



William Ruthven Primary School Languages Working Party

Report and Recommendations for the William Ruthven Primary School Council

7 October 2021

Prepared by Tamara Jimenez

on behalf of the

William Ruthven Primary School Languages Working Party

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Executive Summary

The William Ruthven Primary School (WRPS) Languages Working Party was established to review the School's language program and make recommendations to School Council regarding the objectives of the language program and the preferred language for the language program. Members of the Languages Working Party met regularly from April – September 2021 to consider relevant inputs and to develop and implement an engagement strategy that ensured that the WRPS community was included in the review process.

In this report, the Languages Working Party recommends objectives for the language program that focus on language acquisition, literacy development, inclusion and diversity. The Languages Working Party also recommends that Auslan is adopted as the preferred language for the School's language program. These recommendations are based on the considerations and evidence summarised in the report.

William Ruthven Primary School Languages Working Party

The William Ruthven Primary School Languages Working Party was established at the 19 Apr 2021 meeting of School Council.

The members of the Languages Working Party are:

- Donald Eddington (Principal and Executive Chair)
- Erika Bennet (WRPS Teacher)
- Tamara Jimenez (Parent and Chair)
- Elena Dagis (Parent)
- Diana Spadoni (Parent)
- Wei Fang Liu (Parent)

The Languages Working Party Terms of Reference and Operating Guidelines endorsed by School Council on 21 Jun 2021 are provided in **Appendix 1**.

Inputs Considered by the Languages Working Party

The Languages Working Party considered a range of inputs to determine the objectives for the WRPS language program and the recommended language for the program. A summary of these inputs is provided in this section.

Regulatory Requirements

DET Languages Education Policy:

- Requires that all Victorian government schools must provide a language program from Foundation to Year 10, and explicitly states that a cultural studies program is not sufficient.
- The language program must be taught by a VIT-registered teacher or a staff member with permission to teach.
- Recommends that schools provide a language program that is primarily aimed at developing proficiency in the target language and delivered for a minimum of 150 minutes per week.

Victorian Curriculum:

- Identifies six language categories: Roman Alphabet Languages, Non-Roman Alphabet Languages, Character Languages, Classical Languages, Sign Language and Aboriginal Languages. Donald Eddington (Principal) advised the Languages Working Party that classical languages are not suitable for instruction at primary level.

- The **Victorian Curriculum F-10 Languages** sets out achievement standards against which student learning is reported.

WRPS Cultural Demographics

The Languages Working Party noted the following regarding the cultural demographics of families at WRPS:

- 19 different languages are spoken by WRPS families.
- Arabic is the most predominant language spoken by WRPS families, aside from English, based on data collected from families about languages spoken at home for mandatory government reporting.
- 60% of WRPS students are from a non-English speaking background.
- 15 out of 135 WRPS families require an interpreter for parent/teacher interviews.

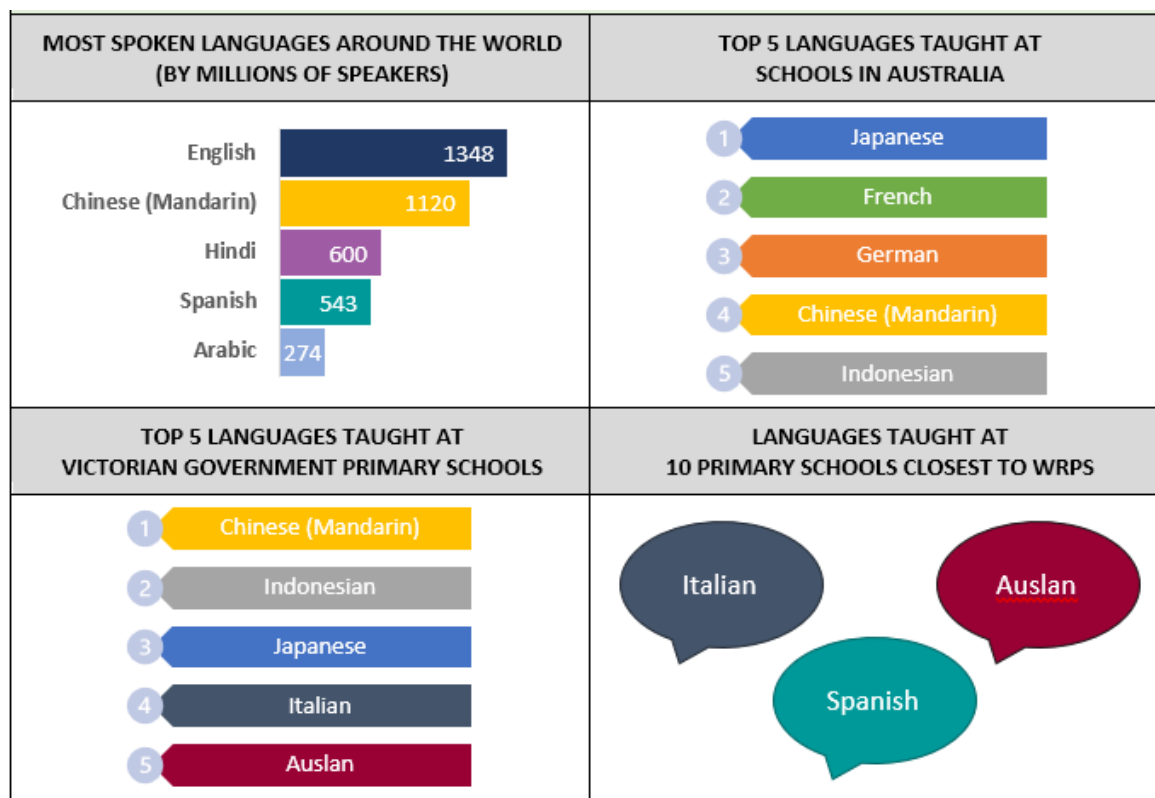
The Languages Working Party felt that this data demonstrates that the WRPS community is culturally rich and diverse, with many students being exposed to languages other than English in their home context.

Trends in Language Teaching

Elena Dagis collated information on trends in language teaching and presented her findings to the Languages Working Party at its meeting on 17 Jun 2021. The research showed that:

- Study of languages in schools is declining nationally in tertiary and secondary sectors and after a decade of decline in primary school language enrolments, it rose sharply after 2013 and increased sharply until 2016. Now steady and in slight decline.
- **Top 5 languages studied nationally (primary and secondary) government schools and the VSL:** Japanese, French, German, Mandarin, Indonesian.
- **Top 6 languages studied at both Victorian (primary and secondary) government schools and the VSL are:** (in order) Chinese (Mandarin), Italian, Japanese, Indonesian, French and Auslan.
- **Top 6 languages studied in Victorian (primary) government schools and the VSL are:** (in order) Chinese (Mandarin), Italian, Japanese, Indonesian, French and Auslan. Aboriginal languages are ranked number 11.
- **Top 6 languages studied in Victorian (primary) government schools only are:** (in order) Chinese (Mandarin), Indonesian, Japanese, Italian, Auslan, French and Spanish. Aboriginal languages are ranked number 11.
- High concentration of Italian and Auslan at primary schools in the local area (Reservoir, Thomastown, Preston).
- Separate language instruction is how the majority (93%) of language programs are delivered in Victorian primary schools with an average time of weekly delivery at only 53 minutes versus the DET recommended minimum of 150 minutes.
- Auslan is an emerging trend at the primary level but has very low enrolments at secondary level.
- Teaching of Aboriginal languages is also increasing, although it can be challenging due to number of different languages.

