Contents

Our School .................................................................................................................. 1
  History .................................................................................................................. 1
  Our Students ......................................................................................................... 1
  Our Staff ............................................................................................................... 1
  Our Community .................................................................................................... 1
Program History ........................................................................................................ 2
Current Program ......................................................................................................... 3
  Overview .............................................................................................................. 3
  Curriculum ............................................................................................................ 3
    Academic English ............................................................................................... 3
    Languages - Modern Greek, Chinese, French, Japanese, and Spanish .......... 3
  Curriculum Overview—Year 4 ........................................................................... 3
  Curriculum Overview—Year 5 ........................................................................... 4
  Curriculum Overview—Year 6 ........................................................................... 5
Language selection and Class allocation ................................................................. 6
  Academic English ............................................................................................... 6
  Languages - Spanish, Modern Greek, Chinese, Japanese, & French .......... 6
Timetabling ................................................................................................................ 7
Staffing ....................................................................................................................... 8
Languages in our School's Culture .......................................................................... 9
Our School

History

Established in 1875, West End State School (WESS) is a Band 9 Independent Public School located in the inner suburbs of Brisbane, Queensland. Our school’s Index of Community Socio-Economic Advantage is 1149 compared to the national average of 1000.

WESS has enjoyed a rich history of diversity, as a large number of European (in particular Greek), and Vietnamese immigrants moved to West End in the latter half of the 1900s, joining the already diverse Indigenous Australian, British, and European population. We value our multicultural backgrounds and celebrate our differences. This is reflected in our school’s motto, “We all smile in the same language.”

Our Students

WESS caters for students in Prep through to Year 6 and currently has a student population of over 840, with roughly 40% of students having a language background other than English. In total, our students represent 49 different nationalities and speak 48 different languages, including Greek, Mandarin, Arabic, Gujarati, Marathi, and Vietnamese.

Our Staff

WESS has 95 staff, including 63 teaching and 32 non-teaching staff. We celebrate not only the diversity of our students, but also that of our staff. Our staff represent many different nationalities, speaking 23 different languages, including Greek, Spanish, French, Mandarin, Vietnamese, Bosnian, Serbian, Croatian, Malay, Japanese, Italian, Cantonese, Polish, and Portuguese.
Program History

French taught to Year 5 - 7 students through LOTE program.

2002

Federal funding for LOTE in Year 5 ceased. WESS used flexible funding to continue delivery of 30 minute LOTE lesson to Year 5 students each week.

2005

The Queensland Government received $6 million in federal funding under the National Asian Languages and Studies in Schools Program (NALSSP) to increase and enhance the study of Asian languages in Queensland state schools.

1990

LOTE program expanded to offer French, Greek, Japanese, and Academic English. These languages were delivered over two half days. Addition of new languages acted to ensure continuity for students wanting to study a language in secondary school, as these were the languages offered at the local high school (Brisbane State High) to which WESS was the main feeder school.

2003/4

Classes now delivered one day per week. Year 5s completed a 30 minute lesson, and Years 6 and 7 completed a 90 minute session split into a 60 and 30 minute lesson. This overcame difficulties associated with employing multiple LOTE teachers for half days. It was difficult for part-time teachers to travel between schools on one day and gain a full-time workload if they are only employed for half days.

2008-09

Due to enrolment growth of Chinese families and the National Asian Languages and Studies in Schools Program (NALSSP), Chinese was introduced as the fifth language offering at WESS.

2012

Spanish was introduced to cater for increased student numbers. Students in Years 5 - 6 receive 90 minutes of language instruction each week, split into two 45 minutes lessons. All Year 4 students complete a six week block of each language offered at WESS. It is hoped that this will allow Year 4s to make an informed decision when submitting their languages preferences for Years 5 and 6.
Current Program

Overview
West End State School currently offers Spanish, Modern Greek, Chinese, Japanese, and French as part of its Language Program. Students in Year 4 participate in a taster program where they sample each of these in a six week block. Continuity of learning is supported across year levels, as students in Year 5 commence study of one language which they continue throughout Year 6.

Academic English is also offered as an option for students who are proficient users of a language other than English and have been identified as requiring additional opportunities to develop their English language skills.

Curriculum

Academic English
Students selected to participate in Academic English receive support to further develop their understanding of the use and structure of Australian Standard English within their learning and social environments. Students are provided with a safe learning environment in which their first language is respected and recognized as previous learning. The program is differentiated to cater for individual students’ needs.

