varied group of experienced educators, mother tongue support is available to students and their extended families. Students' first language is also supported through opportunities to act as guides for international visitors at various points in the year.

Implementation Practices

Language Admissions, Placement and Tracking

1. The school assesses applicants through a range of appropriate procedures.
2. Our assessment procedures include English language-proficiency, tracking, appraisal of past records and current academic levels, student's language or language-readiness skills and observation of emotional and social development.
3. We place students in appropriate instructional settings based on the data of our assessment procedures (e.g. HSP and EALD support).
4. We place students according to age-appropriate criteria where educationally suitable.
5. We conduct ongoing assessment of students' academic and language accomplishments and needs.
6. We collect representative samples of students' work to document linguistic and academic growth in language.
7. We communicate clearly with parents regarding students' accomplishments and needs as they progress through the grades.

Language Promotion and Graduation

1. We recognize that the beneficial outcomes of language immersion programs are cumulative and individual.
2. We assess each student's progression in reading, writing and oral language to make sure that developmental linguistic progress is being made.
3. We assess each student's academic progression using multiple forms of data collection (i.e. tests, oral presentations, assignments, projects, portfolios, collaborative assessment).
4. We assess students' readiness to exit the HSP/LEC support programme according to specific criteria by using a variety of assessment procedures.
5. We keep parents informed of their children's academic progress and English-language proficiency on an ongoing basis.

English Language Curriculum

1. We use Queensland Curriculum and Assessment Authority and IB-based curriculum models. We use our teachers' professional expertise and judgment to select teaching strategies most appropriate to their group of students (e.g. differentiated instruction, cooperative learning) within our school's Vision and Values, our school-wide pedagogical model aligned with The Art and Science of Teaching and the IB Approaches to Teaching and Learning.
2. We use a standards-based assessment model that identifies what students should know and be able to do in all curriculum areas.
3. We use a language-across the curriculum model that uses language in increasingly complex ways whereby learners attain English language proficiency by using and exploring language in its many dimensions.
4. We recognize assessment for learning purposes and believe in quality feedback as part of the learning process. We incorporate feedback into the teaching and learning cycle to allow students to explore ways to build on their skills, understanding and knowledge.

Responsibilities of Stakeholders

Effective implementation of the Language Policy requires that cooperation of all stakeholders of the school community.

Senior Administration and Heads of Department

1. Use English as the primary language of communication.
2. Ensure that policies and procedures regarding language acquisition are developed and implemented and are regularly reviewed.
3. Provide funding, facilities and resources for the successful implementation of the language policy.
4. Provide a variety of professional development opportunities to better enable teachers to be effective instructors of students with a range of language proficiencies.
5. Attract and retain highly qualified and experienced teachers.
6. Promote an extra-curricular programme that encourages the use and development of English and respects the mother tongue language of all students.

Role of HSP and EALD Literacy Support Specialists

HSP/LEC and EALD Literacy Support specialists have knowledge of language and second language development, culture, grade-level subject matter, instructional resources and assessment tools. The following goals set out the range of activities that these specialists undertake:

1. Use English as the primary language of communication.
2. Work with administrators and faculty to enhance the language programme with language across the curriculum perspective.
3. Support professional development in the practices of language across the curriculum
4. Nurture the articulation of thematically-integrated, language programme curricula.
5. Promote effective language teaching and assessment practices.
6. Communicate with parents, where deemed appropriate, regarding language issues and the school's language programme.
7. Contribute to the school's Literacy Committee to regularly review whole school approaches to learning.

Responsibilities for language-immersion and language development do not rest exclusively with these specialists but rather are shared with teachers in all subject areas, and parents.

Role of teachers

Since learning and language are inextricably bound, every teacher at Indooroopilly State High School is both a content teacher and a language teacher. The teacher is expected to:

1. Use English as the primary language of instruction and social interaction in and out of the classroom.
2. Acquire a professional knowledge base in second language acquisition processes, students' developmental language behaviours, and familiarity with students' language learning cognitive styles.
3. Wherever possible, integrate language instruction with content instruction.
4. Make high-level academic content instructionally comprehensible.
5. Create classroom environments that are discourse-rich and process-oriented (plentiful opportunities for students to listen to, read, speak, and write through interactive activities).
6. Support and encourage language self-assessment.
7. Give ongoing feedback to students on their linguistic and cognitive development by using a variety of balanced assessment strategies.
8. Hold high linguistic and academic expectations for all students.
9. Build a strong home-school partnership using various means of communication.
10. Emulate dispositions for life in an international world (i.e. empathy, flexibility and respect for others' languages and cultures).
11. Work collaboratively to develop culturally inclusive and age-and developmentally appropriate curriculum and teaching strategies.
12. Integrate appropriate technology that enhances language development.

13. Select resources that are linguistically accessible and culturally inclusive.
14. Promote an extra-curricular programme that encourages the use and development of English but that also celebrates and encourages the diverse mother tongue languages of Indooroopilly e.g. UN Day, Naidoc Week celebrations etc.
15. Regularly contribute to and participate in professional development.

Role of Parents and Caregivers

A number of parental actions will facilitate linguistic and academic success for students.

Families are encouraged to:

1. Have a positive attitude toward both English and home language.
2. Promote the advantages of learning other languages.
3. Encourage and support their childrens' additional language acquisition.
4. Communicate with Indooroopilly State High School and regularly involve themselves in school activities.
5. Support the expectation that students use English as the language of learning and social interaction on campus.
6. Have an understanding of school requirements and expectations.

Role of Students

English is the primary language of instruction and social interaction at Indooroopilly State High. Students learn and communicate in English. English is the recognized as the language of inclusion on campus, and therefore students are expected to use English both in and out of the classroom.

Students at our school are expected to:

1. Demonstrate respect for others by using English in class as well as in social situations.
2. Demonstrate respect for others by celebrating the use of mother tongue or other languages and cultures.
3. Undertake instruction in a language other than English throughout their years at school to develop themselves as inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect (Promotion of Indooroopilly core values and qualities as outlined in the IB student profile).
4. Develop fluency in English for all forms of communication.