



Languages Statement

Philosophy

Communication is fundamental to learning. It underpins the cycle of inquiry, action, and reflection. Language is central to learning and all teachers are responsible for facilitating communication. Language learning provides students with opportunities to engage globally and build understanding, tolerance and wonder about the world. Differentiating the language learning experiences for students provides inclusion and equity of access to the IB programmes offered by the school. Language learning fosters the development of transferable skills that extend beyond the language classroom and support students' growth as global learners.

The school places importance on language learning, including mother tongue, host country language and other languages. All teachers are language teachers and parents play an important role in supporting language development for all our students. The school supports translanguaging practices to allow multilingual students, including those learning English as an additional language, accessing the curriculum more effectively by building on their existing language strengths.

Aims

The school community considers that the study of languages, including English, is an essential skill for all students. The study of language aims to:

- Help students to develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing world through international mindedness.
- Provide a developmental approach to language learning that is integrated across the academic curriculum
- Provide a programme of literacy and language teaching that acknowledges the diverse language needs of students through differentiated and integrated teaching and learning practices.
- Value the prior language knowledge that students bring to their learning
- Establish connections with the different language and cultural groups within the community, and
- Focus on the transdisciplinary nature of language learning and the interrelated skills of language, literature and literacy (Australian Curriculum).
- Value students' prior language knowledge including drawing on their home languages, bridging new knowledge to what they already know, fostering deeper engagement and academic success.
- Develop students' ability to express ideas clearly and effectively in both written and spoken forms across multiple languages and contexts.
- Promote respect, empathy and open-mindedness when navigating cultural and linguistic diversity

Implementation

- English is the language of instruction at Gold Creek School.
- Students learn a language in addition to their home language (mother tongue). The Study of a language in addition to their home language is compulsory from years 2 to 10.
- Students participate within the IB PYP and MYP based on levels of language proficiency and adjustments are made to cater to the different language levels of all students.
- The teaching of language is integrated across the curriculum and all teachers are responsible for teaching the language requirements for their subject group in the IB.
- Language is taught using explicit teaching and inquiry-based pedagogies and assessed through formative and summative tasks.
- Language is assessed in Language Acquisition classes using the IB Criteria and relevant Approaches to Learning
- Language learning is celebrated through IB Learning Profile Awards.
- The mother tongue of students is acknowledged, and parents are encouraged to access mother tongue lessons available through various external providers.
- Structured group activities will encourage peer support in both English and other languages.

- Classroom practice supports the use of students' home languages alongside English for brainstorming, comprehension and collaboration.
- Language learning experiences integrate transferable skills by embedding communication, critical thinking, and intercultural understanding into classroom practice.



Daniel Breen
Principal



Laura Sharp
Board Chair

School Board Issue Date: 2025	Review Date: at Board discretion
Related Documents: Gold Creek Language Procedures, Australian Curriculum - English and EALD, Languages, ACT ETD International Students and EAL/D guidelines	
Reference List:	
Standard - Culture through policy implementation (from Principals into Practice) Culture 1.2, 1.3 MYP, Culture 4, 1,2,3,4, Culture 6.1,5,6,7	

Actions taken and further related procedures

ROLES AND RESPONSIBILITIES OF TEACHERS, PARENTS AND STUDENTS TO BE CREATED ON NEXT REVIEW.