Languages - Modern Greek, Chinese, French, Japanese, and Spanish
Through extensive cultural investigation, language instruction at WESS focusses on developing students’ language skills in four areas: listening, reading, speaking and writing.

Curriculum Overview—Year 4
Year 4 students are exposed to the following concepts in each of the five target languages:

- Greetings and language for interaction
  - Hello, good morning, goodbye, please, thank you etc.
- Numbers, colours, days of the week, food items, and verbs are introduced using the children’s text, *The Very Hungry Caterpillar*
- Language in the classroom:
  - Instructional language (e.g., sit, stand, roll marking, quiet, raise hand etc.)
  - Common items found in the classroom (e.g., stationery etc.)
- Written script (Modern Greek, Chinese, and Japanese)
Curriculum Overview—Year 5

Unit 1 – All About Me
In this unit, students use language to communicate ideas relating to personal names and personal identity.
Students:
• engage with language in texts about popular names;
• identify meaning in names and the reasons for conventions about family and personal names;
• listen to people talk about personal identity (age, how many in family, hair/eye colour) and family names;
• participate in intercultural experience (introductions, greetings) to notice, compare and reflect on language and culture (formalities);
• develop the recognition of the scripts; and recognise the differences and similarities of language structures in comparison to standard Australian English.

Unit 2 – Photo Album
In this unit, students use language to communicate ideas about their family in a picture book.
Students:
• engage with a range of texts (examples, family trees, letters/emails/texting about people’s characteristics (hair/eye colour, qualities/personalities);
• create connected texts using descriptive language (e.g. blue eyes);
• describe an event (e.g., birthdays, Name Days), what people see, what people do, and make connections to their own feelings;
• participate in intercultural experience (introductions, greetings) to notice, compare and reflect on language and culture (formalities) ; develop the recognition of the scripts; and
• recognise the differences and similarities of language structures in comparison to Standard Australian English.

Unit 3 – Let’s Sing
In this unit, students are exposed to traditional and modern culturally related music. They use language to express their opinions in more detail about a specific song.
Students:
• engage in a range of contemporary and traditional songs expressing opinions;
• interpret songs making connections with their experiences, opinions or feelings (ratings);
• choose and perform one song (from a given list) and express their opinions;
• participate in intercultural experience (introductions, greetings) to notice, compare and reflect on language and culture (formalities);
• develop their recognition of the scripts; and
• recognise the differences and similarities of language structures in comparison to Standard Australian English.

Unit 4 – Let’s Celebrate
In this unit, students use language to communicate ideas about celebrations (family & cultural) and the languages they use (invitations, songs, poster, food) for the Culmination Day. Students will:
• engage with a range of texts to explore announcements of celebrations;
• compare and contrast cultural celebrations of target language to the Australian experience comprehend information about origins and celebrations by family members and their cultural groups;
• participate in intercultural experience (introductions, greetings) to notice, compare and reflect on language and culture (formalities);
• developing the recognition of the scripts; and
• recognise the differences and similarities of language structures in comparison to Standard Australian English.
Curriculum Overview—Year 6

Unit 1 – All About Me
In this unit, students use language to communicate ideas relating to personal names and personal identity. Students:
- create and manipulate language used in texts about popular names;
- identify and apply the meaning in names and the reasons for conventions about family and personal names;
- listen and respond to people talking about personal identity (e.g., age, how many in family, hair/eye colour) and family names;
- engage in intercultural experience (introductions, greetings) to notice, compare and reflect on language and culture (formalities);
- consolidate their recognition and application of the scripts; and
- recognise and utilise language structures in the target language in comparison to Standard Australian English.

Unit 2 – Photo Album
In this unit, students use language to communicate ideas about their family in a picture book. Students:
- engage with a range of texts (examples, family trees, letters/emails/texting) about people’s characteristics (e.g., hair/eye colour, qualities/personalities);
- create connected texts using descriptive language (e.g., blue eyes);
- describe an event (e.g., birthdays, Name Days), what people see, what people do, and make connections to their own feelings;
- engage in intercultural experience (introductions, greetings) to notice, compare and reflect on language and culture (formalities);
- consolidate their recognition and application of the scripts; and
- recognise and utilise language structures in the target language in comparison to Standard Australian English.

