



INTRODUCTION

As an Internationally Accredited school that offers the Primary Years Program aligned with the Victorian Curriculum, Brighton Primary School is committed to students learning an additional language. In the last 12 months as part of our CIS review and preparation for our DET review, we have been able to collect feedback on our languages program. Based on this feedback, the Education sub-committee (composed of teachers and parents) of School Council conducted reviewing our Language program with the view of ensuring we have the most ideal program in place for our students.

PART A: THE PROCESS

The Education sub-committee followed the process below to conduct the review. We had several meetings over the August - November 2020 period and consulted with a range of stakeholders.

1. Determine our current state
2. Determine our review objectives
3. Consultation, data gathering and research
4. Consolidate results
5. Share results and recommendations

1. **Determine our current state**

Why conduct a Language Program review?

- Feedback received from the community (parents and teachers)
- Prep-Grade 6 consistency and clarity across the school
- Opportunity due to staff changes in our Mandarin- Chinese program

Brief history of the Language Programs at Brighton Primary School

- Italian Language has been taught at BPS for over 30 years
- Italian was the first language to be taught at BPS
- The choice for Italian was to build on Australia's connection with Italy at the time including the Italian migrant population in Australia
- The decision to move to Mandarin Chinese for students in Grade 5 and 6 was made at the end of 2016
- The reasoning around this was to set up connections with a school in China and include a language exchange program.

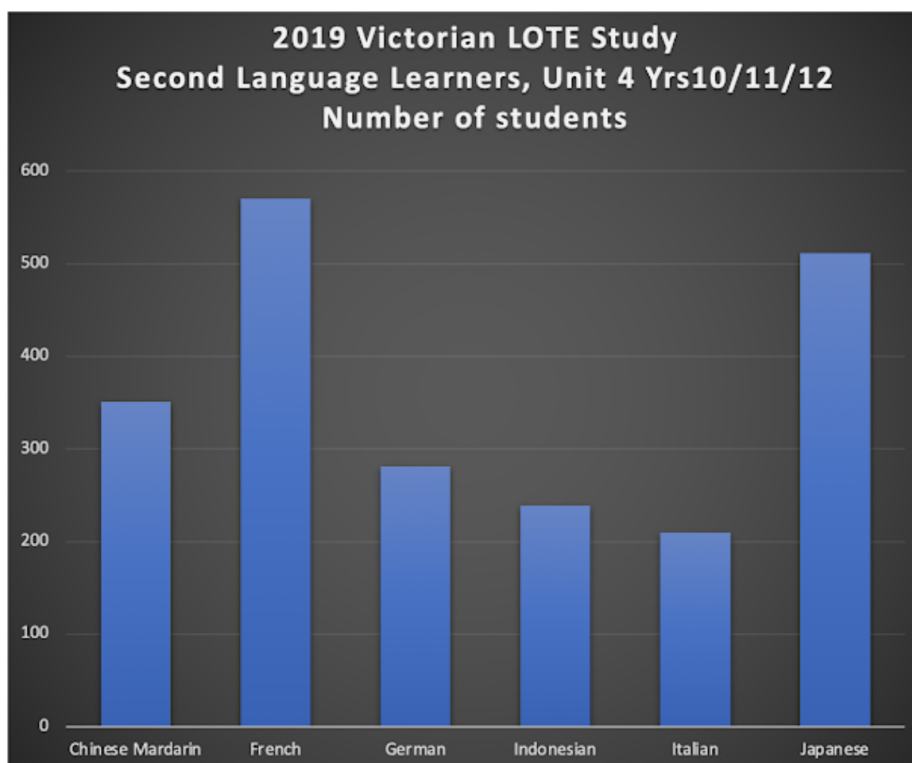
Current Languages Program at Brighton Primary School

- P-4 Students receive a 50 minutes class per week in **Italian language and culture**
- 5-6 Students receive a 50 minute class per week in **Mandarin Chinese language and culture**
- 5-6 Students start at 'Pathway 1' in Mandarin Chinese (equivalent to P-2)
- The schools celebrates special events to build cultural understanding, e.g. Italian Day, Carnevale/Chinese New Year
- Opt-in Cultural and Language Tour to Italy biannually* (*subject to interest)

2. Determine our review objectives

- A sequential and cumulative process - **the same language** taught P-6
- Taught by a qualified teacher(s) of the language
- Delivered 50 minutes per week
- Primarily aimed at developing some proficiency in the target language and (inter) cultural capabilities
- Part of a **planned pathway for languages learning** - considering where the majority of our students go to secondary school
- Opportunities to practise and meaningfully use the language in authentic situations.