In addition, the following data on language trends was presented to the school community in the school newsletter on 18 Aug 2021:



Consultation with Schools in the Yarra/Darebin Region

Donald Eddington (Principal) sought advice from members of the Yarra/Darebin Principal's Network on languages taught at their school and insights gained from language program reviews.

There were 28 respondents to a brief survey on languages taught at their school. A handful of principals also provided further information via email.

Key insights for WRPS from this activity were:

- Most prevalent language taught at primary level is Italian (10), followed by Chinese (Mandarin) (6), French (4), Spanish (3), Auslan (2), Greek (1), Macedonian (1), Woiwurrung (1).
- Most offer language as standalone subject for 1 hour per week.
- Westgarth PS conducted a survey of their community – some of the questions were useful when formulating the questions for the WRPS Language Program Survey.

A more detailed summary of the information provided via email is available in **Appendix 2**.

Advice from WRPS Literacy Specialist

Tamara Jimenez sought advice from Bridget Gibson, Literacy Specialist at WRPS, on languages that best support development of English literacy knowledge and skills. Bridget expressed keen interest in the WRPS language program and her advice can be summarised as follows:

- WRPS has a high number of English as an Additional Language (EAL) students – the language program should support their literacy development and not add to their 'cognitive load'.
- Research indicates that Auslan is particularly beneficial in supporting literacy development when used with verbal children. It is an Australian language that is based on the same 26-letter alphabet and spelling of words is the same. Using hand movements and gestures to learn a language engages different parts of the brain. Auslan promotes inclusion and awareness of diversity and disability.

- Research suggests that Spanish would be easiest for native English speakers to learn, as it shares many words with the English language. Although, EAL students may still find it challenging to understand different grammar, syntax, masculine/feminine nouns, etc.

The Languages Working Party felt that learning a non-Roman alphabet language (e.g. Arabic) or a character language (e.g. Chinese) would be more likely to add to the 'cognitive load' of WRPS EAL students. This was a factor in considerations for the languages to be shortlisted for the WRPS language program.

Workforce Availability

The principal catalyst for the establishment of the WRPS Languages Working Party and the review of the School's language program was difficulty recruiting and retaining a resource to teach Italian at the School. The Languages Working Party was keen to understand workforce availability for languages in Victoria and in our local area as an input to our language program review.

Donald Eddington sought advice from the DET Languages Unit, specifically in relation Language Teacher Register of which members of the Languages Working Party had become aware during their research. A representative from the DET Languages Unit advised that:

- The Language Teacher Register acts as a distribution list for registered teachers when new language positions are advertised on recruitment online.
- The number of teachers on the register varies from language to language and is not an accurate measure of the number of teachers actually seeking teaching positions, as some are currently employed and are keeping an eye out on upcoming positions.
- Once WRPS has decided on a language for its language program and has advertised a position, the Languages Unit would distribute the position information to the relevant recipients on the Language Teacher Register.

The Languages Working Party was unable to determine any other reliable method of knowing workforce availability for specific languages, aside from testing the market by advertising a position.

Results of the WRPS Language Program Survey

The Languages Working Party developed a survey for parents/carers, teachers and education support staff to gather feedback on the current language program and understand their preferences for the language of the language program going forward. A full extract of the survey results is provided in **Appendix 3**.

Key insights from the survey are:

- 72 respondents – 66 parents/carers, 6 teachers, 0 education support staff.
- Parents/carers with children at all year levels were represented among the respondents.
- There are varying levels of satisfaction with the current Italian language program, including one third of respondents who indicated that they are unsure about their level of satisfaction.
- There was broad satisfaction with the objectives for the WRPS language program determined by the Languages Working Party.
- **Overall**, preferential ranking of the shortlisted languages showed that the preferred language for the WRPS language program is (in order of preference):
 - Auslan (weighted score 2.96)
 - Italian (weighted score 2.94)
 - Spanish (weighted score 2.52)
 - Indonesian (weighted score 1.58)
- There was a marginal difference in overall preferences between Auslan and Italian (weighted scores 2.96 and 2.94, respectively), so the Languages Working Party considered segments of the survey data for further insight and analysis on the preferred language. Information on the segmented preferences is set out below.

Segmented preferential ranking of the shortlisted languages

Preferential ranking of the shortlisted languages by **staff only** showed that the preferred language for the WRPS language program is (in order of preference):

- Auslan (weighted score 3.83)
- Spanish (weighted score 2.67)
- Italian (weighted score 2.00)
- Indonesian (weighted score 1.50)

Preferential ranking of the shortlisted languages by **parents/carers only** showed that the preferred language for the WRPS language program is (in order of preference):

- Italian (weighted score 3.03)
- Auslan (weighted score 2.87)
- Spanish (weighted score 2.51)
- Indonesian (weighted score 1.59)

The Languages Working Party noted that families with the youngest child in Year 6 in 2021 will no longer be part of the WRPS community when the new language program is implemented in 2022.

Preferential ranking of the shortlisted languages by **parents/carers with youngest child in Prep – Year 5** showed that the preferred language for the WRPS language program is (in order of preference):

- Italian (weighted score 3.00)
- Auslan (weighted score 2.94)
- Spanish (weighted score 2.46)
- Indonesian (weighted score 1.59)

The Languages Working Party noted that families with younger children at the School had a preference for Auslan.

Preferential ranking of the shortlisted languages by **parents/carers with youngest child in Prep – Year 4** showed that the preferred language for the WRPS language program is (in order of preference):

- Auslan (weighted score 2.98)
- Italian (weighted score 2.93)
- Spanish (weighted score 2.51)
- Indonesian (weighted score 1.58)

Preferential ranking of the shortlisted languages by **parents/carers with youngest child in Prep – Year 2** showed that the preferred language for the WRPS language program is (in order of preference):

- Auslan (weighted score 3.00)
- Italian (weighted score 2.71)
- Spanish (weighted score 2.71)
- Indonesian (weighted score 1.57)

Community Engagement

The Languages Working Party undertook the following community engagement activities to disseminate information to the school community and consult on the preferred language for the WRPS language program:

- **School Newsletter: 28 April 2021**
Announcement of the establishment of the Languages Working Party to review the language program.

- **School Newsletter: 21 July 2021**
Half-page feature on benefits of learning a second language, including a link to a DET resource for further information.
- **School Newsletter: 18 August 2021**
Full-page feature titled 'Fast facts about languages in our world and local community' including data on language trends and WRPS community languages. (See extract in previous section 'Trends in Language Teaching'.)
- **WRPS Language Program Survey**
Survey open to parents/carers, teachers and education support staff from 27 Aug 2021 – 8 Sep 2021, capturing feedback on the current Italian language program, expectations for the WRPS language program and language preferences for the WRPS language program.

Objectives of the WRPS Language Program

At its meeting on 17 Jun 2021, the Languages Working Party proposed the following objectives for the WRPS language program:

The WRPS language program will:

- Support language acquisition in accordance with the Victorian Curriculum
- Foster inclusion within and beyond the school
- Promote awareness and appreciation of diversity and identity
- Support students to develop literacy knowledge and skills

These objectives were presented to School Council at the meeting on 21 Jun 2021 and endorsed unanimously by all Council members present.