Unit 3 – Let’s Sing
In this unit, students are exposed to traditional and Modern culturally related music. They use language to express their opinions in more detail about a specific song. Students:
- engage in a range of contemporary and traditional songs expressing opinions;
- interpret songs, making connections with their experiences, opinions or feelings (ratings);
- choose and perform one song (from a given list) and express their opinions;
- engage in intercultural experience (introductions, greetings) to notice, compare and reflect on language and culture (formalities);
- consolidate their recognition and application of the scripts; and
- recognise and utilise language structures in the target language in comparison to Standard Australian English.

Unit 4 – Let’s Celebrate
In this unit, students use language to communicate ideas about celebrations (family & cultural) and the languages they use (invitations, songs, poster, food) for the Culmination Day. Students:
- engage with a range of texts to explore announcements of celebrations;
- compare and contrast cultural celebrations of target language to the Australian experience;
- comprehend information about origins and celebrations by family members and their cultural groups;
- engage in intercultural experience (introductions, greetings) to notice, compare and reflect on language and culture (formalities);
- consolidate their recognition and application of the scripts; and
- recognise and utilise the language structures in the target language in comparison to Standard Australian English.
Language selection and Class allocation

Academic English

Decisions to include individual students in the school’s Academic English program are made by the principal in consultation with the English as an Additional Language or Dialect (EAL/D) teacher and the student’s parents, when it is identified that this is in the best interest of the student.

Inclusion in the Academic English program requires the completion of a Mandatory Languages Exemption for individual students which must be recorded on One School, along with the reason for the particular student’s exemption.

Instructions for recording an exemption and the reason are available in the Mandatory Languages Exemption guide on the OneSchool application via Help > Resources > Application Guides > Mandatory Languages Exemption. For more information about the exemption process and requirements, go to http://education.qld.gov.au/curriculum/framework/p-12/docs/qld-languages-policy.pdf.

Languages - Spanish, Modern Greek, Chinese, Japanese, & French

To ensure equity and transparency, clear guidelines and processes for collecting students’ language preferences and allocating students to classes for language study in Years 5 and 6 have been developed. Read our process below:

- A parent information evening is held early in Term 4 to:
  - provide an overview of the curriculum for each language
  - outline the process for submitting language preferences, and
  - outline the process for allocating students to language classes.

- On the day following the parent information evening, the language preference form is distributed to students.

- Completed preference forms are submitted to the school’s office where they are time and date stamped.

- Forms are only accepted if all languages are preferred from one to five.

- Students’ preferences are transferred to a spreadsheet in order of receipt, and students are allocated to classes on a first in, first served basis. If a student’s first preference is full, they are allocated their second choice and so on.

We endeavor to accommodate students to the best of our ability however, it is inevitable that some students will not get their first choice, so parents are reminded that returning the completed preference form in a timely manner will give their child the best chance of getting his or her first preference. Parents are also reminded that any one of the five languages provide a worthy platform for the study of a language other than English.
Timetabling

At WESS, Language learning is supported through timetabling. Our timetabling is guided by the Queensland Curriculum and Assessment Authority’s *Time allocations and entitlement — Advice on implementing the Australian Curriculum F(P)—10.*

To minimise disruption to class schedules and to maximise the quality of language instruction, all language lessons are timetabled on one day per week. Languages in Years 5 and 6 are allocated 90 minutes of instruction split into two 45 minute lessons (60 hours per year). Languages in Year 4 are allocated 30 minutes each week (20 hours per year).

The integration of digital technologies into languages is a key priority for WESS, as such each Year 5 and 6 class has timetabled use of a computer lab for one of their 45 minute lessons each week.

<table>
<thead>
<tr>
<th>TIME</th>
<th>CLASSROOM SETTING</th>
<th>COMPUTER LAB</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:45</td>
<td>Year 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>French, Chinese, &amp; Modern Greek</td>
<td>Spanish &amp; Japanese</td>
</tr>
<tr>
<td>9:45-10:30</td>
<td>Spanish &amp; Japanese</td>
<td>French, Chinese, &amp; Modern Greek</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Year 4 lessons delivered in students’ classrooms</td>
<td></td>
</tr>
<tr>
<td>11:00-11:45</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>11:45-12:30</td>
<td>Year 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>French, Chinese, &amp; Modern Greek</td>
<td>Spanish &amp; Japanese</td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>Spanish &amp; Japanese</td>
<td>French, Chinese, &amp; Modern Greek</td>
</tr>
</tbody>
</table>
Staffing

When recruiting language teachers, we reach out to the community, local schools, and relevant consulates to source suitable staff. We employ six teachers (1.2 FTE) to deliver our language program.