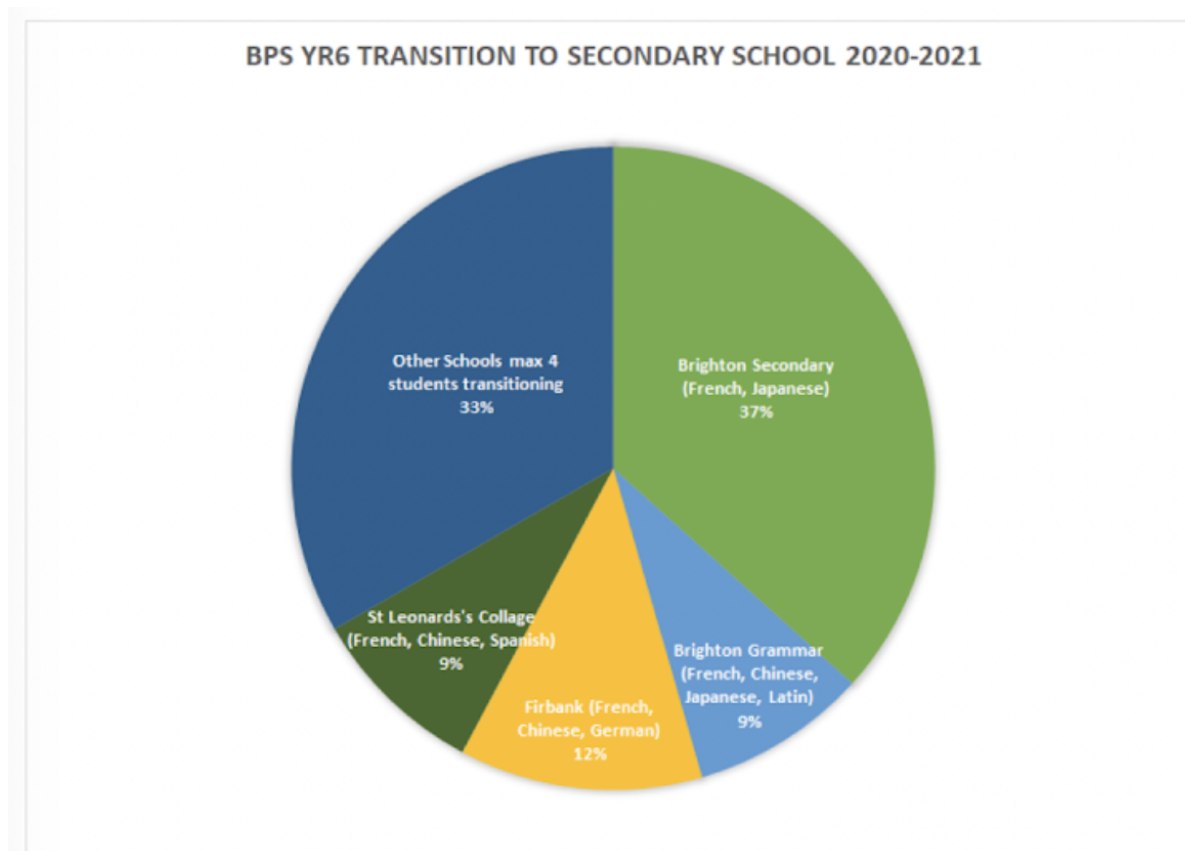
3. Consultation, data gathering and research



2019 LOTE Programs in Victorian Secondary Schools Unit 4. The table below draws on statistics presented in the Languages Provision in Victorian Government Schools, 2019, Report, prepared by the Victorian Department of Education. It shows the number of second language learners at a VCE level in Victorian Government Schools.