Languages Shortlisted for the WRPS Language Program

At its meeting on 9 Aug 2021, the Languages Working Party shortlisted the following languages for the WRPS language program on the basis of their alignment to the proposed objectives of the program:

Auslan

- Auslan is the language of the Australian deaf community and is sometimes referred to as sign language.
- Auslan interpreters are increasingly visible in the media and the emerging trend for Auslan teaching at the primary school level reflects a growing community interest in the language.
- It is based on the Roman alphabet and spelling of words in Auslan is the same as it is in English.
- Research shows that Auslan is particularly beneficial in supporting literacy development when used with verbal children.
- Auslan uses hand movements and gestures, which engages different parts of the brain and promotes development of neural pathways and cognitive processes unique to using a visual language.

Indonesian

- Indonesian is the national language of the Republic of Indonesia. It is widely spoken across south-east Asia.
- Indonesian is easier for English speakers to learn than some other Asian languages. It uses the Roman alphabet and it is a non-tonal language so English speakers can pick it up quickly.
- There is a clear correlation and a degree of consistency between the sound and written form of Indonesian. This feature generally makes it easy for speakers of English as a first language to predict how to say, read or write Indonesian words.

Italian

- Italian is the national language of Italy. Victoria has a large Italian speaking community and there are an abundance of restaurants, businesses and social groups where Italian is spoken.
- Italian is a relatively easy language to learn because of its similarity to English. Both English and Italian are derived from Latin so they share a similar sentence structure. Italian uses the Roman alphabet.
- Italian is pronounced generally as it is written, which is especially helpful in the development of listening and speaking skills.

Spanish

- Spanish is the 4th most spoken language around the world, with more than 543 million speakers worldwide. It is the official language of Spain and most of Latin America. It is also widely spoken in Israel, Morocco, the Philippines and the United States of America.
- Spanish is a relatively easy language for English speakers to learn. It uses the Roman alphabet.
- Spanish is pronounced generally as it is written, which is especially helpful in the development of listening and speaking skills.

The Languages Working Party sought feedback from the school community on the shortlisted languages via the WRPS Language Program Survey. Survey respondents were asked to rank the 4 languages in order of their preference for the WRPS language program.

Recommendations

On the basis of the information set out in this report, the Languages Working Party makes the following recommendations to School Council:

Recommendation 1: Objectives of the WRPS Language Program

The Languages Working Party recommends that School Council formally endorses the objectives of the WRPS language program, as set out above in the section 'Objectives of the WRPS Language Program'.

Recommendation 2: Preferred Language for the WRPS Language Program

The Languages Working Party recommends that School Council adopts **Auslan** as the preferred language for the WRPS language program.

The Languages Working Party makes this recommendation for the following reasons:

- Evidence shows that, of the shortlisted languages, Auslan will best support students to develop English literacy knowledge and skills. Given the high number of EAL students at WRPS, the Languages Working Party considers this a critical factor in determining the preferred language for the language program.
- In depth analysis of the preferential ranking of the shortlisted languages in the WRPS Language Program Survey shows that Auslan is the most preferred language by the WRPS community. Acknowledging that Italian was a close second in preference, the Languages Working Party notes that Auslan has stronger support from teachers and families that will be part of the WRPS community for many years to come.
- Auslan is 'culturally neutral' and does not suggest favour towards any of the diverse cultures of the WRPS community.
- Teaching Auslan at WRPS will promote awareness of disability and foster inclusion of individuals with different abilities within and beyond the school environment.
- Auslan is an emerging trend for languages taught at primary school level, which reflects broad community interest in the language. There is also increasing visibility of Auslan in the media as media outlets seek to make government public health messaging accessible to the deaf community. This means that there will be an increasing number of opportunities for WRPS students to practise Auslan in everyday situations.

- Learning Auslan engages children with different learning styles (particularly visual learners) and stimulates development of neural pathways and cognitive processes unique to visual languages. The Languages Working Party expects that this will support students' achievement across all learning areas.

Recommendation 3: Announcement of the Language for the WRPS Language Program

The Languages Working Party recommends that the announcement to WRPS families that Auslan will be the language for the WRPS language program is deferred until after a teaching resource is secured to begin the language program in 2022.

Given that there is no reliable way to determine the availability of suitable Auslan teachers, it's possible that the School will encounter some difficulty securing a teaching resource. In this case, the language for the language program may need to be reconsidered by School Council.

Appendices

Appendix 1: WRPS Languages Working Party Terms of Reference and Operating Guidelines

Role

The role of the WRPS Languages Working Party is to undertake a comprehensive review of the language program at WRPS and make recommendations to the WRPS Council and/or Principal on the future direction of the language program, including preferred language options.

Objectives

1. To ensure that the WRPS language program is consistent with the DET Languages Education Policy and the VCAA's Victorian Curriculum.
2. To determine the objectives of the WRPS language program.
3. To determine preferred language options for the WRPS language program.
4. To ensure the WRPS language program reflects the future needs of the school community.

Terms of reference

1. Consider DET policy statements and Victorian Curriculum and Assessment Authority (VCAA) requirements on language provision.
2. Consider language education trends, community demographics, languages spoken in the community and other relevant information.
3. Disseminate information to the school community on current language education trends, regulatory requirements for language instruction and considerations to take into account when selecting the language for WRPS.
4. Consult with the school community (staff, parents and carers) on the preferred language for the language program.
5. Consult with local primary and secondary schools on their language program review insights.
6. Consider the feasibility constraints (e.g. resourcing, timetabling) for preferred language options at WRPS.
7. Consider the pedagogical model for delivery of the WRPS language program.
8. Share learnings and insights developed through the review process with School Council and the broader school community, as appropriate.
9. Make recommendations to the WRPS Council and/or Principal (whichever appropriate) regarding:
 - The preferred language for the WRPS language program.
 - The objectives of the WRPS language program (e.g. language acquisition, language proficiency, language awareness, cultural awareness).

Roles and responsibilities

Members of the WRPS Languages Working Party will:

1. Foster collaboration and maintaining neutrality during the review period.
2. Maintain confidentiality during the life of the Working Party and agreeing on communications to the school community.
3. Attend all scheduled Working Party meetings.
4. Share all communications and information with Working Party members.
5. Make timely decisions and taking action so as to not hold up the process.
6. Prepare a progress report to be tabled at each WRPS Council meeting.
7. Seek School Council and/or Principal endorsement prior to making any progress reports to the WRPS community.
8. Notify members of the Working Party as soon as practical, if any matter arises which may be deemed to affect the development of the process and the reputation of the members.

Expectations

Members of the WRPS Languages Working Party will expect:

1. To be provided with complete, accurate and meaningful information in a timely manner.
2. To be given reasonable time to make key decisions.
3. To be alerted to potential risks and issues that could impact the project, as they arise.
4. To participate in open and honest discussions, without resort to any misleading assertions.
5. Ongoing 'pulse checks' to verify the overall status and 'health' of the process.

Membership

1. Principal/Executive Chair
2. One staff member
 - a. Erika Bennet
3. Four parent representatives
 - a. Tamara Jimenez
 - b. Elena Dagis
 - c. Diana Spadoni
 - d. Wei Fang Liu

Term

This Terms of Reference is effective from 27 May 2021 to 17 September 2021.

Meetings

1. Meetings will be chaired by the Convenor appointed by the WRPS Council.
2. A meeting quorum will be more than half of the membership of the Working Party.
3. Decisions will be made by consensus (i.e. members are satisfied with the recommendation to WRPS School Council even though it may not be their first choice). If no consensus then the resulting voting decision will be conveyed to WRPS Council.
4. Meeting agendas and minutes will be provided by the Convenor (and his/her delegate where appropriate).
5. Meetings will be held monthly or as agreed by the members of the Working Party.

