Rationale:
• The ability to use a language other than English, to understand and/or move between different cultures is important for full participation in the modern world, especially in the context of increasing globalisation and Australia's cultural diversity.

Aims:
• Students learn to communicate in the target language for many purposes and in many contexts; they are able to extend their social contacts, and have direct access to knowledge, ideas and information written or spoken in the target language.
• In learning to use the language effectively, students develop an understanding of the cultural contexts in which the language is used, as well as the shared meanings, values and practices of the community as embodied in that language.
• Students develop an understanding of the way language works (its structure, the role it plays, and its effects), which they can apply to other languages, including English.
• While learning an additional language, students gain knowledge of and make connections across a range of concepts drawn from other key learning areas.

Implementation:
• All students at our school will study a sequential ‘hands on’ Language Course based upon the outcomes contained within the AusVELS.
• The Languages teacher will be provided with a personal copy of AusVELS and is required to work with classroom teachers to develop and implement a joint Language Course for all students.
• Student progress in languages will be reported in half year reports (as progression points) and end of year academic reports (as progression points supported by an achievement comment).
• Languages activities will reflect the topics being studied at school, and are appropriate to each child’s ability.
• A budget that provides for the needs of the Languages Program will be developed by staff and resourced by school council.
• The Languages Teacher will be allocated the responsibility of coordinating the school’s Language Program.

Evaluation:
This policy will be reviewed as part of the school’s three year review cycle.