SCHOOL	LANGUAGES OFFERED			
Brighton Secondary	French	Japanese		
Brighton Grammar	French	Japanese	Chinese	Latin
Firbank Grammar	French		Chinese	German
St Leonards College	French		Chinese	Spanish

Languages Offered at our main feeder schools.



Brighton Primary School Grade 6 to Year 7 transition data. The graph below has been prepared using the transition data from 2020 of our grade 6 students and their selected secondary schools. This 2020 data is reflective of trends in previous years.

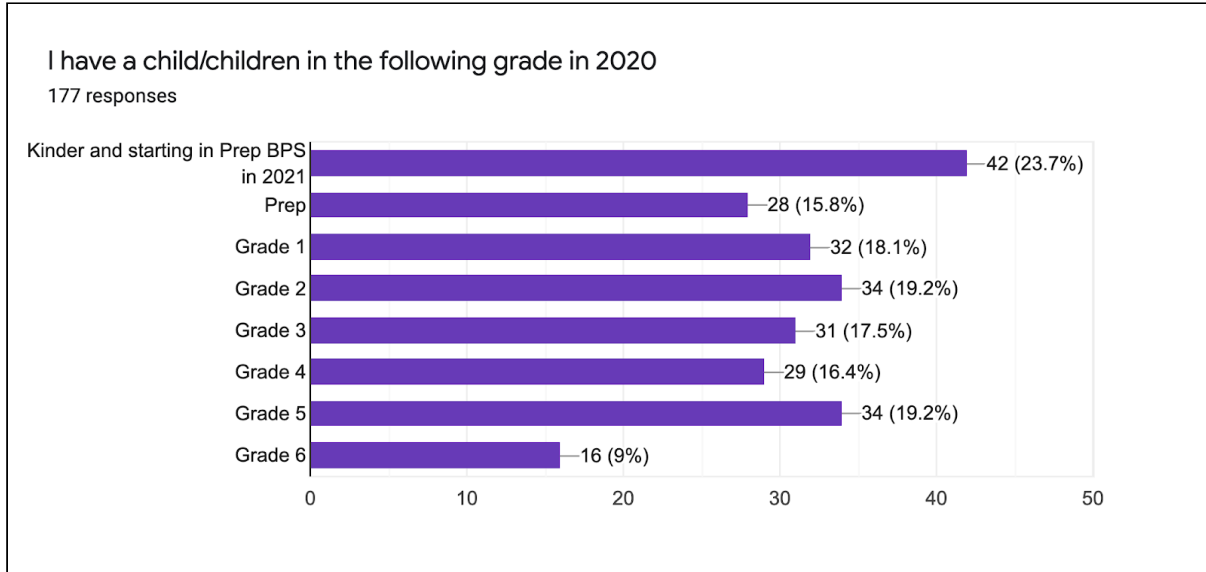
POSSIBLE PROS AND CONS OF OFFERING PARTICULAR LANGUAGES AT BPS			
	FRENCH	ITALIAN	MANDARIN CHINESE
PROS	<ul style="list-style-type: none"> <input type="checkbox"/> Staff (quality teaching staff available) <input type="checkbox"/> Uses the same alphabet as English <input type="checkbox"/> Learning French helps with learning Italian, German, Spanish & Portuguese at a later stage. This could support a planned pathway in European languages <input type="checkbox"/> The word sets of French and Italian are approximately 85% similar <input type="checkbox"/> Is offered at all our 4 main feeder secondary schools <input type="checkbox"/> The most popular language at VCE level (excluding languages for native speakers) <input type="checkbox"/> Strong retention rate <input type="checkbox"/> Opportunities to authentically use the language outside school (local cafes, shops and French festivals) 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff (the program is currently staffed) <input type="checkbox"/> Uses the same alphabet as English <input type="checkbox"/> Learning Italian helps with learning French, German, Spanish and Portuguese at a later stage. This could support a planned pathway in European languages <input type="checkbox"/> The word sets of Italian and French are approximately 85% similar <input type="checkbox"/> Opportunities to authentically use the language outside school (local restaurants, shops and Italian festivals) <input type="checkbox"/> It has been a part of Brighton Primary's heart and culture for many years. Italian Day etc are popular events with the students 	<ul style="list-style-type: none"> <input type="checkbox"/> Opportunities to authentically use the language outside school <input type="checkbox"/> Offered at some of our main feeder schools <input type="checkbox"/> Has been offered at BPS for the last 4 years