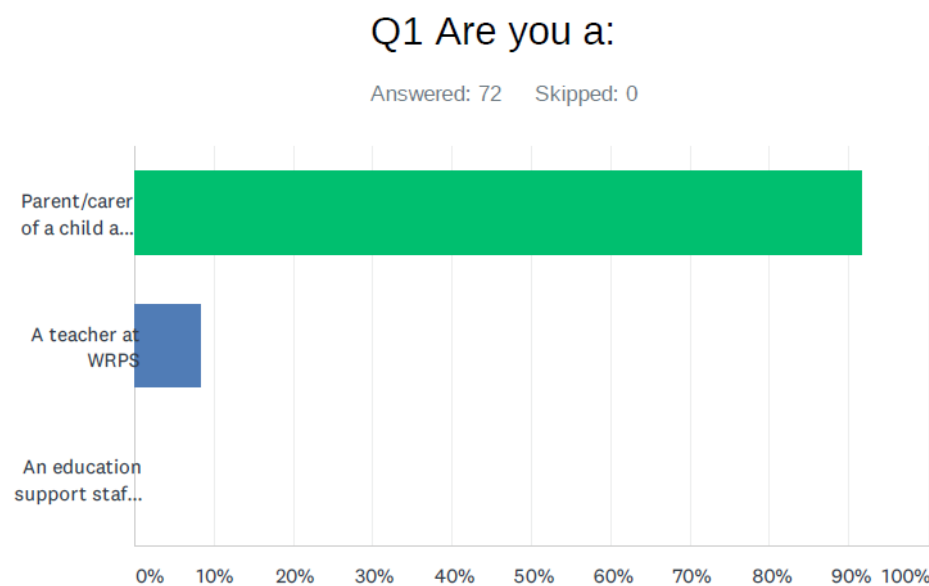
Amendment, Modification or Variation

This Terms of Reference may be amended, varied or modified in writing if all parties of the Working Party are in agreement. However, any recommendations to change the Terms of Reference must be agreed upon and endorsed by WRPS Council.

Not for publication

Appendix 3: Results of the WRPS Language Program Survey

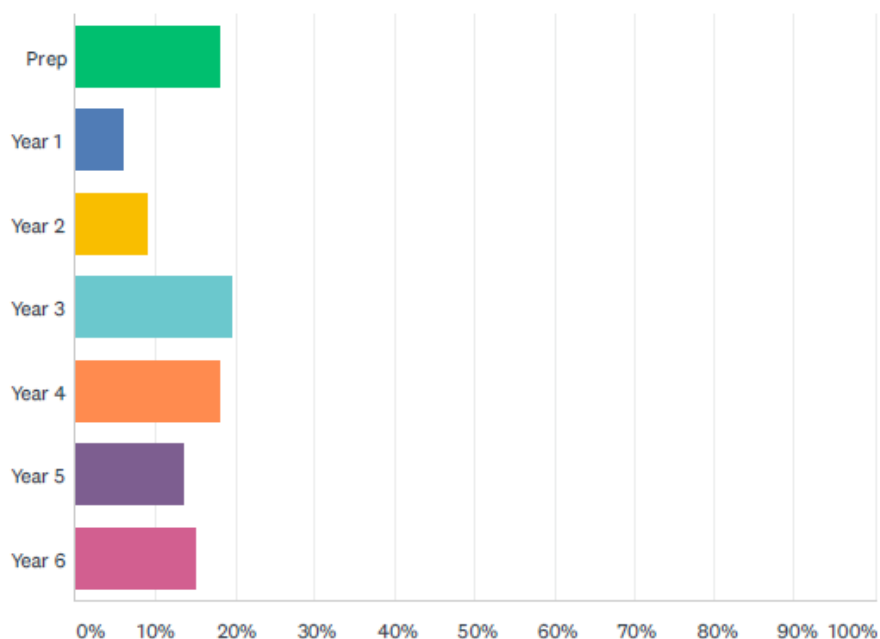
Full extract of survey results (excluding respondents’ personal information):



ANSWER CHOICES	RESPONSES	
Parent/carer of a child at WRPS	91.67%	66
A teacher at WRPS	8.33%	6
An education support staff member at WRPS	0.00%	0
TOTAL		72

Q2 Please indicate the year level of your youngest child at WRPS

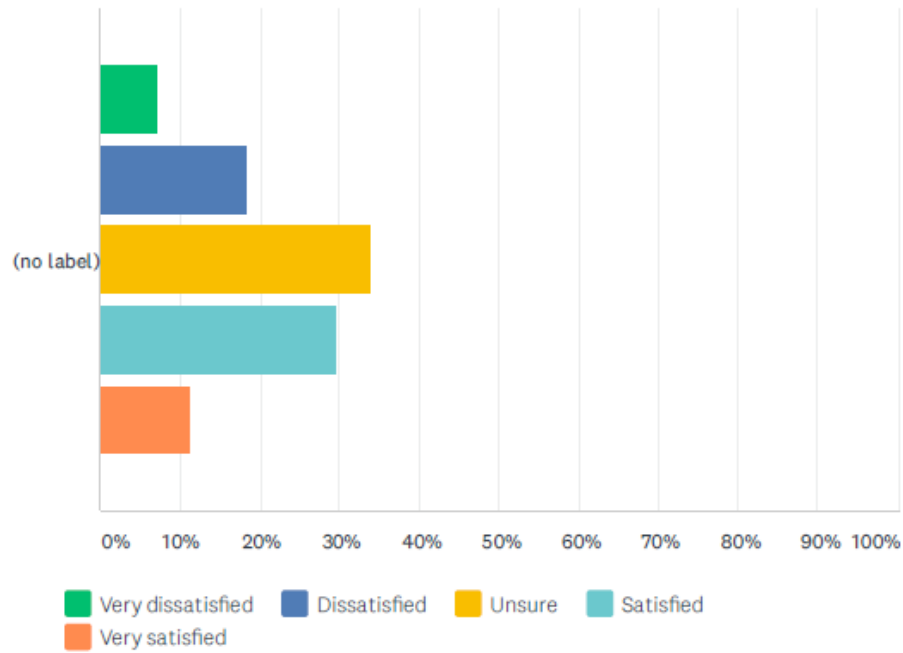
Answered: 66 Skipped: 6



ANSWER CHOICES	RESPONSES	
Prep	18.18%	12
Year 1	6.06%	4
Year 2	9.09%	6
Year 3	19.70%	13
Year 4	18.18%	12
Year 5	13.64%	9
Year 6	15.15%	10
TOTAL		66

Q3 Please indicate your level of satisfaction with the current Italian language program at WRPS.

Answered: 71 Skipped: 1



	VERY DISSATISFIED	DISSATISFIED	UNSURE	SATISFIED	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
(no label)	7.04%	18.31%	33.80%	29.58%	11.27%		
	5	13	24	21	8	71	3.20

Q4 Please tell us what you like about the current Italian program at WRPS.