Drawing on the expertise and interests of our existing staff, one of these teachers is employed at 0.8 FTE which is broken down into classroom teacher (0.4 FTE), Language coordinator (0.2 FTE), and Language teacher (0.2). Five additional teachers are employed at 0.2 FTE to deliver language classes one day per week.

We employ an English as an Additional Language or Dialect (EAL/D) teacher (1.0 FTE), who is responsible for identifying students eligible for our Academic English program and providing support to the Academic English teacher.
Languages in our School Culture

At WESS, we cultivate a supportive school environment where language learning is valued for all students. We strive to develop intercultural understanding by celebrating the diverse languages and cultures within our community and positioning the language program as an integral part of the school.

Our school leaders advocate for and support language education, and value and support language educators:

- Our Global Language program has been included as a focus area as part of our 2016-2019 School Strategic Plan.
- Our language teachers are supported to attend language specific professional development.
- In 2016, we appointed a 0.2 full time equivalent language coordinator from within our existing school staff. The role of the language coordinator is to act as the point of contact for our school’s language teachers, as they are not based at the school full time. The creation of this position has acted to promote inclusion of our language teachers, ensuring they receive important information in a timely manner, and have someone based at the school to advocate for their needs.
- Language teachers have access to student data which is analysed to inform future teaching and learning, and as necessary, are encouraged to liaise with students’ class teachers to discuss individual students’ needs.

High expectations are established for language program quality and student achievement:

- As a result of our explicit improvement agenda, our language teachers are working together to develop effective practices for embedding digital technologies into language instruction.
- Language teachers participate in collaborative planning to ensure consistency of students’ experiences across languages.
Languages in our School Culture

We ensure language and culture maintains a high profile in the school environment by incorporating relevant activities, such as:

- greetings and simple instructions in the target languages at school assemblies and in regular classroom routines (e.g., roll marking)
- bilingual signs, posters and texts around the school
- age-appropriate films, books, music and computer apps in the target languages
- Students are taught songs in diverse languages in Music and Choir, some examples include:
  - Tutira Mai (Maori)
  - Makolay, Bella Pata, and Ayelevi (Ghana)
  - Marko Skace (Slovenia)
  - Banuwa (Liberia)
  - Frere Jaques (France)
  - Le ‘Aute (Samoan)
  - Nigun Atik (Israel- Hebrew)
  - Inanay (Aboriginal)
- our annual school fete, *Fiesta*, is a celebration of the school community's cultural diversity which include live music, food stalls, rides, vintage goods, and market stalls
- multicultural Tuckshop menu
Languages in our School Culture

Annual Calendar of Events

**January**
Australia Day—historical significance acknowledged

**February**
Chinese New Year—Dragon dance at Junior Parade
Food from Other Cultures - Year 3 unit exploring food from other cultures

**March**
Annunciation—Greek National Day—Celebration of Greece's independence from the Ottoman Empire
Easter

**April**
Celebration of Pascha (Orthodox Easter) - Palm Sunday Crosses made by Modern Greek language students are donated to the Greek Orthodox Church of St George
ANZAC Day Parade - community invited to parade, including Diggers and other ethnic communities.

**May**
Paniyiri—Greek Festival Brisbane - West End State Schooo's Greek dancers perform at Paniyiri
Mothers’ Day - parent and community involvement in Mothers' Day Stall, and students discuss variation in date that mothers’ day is celebrated around the world.

**June**
Ramadan observance
Vietnamese Rise Paper Roll Making - Local community, led by a Vietnamese staff member, are invited to make Vietnamese Spring Rolls in preparation for Fiesta.
West End State School's Fiesta
# Languages in our School Culture

## Annual Calendar of Events

### July
- **Bastille Day** (French National Day) - Students participate in activities led by French teacher
- **National Aborigines and Islanders Day Observance Committee (NAIDOC) Week**

### August
- **Royal Queensland Show**—‘Ekka’
- **State Education Week**—Greek dancers perform at annual celebration of public education

### September
- **Fathers’ Day** - parent and community involvement in Fathers’ Day Stall, and students discuss variation in date that Fathers’ day is celebrated around the world.
- **Brisbane Festival** - WESS’s Greek dancers perform in Brisbane City.

### October
- **WESS Art Show** - performances by community groups, including Polynesian dancers, belly dancers, Indigenous dancers.
- **Halloween**—celebration observed on the eve of the Western Christian feast of All Hallow’s Day.

