



Rationale

The ability to use a language other than English, and to understand and move between different cultures is important for full participation in the modern world, broadening students' horizons about the personal, social, cultural and employment opportunities, especially in the context of increasing globalisation and Australia's cultural diversity. Moreover, learning a second language provides students the opportunity of developing intellectual, analytical and reflective capabilities, while enhancing creative and critical thinking.

Since English, and Italian share many Latin-derived words and use the same Roman alphabet, Cairnlea Park Primary School Council and community endorsed Italian as our second language.

Aims

- Students learn to communicate in Italian 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 Italian 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 this 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.
- Students approach the Italian language program with the understanding that the content is part of a Literacy program.
- While learning an additional language, students gain knowledge of and make connections across a range of concepts drawn from other key learning areas.
- Students develop intercultural capability, including understanding of and respect for diversity and difference, and an openness to different experiences and perspectives.
- Students explore cultural differences, while shaping and extending the understanding of themselves, their own heritage, values, beliefs, culture and identity.
- Students learn to work collaboratively, while expressing themselves and sharing personal experiences.

Implementation

- All students at Cairnlea Park Primary will study a sequential Italian language course based on the outcomes contained within the most current version of the Victorian Curriculum
- An Italian teacher is employed to develop, implement and coordinate the school's Italian language program, reviewed each year. The lessons planned comprise five components: learning intention, accessing prior knowledge, explicit teaching, task and reflections. Each component is supported by the 9 High Yield Teaching Strategies.
- The Italian teacher implements and coordinates school events related to the language taught: including an Italian Day, incursions and excursions, where students have the opportunity to interact with Italian speakers, members of the local and broader community, while engaging in real-life experiences, hands-on activities, and class projects involving, but not limited to, crafts, painting, cooking, role play and performances.
- Italian language is offered as a specialist area and students at each level study Italian for 60 minutes, through the whole year. This may vary depending on budget and enrolment levels.
- Students use a wide range of multimodal texts such as textbooks, teacher-generated materials and online resources. They are consistently exposed to a range of authentic Italian-based material including websites, films, stories, songs, dancing, games, television programs, advertisements and magazines. The resources become increasingly sophisticated and varied as student's progress through their schooling.

- Italian lessons are conducted using a bi-lingual method: students are encouraged to use the Italian language as much as possible for classroom routines, social interactions, structured learning tasks, and language experimentation and practice. While English is used for discussion, explanation and reflection, and for sharing ideas about language and culture.
- The Italian language program will be implemented with the same structure, progression and characteristics as a literacy program.
- Educators implement strength-based and inquiry-based pedagogical strategies, using a combination of independent, paired, and teamed activities, in order to simultaneously develop communication and understanding skills of the language taught.
- Student's abilities are measured, and learning opportunities are provided to cater for these needs.
- A budget that provides for the needs of the Italian Program will be reviewed annually. The Italian Coordinator will oversee the budget.
- Student assessment will be ongoing and will include a range of formal and informal strategies, including anecdotal records, samples of students work, student self-evaluation, rubrics and checklists and performance on set tasks.
- Written reports will be provided to parents in either June or December, according to the areas undertaken.
- Modified resources will be used across all levels to extend/enable all students to access the curriculum according to their abilities

Evaluation

The Italian language Program will be reviewed during the Program Evaluation process in Term 4.

This policy will be reviewed as part of the school's 4-year review cycle, unless an issue arises which requires prior review.

*This policy was last ratified by school council in **July 2025** and is scheduled for review in **2029**.*