Answered: 60 Skipped: 12

#	RESPONSES	DATE
1	It brings awareness of another culture to the kids.	9/7/2021 4:59 PM
2	It's an additional language for the kids to learn	9/7/2021 12:00 PM
3	Food and culture	9/6/2021 7:01 PM
4	Basic language skills	9/6/2021 11:40 AM
5	I haven't seen it in practice enough to comment	9/5/2021 8:04 PM
6	It covers all areas. Eg food, culture,history	9/3/2021 10:09 PM
7	Understanding of different country's..	9/2/2021 8:39 PM
8	My child knows how to count to ten and basic greetings.	9/2/2021 6:49 PM
9	Unsure. Kids don't speak about it.	9/2/2021 5:52 PM
10	Italian is okay but there is always room for improvement. I don't know that much about the program.	9/2/2021 3:10 PM
11	Micaela is learning to communicate with her grandparents	9/1/2021 9:53 PM
12	Concept are good and fun	9/1/2021 11:51 AM
13	To learn another language	9/1/2021 10:06 AM
14	that my child is learning a new language	9/1/2021 9:14 AM
15	I like that the kids were exposed to another culture.	8/31/2021 10:12 PM
16	My children has some understanding of it	8/31/2021 7:43 PM
17	Good language	8/31/2021 7:39 PM
18	It's not interesting	8/31/2021 4:31 PM
19	I think it's important that kids are exposed to a different language even if it's the basics	8/31/2021 3:49 PM
20	The language	8/31/2021 3:12 PM
21	i like that the kids get to learn another language other then english and in high school they teach other languages too, so it could really help them get ready with high school.	8/31/2021 2:08 PM
22	non existant,only learning very basic things	8/31/2021 11:51 AM
23	My child likes the fun Italian board games that he used to do in Italian	8/31/2021 10:58 AM
24	I love how they come home speaking to us with our background culture	8/31/2021 10:31 AM
25	i like that they have memorized things	8/31/2021 10:29 AM
26	There are benefits to learning an additional language	8/31/2021 9:10 AM
27	Although my kid likes the aspects of Italian culture that they are learning, there isn't a dedicated resource to teach Italian and the program seems very light on content and haphazardly organised.	8/31/2021 12:02 AM
28	Not advanced enough and too basic for over five years - Cannot speak to language and barely can count to ten in Italian and cannot write or read anything.	8/30/2021 8:08 PM
29	it is fun for the kids to participate in the activities	8/30/2021 6:54 PM
30	I do not know much about it	8/30/2021 4:03 PM
31	The kids seem to have fun drawing	8/30/2021 11:20 AM

32	I'm not too familiar with program particulars, unfortunately. My child's enjoyment with the class is great though - she seems to really enjoy it	8/30/2021 10:08 AM
33	I didn't know they did italian	8/30/2021 9:59 AM
34	They are learning the numbers	8/30/2021 9:51 AM
35	I can see my son speaking a couple of words at home.	8/30/2021 9:48 AM
36	My children learn italian	8/30/2021 9:27 AM
37	Couldn't say because the students have not have opportunity with constant home schooling	8/30/2021 8:11 AM
38	It should run through out the year	8/30/2021 8:08 AM
39	Italian background	8/29/2021 9:26 PM
40	I like that they learn about different culture	8/29/2021 7:51 PM
41	Both children enjoy the classes and as I studied Italian at school also I can assist them when needed	8/29/2021 4:24 PM
42	Ike the language	8/29/2021 4:10 PM
43	It has given the students the opportunity to experience conversational Italian within the school setting and it has given the students the opportunity to gain more knowledge about another country and then to compare the Italian language and culture to their own.	8/28/2021 10:14 PM
44	My kid told me that there is no Italian class at school at the moment.	8/28/2021 5:30 PM
45	Not sure	8/28/2021 2:36 PM
46	Italian is fun, similar alphabet,	8/28/2021 12:05 PM
47	Celebration days Eg Multicultural day, multi-age activities	8/28/2021 9:46 AM
48	The children enjoy it and therefore want to participate	8/28/2021 8:04 AM
49	Cultural awareness	8/27/2021 8:56 PM
50	Both my boys haven't really picked anything much in Italian class. It seems they end up playing PE games during Italian class.	8/27/2021 8:54 PM
51	I can't think of any.	8/27/2021 8:28 PM
52	The cultural component. Different way of thinking. Some basic language skills.	8/27/2021 8:05 PM
53	Italian has been introduced as a fun addition to regular lessons	8/27/2021 7:48 PM
54	Not aware of italian progra being taught in 6 Grade	8/27/2021 7:33 PM
55	Not a lot. The acting Italian teacher was great at teaching the students properly and they felt like they came home with new knowledge.	8/27/2021 7:31 PM
56	There is Italian ancestry, so im happy its offered	8/27/2021 7:11 PM
57	My child has Italian heritage so learning Italian is interesting for them.	8/27/2021 7:07 PM
58	It is easier to learn one second language throughout the entirety of Primary School.	8/27/2021 7:05 PM
59	I don't like anything at the moment.	8/27/2021 6:56 PM
60	Nothing	8/27/2021 6:55 PM

Q5 Please tell us what you think can be improved about the current Italian program at WRPS.

Answered: 57 Skipped: 15

#	RESPONSES	DATE
1	That the children learn to put a phrase together and speak basic Italian.	9/7/2021 4:59 PM
2	N/A	9/7/2021 12:00 PM
3	N/a	9/6/2021 11:40 AM
4	Finding a teacher	9/5/2021 8:04 PM
5	Make it a weekly lesson	9/3/2021 10:09 PM
6	Nothing	9/2/2021 8:39 PM
7	I don't know as I am not sure what the intended achievement of the current language plan is.	9/2/2021 6:49 PM
8	Unsure	9/2/2021 5:52 PM
9	I'm not sure because I don't sit in on the classes?	9/2/2021 3:10 PM
10	Nothing	9/1/2021 9:53 PM
11	Every things fine	9/1/2021 11:51 AM
12	More than one class a weak	9/1/2021 10:06 AM
13	learning any new language, it should just be more immersive	9/1/2021 9:14 AM
14	1. Be great if there was age appropriate grammar taught, and build on that as the children progress year to year. 2. Also, if there was more practice orally so that very basic conversations could be had. 3. Cultural aspect may be boring for children particularly if they comment that the buildings are very "old" so somehow make it fun and perhaps interactive	8/31/2021 10:12 PM
15	Having an Italian teacher to run the program	8/31/2021 7:43 PM
16	Nothing	8/31/2021 7:39 PM
17	They should explain it better and only one teacher should teach the lessons	8/31/2021 4:31 PM
18	Not sure	8/31/2021 3:12 PM
19	sometimes the students dont have italian often	8/31/2021 2:08 PM
20	Kids learning more about the Italian language. Actual speaking.	8/31/2021 11:51 AM
21	Italian should be taught for 4 terms and not just 1	8/31/2021 10:58 AM
22	Speaking full sentences and able to reply	8/31/2021 10:31 AM
23	they need to learn how to start speaking it and understanding it and writing it so they learn more about it	8/31/2021 10:29 AM
24	It needs to be more engaging and accessible for all learners	8/31/2021 9:10 AM
25	A more deliberate approach with learning objectives, it honestly seems like it is just planned in a day to day basis.	8/31/2021 12:02 AM
26	More reading, writing and soeaking	8/30/2021 8:08 PM
27	keep it simple	8/30/2021 6:54 PM
28	I am not sure	8/30/2021 4:03 PM
29	The kids feedback is that they just copy what is on the board so not sure if they are really learning anything	8/30/2021 11:20 AM
30	Unsure	8/30/2021 10:08 AM