### November
- **Thanksgiving**

### December
- **Christmas carols** - students perform Christmas carols in different languages (part of Languages program)
Languages in our School Culture

We make optimal use of our community by fostering partnerships and community engagement.

West End SS has a long history of community links which continues to evolve in an ever changing global climate.

Community involvement comes from many different levels - the local family links of both students and teachers, the wider school community, the partnership links developed through many local and external sources and of course, the links through the school events. This involvement is ever-evolving as global patterns adapt to changing needs, conditions, partnerships, priorities and technology. Several events on the school calendar involve the community in different ways. Some of these are NAIDOC Week observance, Paniyiri, Fiesta and the annual Art Show.

Guest speakers from the community are invited to share their stories during NAIDOC Week (Term 3 Week 1). Indigenous Dance Groups have visited to share their culture awhile in the past, the Indigenous community liaised with staff members to organise a series of NAIDOC WEEK events. This included digging a traditional “earth oven” or “hungi” in the front part of the school which catered to the whole school eating specially prepared bush tucker.

Paniyiri is a 40 year old, Community Festival organised by the Greek Community of South Brisbane. Many links have been forged over the years including the WESS Greek Dancing group which has been performing at the festival for the past 35 years. Through the existing community links, West End State School students, teachers and parents have long been a part of the Paniyiri experience.

Inclusive practices across learning areas reflect the multicultural and cross cultural commitment to Global languages and cultural understanding at West End State School. As part of our Religious Instruction program, we invite people from a variety of cultures to share their cultural practices at our school. These include Islam, Ba’hai, Christian, Buddhism and Hindu. Most of the volunteers are from the local community. Through our Languages program, many cultural festivals are celebrated/shared across the Languages such as Chinese New Year, Bastille Day, Greek Easter and Ramadan.

The Fiesta is one of the school’s main events. This is run by the P&C, and school staff, with a huge involvement by the local and wider community. Entertainment is provided by a variety of community groups, with links that have been established through the school community e.g. Chinese Dancers, Greek Dancers, Argentinian performers, Wild Indian inspired Fusion, Torres Strait Dancers, Bollywood Dance Group, and Maori Dance group. The Annual Art Show, held in fourth Term, is another cultural event that taps in to the community for performers.
Languages in our School Culture

We make optimal use of our community by fostering partnerships and community engagement.

Community Links play a huge part in the formation of our School Council. The School Council reflects the multicultural community from which members are selected. This helps ensure a wide cultural understanding when decisions are being made, which will affect the staff and students of West End SS.

Cultural understanding and awareness is important to all aspects of the school community, and this is reflected in the diversity of cultural backgrounds of not only the teaching staff, but also the non-teaching staff, especially the Teacher Aides. The teacher aides at WESS represent a global cross-section of cultures and languages spoken. These include Greek, Spanish, Italian, Japanese, Cantonese, Vietnamese, French, Bosnian, and Malay to name a few.

Indigenous languages also play an important role at West End State School. One of our teachers attended school in Arnhem Land (NT) and the indigenous language was her first language. She hopes to help preserve what is left of indigenous languages. Through her links to the Jagara Clan (Yagara language), words from the Yagara language will be used to create signage around the school and classrooms. Relevant words for the prep grades would include ‘hello’, ‘welcome’, ‘tree’, ‘meeting place’ to name a few examples.

Greek School

The Greek School is open to all students, who wish to learn Greek.

After Year 6, students have the opportunity to study Modern Greek by attending the Greek School at the Greek Community of St George, (South Brisbane). High school lessons operate on Tuesday afternoons. When they reach Year 12, students can sit the external Modern Greek exam. Classes will prepare the students at Greek School for this examination. The result of this examination counts towards the OP (or its equivalent) calculation.

Griffith University, in conjunction with Flinders University in SA, runs an online Greek course, as part of many of their degrees, where there is an option to do alternate studies. Flinders University tests the Year 12 graduates, who apply to do the course and then determines which level Greek subject will be their entry point.

Alliance Francaise Brisbane

Situated in Montague Rd West End, Alliance Francaise is a language school which offers language lessons in French. This can be accessed by people of all ages. All these factors help develop and maintain the richness of multiculturalism and diversity at West End State School. These contribute to, and highlight, the richness of culture and diversity at West End SS which is certain to continue to evolve in the future. As we say at West End SS, we all smile in the same language.