POSSIBLE PROS AND CONS OF OFFERING PARTICULAR LANGUAGES AT BPS			
	FRENCH	ITALIAN	MANDARIN CHINESE
CONS	<ul style="list-style-type: none"> <input type="checkbox"/> Currently not offered at BPS and would require a possible 1-2 year transition plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Not offered at the main feeder schools 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff (can be difficult to find appropriate staff) <input type="checkbox"/> Uses a different writing system to English <input type="checkbox"/> Difficult to learn <input type="checkbox"/> Many students drop Mandarin before VCE level

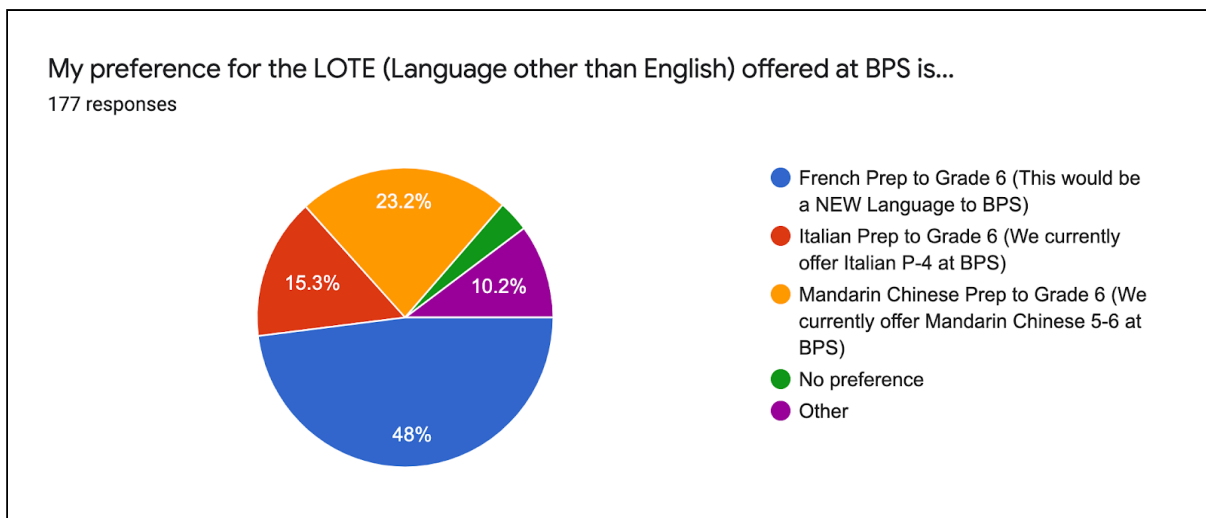
Potential Pros and Cons of offering particular languages. The Education Committee has prepared the table above based on some of the above data and statistics and information included in the Languages Provision in Victorian Government Schools, 2019, Report, prepared by the Victorian Department of Education. The Committee acknowledges that there are never really any 'cons' for learning a language. We are considering the pros and cons based on our BPS school context. This table has been prepared in consultation with a range of stakeholders including a language teacher.

PART B: COMMUNITY SURVEY RESPONSES

The Education Committee shared the above listed data and research with the BPS parent community. Parents/carers were invited to read the data and offer their input into their preferred language offered at BPS in the future.

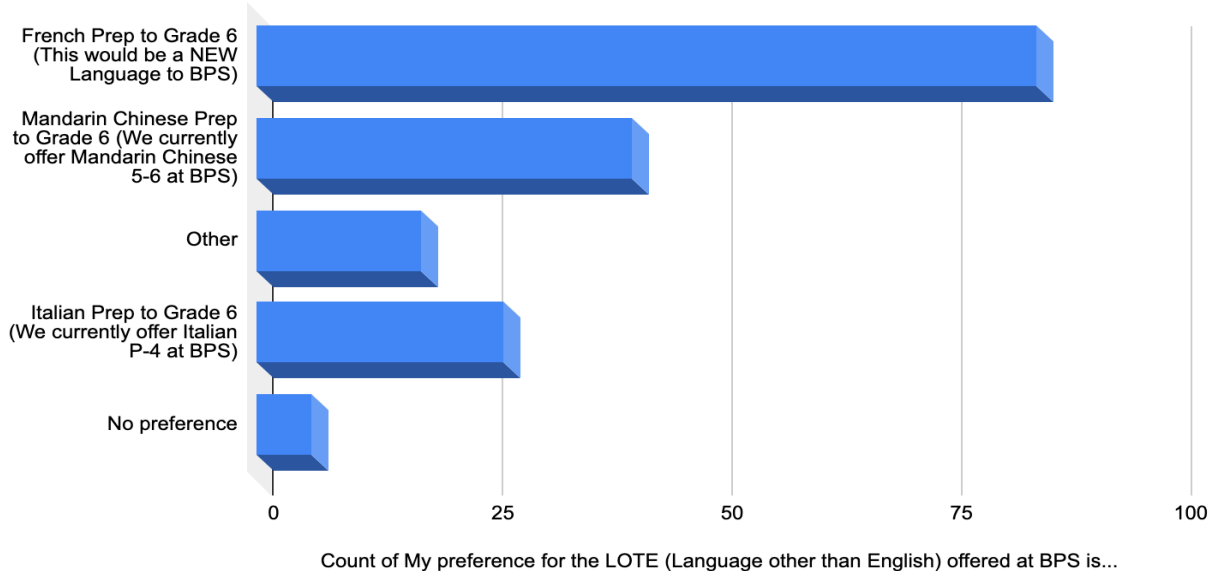


Survey Respondents



Results by percentage

Count of My preference for the LOTE (Language other than English) offered at BPS is...



Results by number of respondents

Language	Number*
Japanese	5
Spanish	3
German	2
AUSLAN	2
Indonesian	1

Other languages suggested
**5 responses did not share their preference or expressed a preference from French, Mandarin or Italian*

Some General Comments...

1 language taught p-6

I think a consistent language P-6 would be best, whatever it is.

Ultimately learning a language at this age is about the process, exposure, and cultural foundation, the quality of the language program will be way more significant than the language itself.

If language is to be taught (& I firmly believe it should) it should be consistent from prep to grade 6

I think learning a language is a very positive experience for children and I think that learning a language that they can also read is easier at the primary level.

Agree with notion of offering one LOTE option for all primary school years

General Comments

PART C: EDUCATION COMMITTEE RECOMMENDATION

- The Education committee looked at the common language offered to our main feeder secondary schools, our transition data, VCE retention rate and the community feedback. In line with the objectives of a common language Grade Prep - 6 and a possible planned pathway the recommendation is that **FRENCH be offered at Brighton Primary School Grade P - Grade 6**
- Transition to French: The Education Committee could see a range of pathways forward that would involve a transition period. However, the Education Committee acknowledges that this can prove challenging to staff if numbers of classes are constantly changing and may be of detriment to the program. **Therefore it is the recommendation that the transition to French occur in 2021 across the entire school P-6**
- **Other key considerations:**
 - The school use the expertise of the current LOTE teacher to support the new language program where appropriate
 - The school employ a French language teacher with relevant experience
 - The school support the appropriate resourcing of setting up a new language program including: visits to other schools, purchasing of resources and relevant staff professional development
 - The EC committee acknowledge that this is a significant shift for Brighton Primary and acknowledge the long history of the Italian language Program and more recently the Chinese Mandarin program.

The Education Committee

Joel Snowden, Assistant Principal

Shae Langford- Jones, Grade 3 Learning Leader

Kirsten Travis, Specialist Leader and PE teacher

Julie Daniel, Prep Learning Leader

Gerri Defina-Nash, School Council Vice President

Alison Druce, School Councillor