31	Unsure	8/30/2021 9:59 AM
32	the words might need to be learn better because they forget	8/30/2021 9:51 AM
33	Due the COVID-19 my ideas would be not applicable.	8/30/2021 9:48 AM
34	That being a second language taught the children should be able to write basic knowledge conversations in Italian have role plays where students can have a role play in talking to each other in Italian able to sight basic words in written format and make it fun with learning a foreign language	8/30/2021 8:11 AM
35	continuous program	8/30/2021 8:08 AM
36	Not sure	8/29/2021 9:26 PM
37	Focus on the language, writing in the language, differences, and children should be able to write and say sentences in Italian	8/29/2021 7:51 PM
38	No recommendations just continue to keep the classes fun for the children	8/29/2021 4:24 PM
39	Not sure	8/29/2021 4:10 PM
40	To actually have an Italian teacher to be employed to respectfully teach the language as it should be taught with the correct accents, pronunciation/sentence structure etc	8/28/2021 10:14 PM
41	N/A	8/28/2021 5:30 PM
42	Yes	8/28/2021 2:36 PM
43	Have it more immersed in the classrooms.	8/28/2021 12:05 PM
44	Needs to be a more rigorous academic program differentiated to each year level. It should be very interactive and engaging for students. It should be a calm classroom environment with the same expectations (behaviour and learning) for students as core classes.	8/28/2021 9:46 AM
45	My child has not learnt anything more than a handful of Italian words. After 5 years at WRPS, I would expect them to know simple phrases and have some basic language proficiency.	8/28/2021 8:33 AM
46	Integration with other classes	8/28/2021 8:04 AM
47	Lack of language learning and rigour	8/27/2021 8:56 PM
48	Focus on teaching basic words so they can have a conversation. And understand the language better.	8/27/2021 8:54 PM
49	My kids can't speak any Italian even though they've been learning at school. They can only say some numbers in Italian. I'd like school to teach kids some useful conversational phrase in stead of teaching them how to introduce themselves etc...	8/27/2021 8:28 PM
50	my Kids don't recall any basic Italian words after years of doing it.	8/27/2021 8:05 PM
51	Not aware of Italian progra being taught in 6 Grade	8/27/2021 7:33 PM
52	The teacher actually teaching new content within the subject. Not just numbers and colours, for example	8/27/2021 7:31 PM
53	Not sure	8/27/2021 7:11 PM
54	Not sure	8/27/2021 7:07 PM
55	Unsure	8/27/2021 7:05 PM
56	The students should be taught the language itself, the vocabulary, and not just the Italian culture. Learning a language should result in being able to speak a language, not talk about Coliseum in English.	8/27/2021 6:56 PM
57	Anything limited teachings and stops and starts of when it's being taught. Parents haven't heard much about it.	8/27/2021 6:55 PM

Q6 Do you have any other expectations for the WRPS language program?

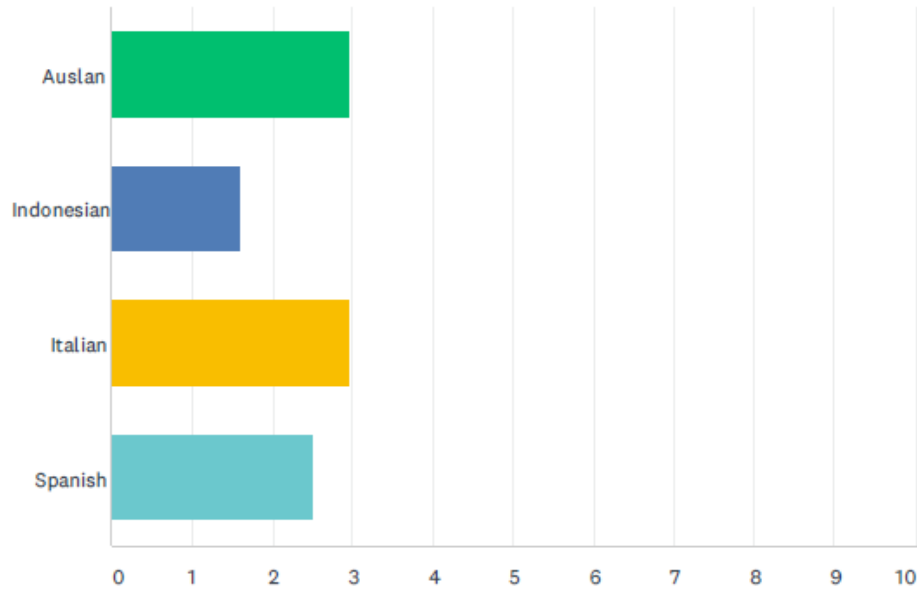
Answered: 48 Skipped: 24

#	RESPONSES	DATE
1	For children to be able to retain basic language.	9/7/2021 5:00 PM
2	Not really	9/7/2021 12:01 PM
3	N/a	9/6/2021 11:41 AM
4	No	9/3/2021 10:10 PM
5	No	9/2/2021 8:40 PM
6	no	9/2/2021 5:52 PM
7	No	9/2/2021 3:11 PM
8	No	9/1/2021 9:54 PM
9	Nothing	9/1/2021 11:52 AM
10	No	9/1/2021 10:10 AM
11	no	8/31/2021 7:44 PM
12	No	8/31/2021 7:39 PM
13	More complex teaching should be done	8/31/2021 4:34 PM
14	None	8/31/2021 3:12 PM
15	Implement a successful fun language program	8/31/2021 11:51 AM
16	At the end of the year my child should be able to know all of the basic skills such as learning the alphabet and counting numbers to 30	8/31/2021 11:01 AM
17	No	8/31/2021 10:31 AM
18	That it's engaging for the children.	8/31/2021 2:37 AM
19	No, those objectives make a lot of sense	8/31/2021 12:04 AM
20	Increased activity	8/30/2021 8:11 PM
21	not really	8/30/2021 6:55 PM
22	No	8/30/2021 4:04 PM
23	I would prefer to see Auslan being taught	8/30/2021 11:21 AM
24	Can't say that I do	8/30/2021 10:09 AM
25	No	8/30/2021 9:59 AM
26	The program is good. I can see the progress of my son.	8/30/2021 9:49 AM
27	To have a Italian workbook available in booklist catering for each year level that use to be compulsory so children can involve themselves with grasping a second language and practice than just trying to absorb a lesson in classroom having a child's Italian work book for each child would be more value for them to absorb and have basic fluent second language	8/30/2021 8:16 AM
28	high engagement and introduction of new languages too	8/30/2021 8:09 AM
29	No	8/29/2021 9:27 PM
30	No but it is a great skill for children to have once they enter the workforce and having this grounding in the language will assist them to continue learning	8/29/2021 4:25 PM
31	No	8/29/2021 4:11 PM

32	no	8/28/2021 10:15 PM
33	N/A	8/28/2021 5:30 PM
34	I wish my kid learn Hindi language as well .	8/28/2021 2:37 PM
35	Ease transition to WRSC (if they still do Italian), where most of WRPS students go.	8/28/2021 12:09 PM
36	No	8/28/2021 8:05 AM
37	A degree of language proficiency with reading to speaking, writing and reading.	8/27/2021 8:57 PM
38	No	8/27/2021 8:55 PM
39	Develop interests towards other countries and culture through learning how to communicate in other language. Provide some opportunities for students to practice second language that they learned at school.	8/27/2021 8:44 PM
40	Auslan should be taught. Employable skill Or basic some basic Indigenous language/cultural from our local area	8/27/2021 8:07 PM
41	I would have preferred a language programme that would have been more useful for future study such as Mandarin or Spanish but I am happy with Italian	8/27/2021 7:51 PM
42	To teach students a tool that they can carry through life. Inclusion and accessible for all.	8/27/2021 7:37 PM
43	Not aware of italian progra being taught in 6 Grade. Is this a language program?	8/27/2021 7:34 PM
44	No	8/27/2021 7:11 PM
45	Not sure	8/27/2021 7:08 PM
46	No	8/27/2021 7:05 PM
47	Yes, the Italian language is not of much use to us in Australia. An Asian language would be far more appropriate, considering Australia's proximity to Asia. I am of European background and I have a university degree in Italian, but I really don't see the way of how will my child benefit from learning Italian.	8/27/2021 6:59 PM
48	Bring in Auslan the most commonly used language instead of Italian	8/27/2021 6:57 PM

Q7 Please rank the following languages in order of preference for the WRPS language program. Please assign a preference number to each language in the list. Tip: The language you most prefer should be numbered '1', and the language you least prefer should be numbered '4'.

Answered: 69 Skipped: 3



	1	2	3	4	TOTAL	SCORE
Auslan	40.58% 28	30.43% 21	13.04% 9	15.94% 11	69	2.96
Indonesian	1.45% 1	10.14% 7	33.33% 23	55.07% 38	69	1.58
Italian	39.13% 27	30.43% 21	15.94% 11	14.49% 10	69	2.94
Spanish	18.84% 13	28.99% 20	37.68% 26	14.49% 10	69	2.52

Q8 Would you like to suggest any other language for the WRPS language program? If so, why?

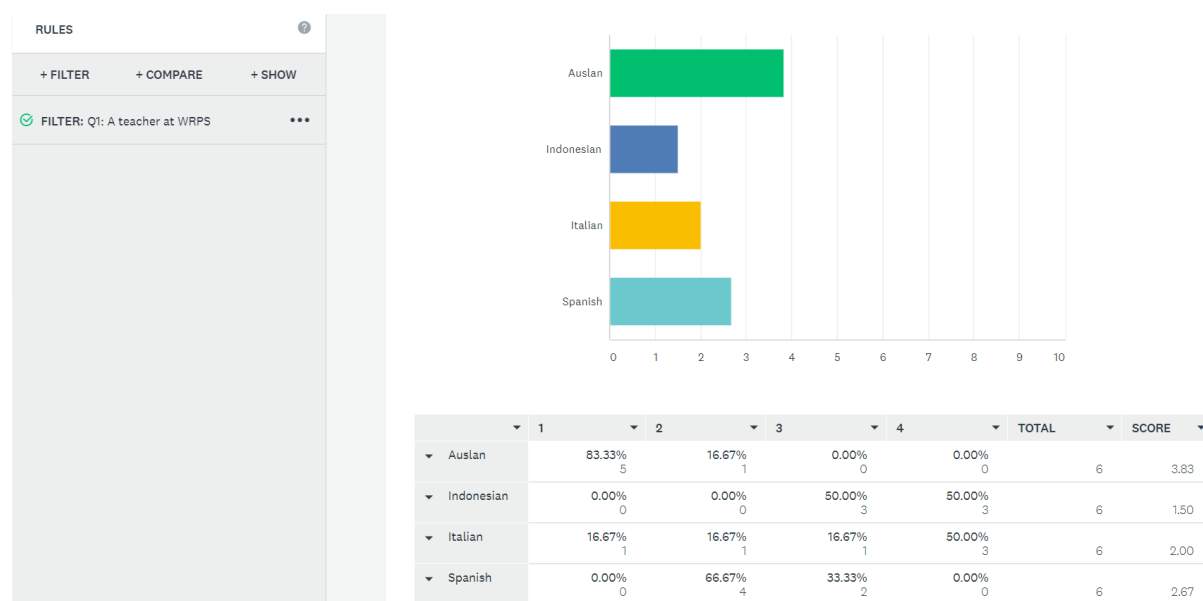
Answered: 52 Skipped: 20

#	RESPONSES	DATE
1	No	9/7/2021 12:02 PM
2	Greek because we come from a Greek background	9/6/2021 7:07 PM
3	arabic	9/6/2021 11:41 AM
4	No	9/3/2021 10:11 PM
5	German, because their products have top quality. so want to learn their language.	9/3/2021 4:21 PM
6	No	9/2/2021 8:41 PM
7	No	9/2/2021 6:59 PM
8	no	9/2/2021 5:53 PM
9	Japanese, Mandarin or Hindi	9/2/2021 3:13 PM
10	No	9/1/2021 9:55 PM
11	Greek	9/1/2021 9:27 PM
12	Thank you	9/1/2021 1:30 PM
13	No	9/1/2021 11:54 AM
14	Chinese language because it's one of the most popular languages around the world	9/1/2021 10:15 AM
15	Auslan is a better choice	9/1/2021 9:20 AM
16	no	8/31/2021 7:45 PM
17	No	8/31/2021 7:40 PM
18	Arabic	8/31/2021 4:37 PM
19	No	8/31/2021 3:13 PM
20	HINDI	8/31/2021 12:38 PM
21	French is a beautiful language and many great books are written in French so I would like my son to read those books in the original language.	8/31/2021 11:06 AM
22	French and Japanese	8/31/2021 10:32 AM
23	japanese because it some thing different and people can experience something new	8/31/2021 10:32 AM
24	No	8/31/2021 12:05 AM
25	Japanese	8/30/2021 8:12 PM
26	I think Auslan is a great idea	8/30/2021 6:56 PM
27	No	8/30/2021 4:05 PM
28	I feel Auslan would be more beneficial & inclusive than other languages particularly given a large percent of children already have a 2nd language at WRPS, this would actually be something they could use later in life	8/30/2021 11:24 AM
29	Auslan would be fantastic!!	8/30/2021 10:11 AM
30	No	8/30/2021 9:59 AM
31	I Believe Chinese would be a very good one. The majority of global population speaks that.	8/30/2021 9:51 AM
32	Korean	8/30/2021 9:47 AM
33	No	8/30/2021 9:29 AM

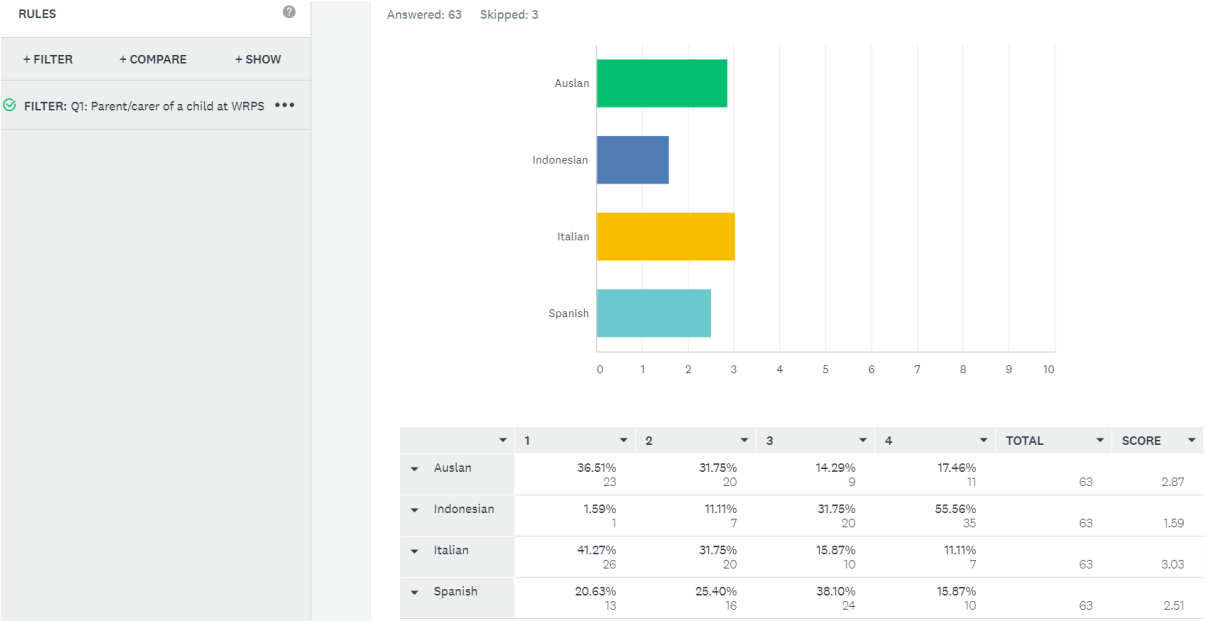
34	No happy with Italian	8/30/2021 8:19 AM
35	French, Japanese	8/30/2021 8:10 AM
36	No	8/29/2021 9:28 PM
37	No but my girls did study Auslan at another school they attended this year and they said they enjoyed it immensely	8/29/2021 4:26 PM
38	No	8/29/2021 4:12 PM
39	no	8/28/2021 10:18 PM
40	Vietnamese - there has been a huge Vietnamese community living in around suburbs such as Reservoir, Thomastown, Lalor.	8/28/2021 5:32 PM
41	Japanese. Culture. Near Australia in the Asia-Pacific region. Business and tourism industry.	8/28/2021 12:14 PM
42	Tamil	8/28/2021 9:01 AM
43	Mandarin. It is a complex language spoken extensively throughout the world. Early introduction might encourage kids to continue into later life	8/28/2021 8:07 AM
44	mandarin	8/27/2021 9:19 PM
45	No. Strong preference for Auslan.	8/27/2021 8:58 PM
46	Happy with any language provided it is taught well to the students so they can benefit from it.	8/27/2021 8:56 PM
47	No	8/27/2021 8:09 PM
48	No	8/27/2021 7:38 PM
49	No	8/27/2021 7:12 PM
50	No	8/27/2021 7:06 PM
51	Yes, Mandarin or Japanese. Australia is so close to Asia, and if a child learns one of these two languages, they stand a better chance of doing a degree which will enable them to do business and other studies and be able to find work in many areas.	8/27/2021 7:01 PM
52	No	8/27/2021 6:59 PM

Segmented survey results for Q7 (preferential language rankings):

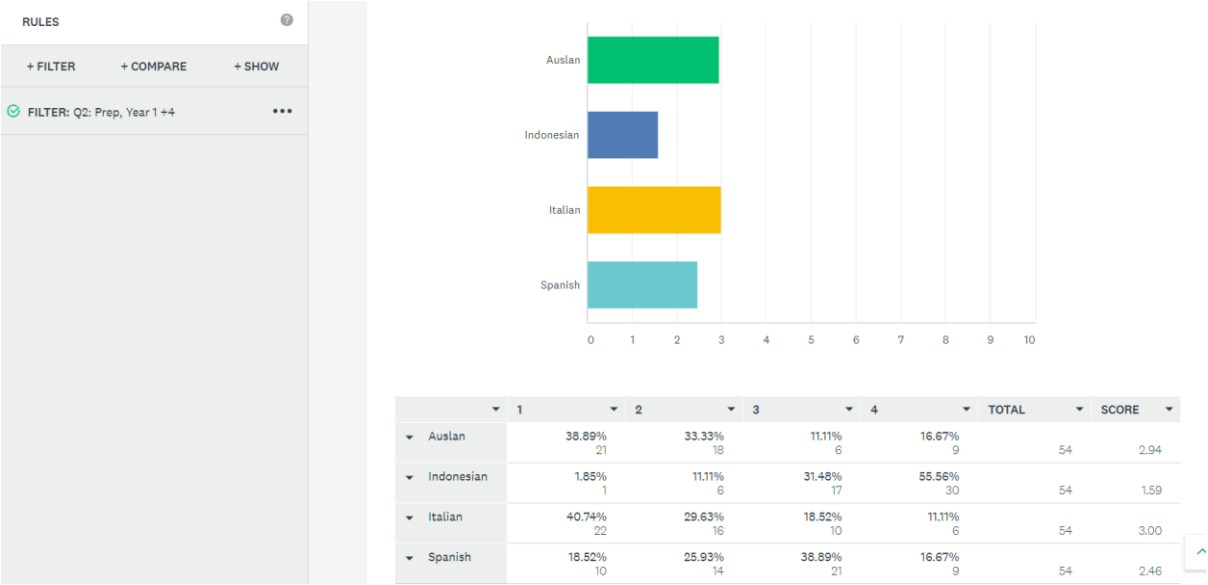
Teachers only:



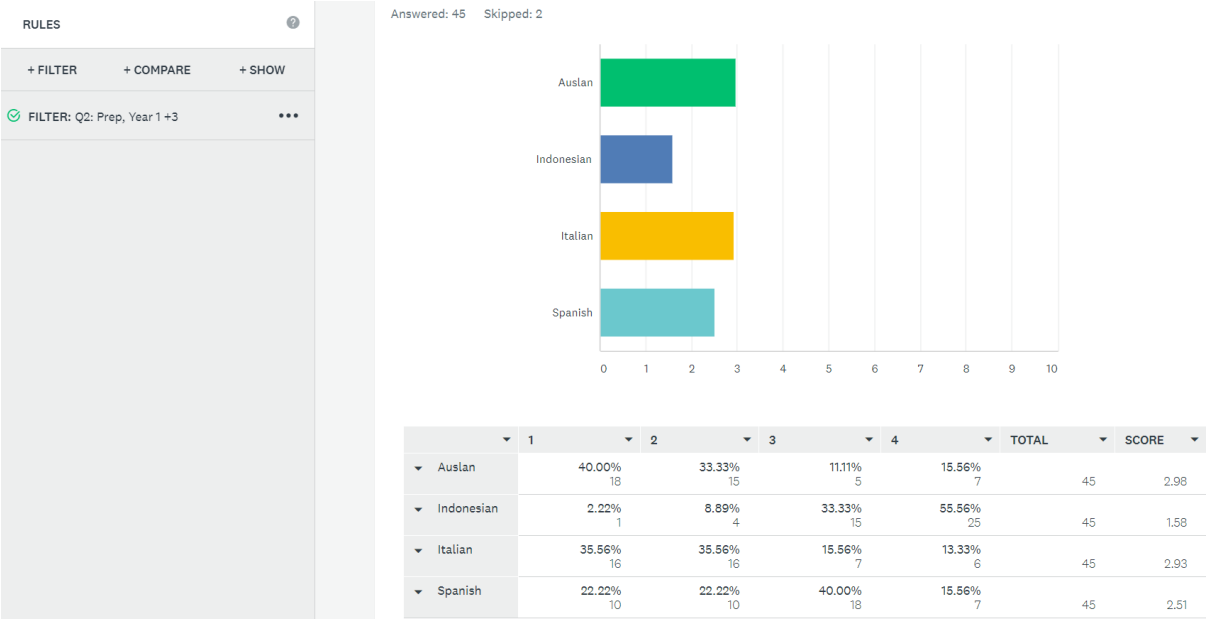
Parents/carers only:



Parents/carers with youngest child in Prep – Year 5:



Parents/carers with youngest child in Prep – Year 4:



Parents/carers with youngest child in Prep – Year 2:

