



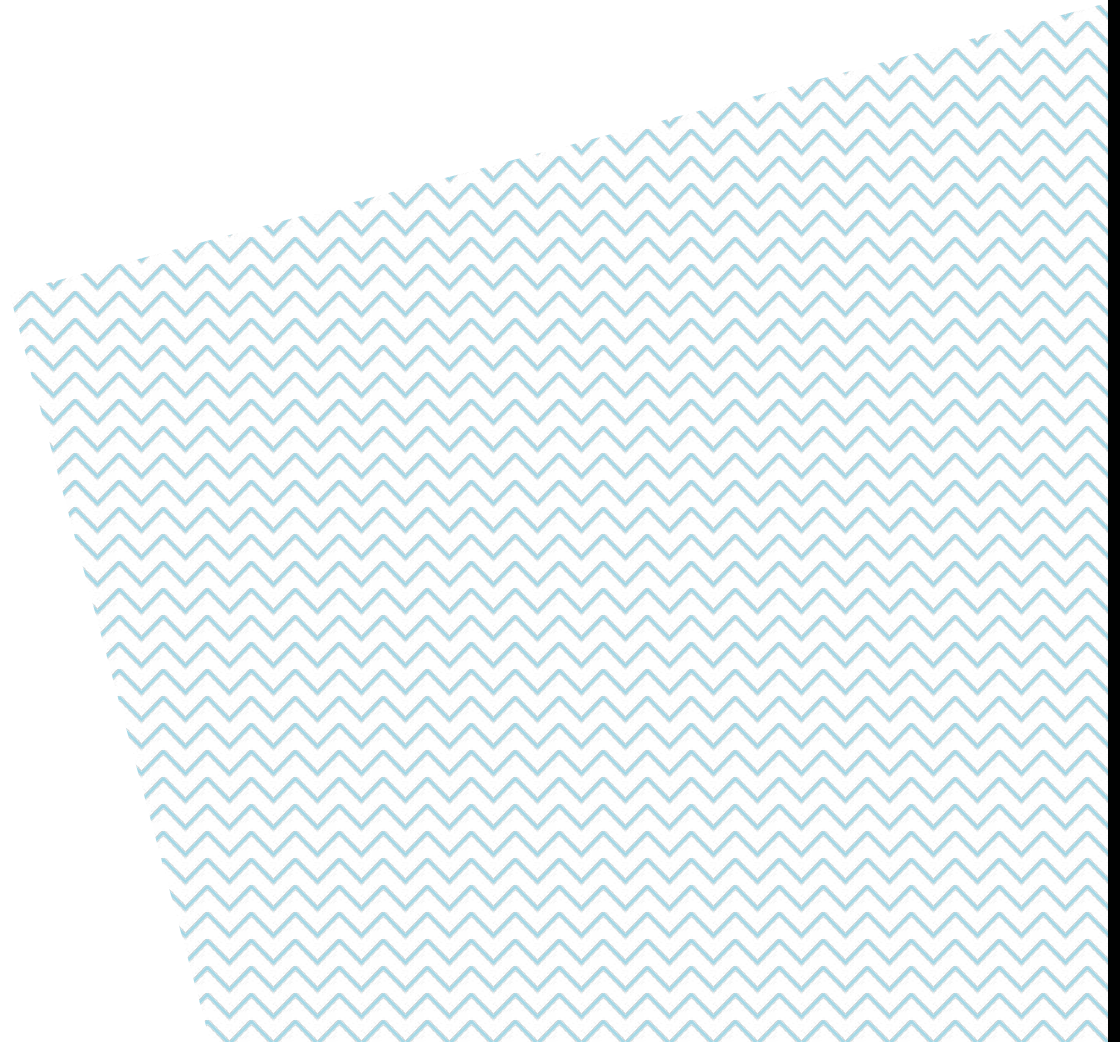
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# **Analysis of Designated Bilingual Programs in Victorian Government Schools: Footscray Primary School**

Final submission for Footscray Primary School

6 March 2020



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## Introduction, background, and aims

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Footscray Primary School has been part of the Victorian Government's Designated Bilingual Program (DBP) since the program's inception in 1997, delivering on an election commitment to expand bilingual education in Victoria's state schools. The DBP formally recognised Victoria's long and successful history of bilingual provision in government schools which has always included a strong focus on languages of the Victorian community, such as the Greek and Macedonian bilingual programs at Lalor North Primary (established in 1978), and a German bilingual program at Bayswater South Primary (1982).

In the case of Footscray, the choice to offer Vietnamese reflected the history and character of the school's local community at that point in time. This included Vietnamese being the most commonly spoken language other than English at home (e.g., in 16.1% of Footscray homes, compared to the national average of 0.9% (ABS, 2001)), further reflecting the cultural demography of the area in terms of ancestry and country of birth (e.g., 13.8% of people in Footscray being born in Vietnam, well ahead of the next category (China, at 3.1%), and the national average of 0.8% (ABS, 2001)). Much of this was a result of immigration patterns that followed the resettlement of refugees from Vietnam in the 1970s, peaking in 1979 (ABS, 2006).

This analysis of the current FPS program was commissioned by DET alongside a broader triennial review of the DBP program as a whole. The decision to engage in a separate, deeper analysis of the FPS program was to better account for some more specific program challenges and needs given recent changes within the school (including program structure, teaching staff, and leadership), as well as changes within the local community (including demographic shifts, and the introduction of the Footscray Learning Precinct (FLP) that involves FPS, Footscray City Primary, and Footscray High School).

For context, in contrast to the demographic snapshot outlined above based on early 2000's data, for example, the more recent 2016 census revealed a decreasing proportion of Vietnamese-born Footscray residents, with a fall from 13.8% to 9.6%, closely followed by a rapid rise in the number of residents born in India (6.7%). Similarly, 9% of Footscray residents report having Vietnamese ancestry—comparable to those reporting as being from a Chinese (7.8%) or Irish (7.1%) background—but well behind English (16%) and Australian (12.4%) (ABS, 2016). Footscray therefore differs from other schools and localities in the DBP, such as Bayswater South (German) and or Lalor North (Macedonian/Greek). The former has never had a sizeable heritage language community, with only 2% of Germany-born residents in 2001, and 1.5% in 2016 (ABS, 2016). The latter has seen similar declines in ancestry groups like Footscray over the same period (ABS, 2001, 2016), but was—and remains—a small, successful, and consistent program established well before the DBP, with the capacity to offer two bilingual streams in its program, recognising the complex relationship between these language groups.

Through input from key stakeholders involved in the current delivery of the program, the aims of this analysis were to:

- Identify concerns in the provision of the FPS bilingual program as it currently stands, in the context of the aims and goals of the Victorian DET DBP as a whole
- Recommend solutions to help resolve current problems to support the sustainable future success of the program within the broader DBP

## Analysis design

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Data for this analysis were generated through a two-phase design.

Phase 1 comprised:

- Individual (one-hour) interviews with the Area Executive Director and School Education Improvement Leader for the Western Melbourne Region.
- A group (two-hour) interview with the FPS leadership team, including the immediate past principal, new acting principal, and leaders/specialists for literacy, learning needs, and bilingual/languages.

Phase 2 comprised:

- Surveys in English and Vietnamese to canvas broader anonymous input and feedback from the wider teacher and parent community on emerging themes and potential recommendations identified during Phase 1 (96 responses).

Findings are summarised in the two sections that follow in the remainder of this main report (*Identification of the Problem and Recommendations*).

## Identification of the problem

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**The data suggests that the fundamental problem with FPS's program, as it now stands, has been the lack of a consistent approach to program delivery in the last 3-5 years.**

The cause for the lack of a consistent approach/model seems to be twofold:

1. Securing sufficient numbers of appropriately skilled teachers to deliver the program:

The increased number of second language (L2) instructional hours needed to meet the revised Bilingual Program requirements as a consequence of the 2016 DBP Review (which recommended an increase from 33% to 50% of the total curriculum taught in the L2) exposed an underlying, pre-existing problem at the school; namely, the difficulty in sourcing high-quality *bilingual* teachers in Vietnamese. This bilingual role is very different to that of a mainstream teacher with an ability to speak Vietnamese, or even a specialist language teacher who teaches Vietnamese.

Bilingual teachers need extraordinary skills and talent. Not only do they need the capacity to use Vietnamese in specialist curriculum areas (e.g., Science, Music, Math, etc.), they also need the ability to then effectively share that knowledge with learners having much more limited skills in that language. Furthermore, students transferring into the program at different entry-points may have no prior language skills at all, making the challenge of differentiated instruction immense.

The success of other bilingual programs across the Victorian DBP and internationally provide clear evidence that strong bilingual programs are entirely possible, but they do require exceptionally well-developed expertise and knowledge on the part of the teachers: pedagogic, academic/content-based, and linguistic. Teacher capacity with respect to pedagogy, content, and language [both in the target language and English] was identified in the wider 2019 DBP

analysis by principals as a significant factor in the success of their bilingual programs.

Moreover, beyond the immediate instructional demands within a bilingual classroom, these same teachers also require the further capacity to work effectively *across* languages, to collaborate and contribute in productive ways with other colleagues in the wider school, as well as to communicate and engage with parents in the wider community. Given the specialist challenges that arise in bilingual learning contexts (e.g., student anxiety, etc.), the nature of this work is complex—both in terms of the kinds of knowledge needed (bilingual learner progression, etc.), as well as the highly nuanced, delicate language needed to gently but successfully educate and advocate for bilingual learning with other teachers and parents who can often express concern and hesitations (Palmer, 2018). As one non-bilingual teacher interviewee stated in the broader DBP analysis that was conducted alongside the FPS review,

I'd like to acknowledge the mental load that bilingual teachers, or other teachers in bilingual schools, particularly the ones that are teaching the language other than English. [They're] having meetings and reporting in a language that isn't [their] first language ... then we've also got teachers teaching in a language that isn't their first language and they might have ... learned [the language] at school and then teach in [it]. So they're reporting, assessing and teaching and communicating with staff and parents and students in this mixture of languages all the time. It's incredibly complex ... We need to acknowledge that these people are some of the most talented people in the state.

Indeed, school leaders across the DBP all reported that the recruitment of suitable staff was one of the most challenging aspects of delivering their program—even for languages where a good teacher supply pool already exists, compared to Vietnamese.

The teaching of Vietnamese in Victoria had, until recently, been in significant decline. In 2006, for example, there were 1659 students learning Vietnamese in Victorian government primary schools. By 2012, this had fallen to 437 (DET 2007, 2013). This trend has since improved (with 1022 students learning Vietnamese according to the 2018 DET LOTE Report (DET, 2019)), but the decreased flow of students through to VCE Vietnamese has led to fewer teacher candidates being in a position to specialize in Vietnamese teaching at university. Cross-institutional data is difficult to obtain but, as a point of reference, the Melbourne Graduate School of Education has had no Master of Teaching graduates specializing in Vietnamese for at least the last 5 years.

Based on 2018 statistics—with 444 students and 33 teaching staff (myschool.edu.au)—to teach 50% of the curriculum in Vietnamese to 100% of students would require FPS to secure at least 16 qualified teachers who are not only proficient in Vietnamese (as well as English), but are also equipped with the specialist skills, knowledge, and expertise to work as bilingual educators. According to the 2018 DET LOTE Report, there are only 16 government primary school teachers of Vietnamese across the entire state. Seven of these have yet to have complete the minimum requirements for language teaching methodology, let alone further studies in bilingual teaching. This compares with 351 primary school teachers of Japanese, 337 primary school teachers of Italian, and 307 primary school teachers of French (DET, 2019).

In short, there is an insufficient supply of teachers—existing, and into the foreseeable future—to meet demand to sustain a successful primary Vietnamese bilingual program.

## 2. A lack of understanding of bilingual education and suitable models:

No strong, clear, or collective sense of what might best constitute an ideal model for bilingual provision at FPS emerged during the interviews. It was reported that one teacher, with a long history at the school and strong views about how the program could be delivered, had recently transferred to take up a position elsewhere. This seemed due, at least in part, to differences in understanding between her ideal vision for provision with those of leadership. Coupled with the challenges above in terms of suitable teacher supply, and especially the continuity of that supply, there appears to be a history of shifts (and gaps) in expertise and knowledge about what options might be possible for the school over time. This has led to confusion—and resulting tensions—about what models and approaches were to be implemented, by who, and how. As one of the interviewees in the FPS group interview explained,

[The teachers of Vietnamese] didn't really sense that it was a bilingual school. A lot of the classroom teachers could have done with some PD on how a bilingual school works. For me, it really felt like I didn't know where to go or what to do to implement this.

Few of the existing Vietnamese bilingual teachers at the school, for example, had completed specialist studies in bilingual pedagogies, such as CLIL (Content and Language Integrated Learning) (e.g., [www.bastow.vic.edu.au/professional-learning/content-and-language-integrated-learning](http://www.bastow.vic.edu.au/professional-learning/content-and-language-integrated-learning)). As found in the larger DBP review, this has been instrumental in the success of other schools within the network. Huntingdale, for example, has non-bilingual (English-only) teachers attend such courses to help contribute towards building a whole-school, shared model of bilingual instruction across their school. Moreover, Huntingdale, like other examples within the DBP (e.g., Richmond West, Abbotsford, and Caulfield), have also appointed key bilingual staff to senior leadership positions within the school (e.g., Assistant Principal), further helping to achieve consistency in how bilingual provision is understood and practiced across the school as a whole.

## Consequence and impact

From the interview data, this lack of a consistent model—and having the model that has been used subject to constant change—has resulted in several flow-on, interrelated effects. A summary of the themes that recurred within the data are summarized below, with indicative quotes of the key concerns and perceptions being expressed (Note: The review was commissioned to canvas perceptions and input of stakeholders to understand the impact of the current program on the school and its wider community, than test the statistical validity of the concerns raised):

- **Staff attrition**

"We've taken lots of risks [with staffing] in the past, and it has had impact [...] So we've stopped employing teachers because they could speak Vietnamese. We've tried to sort of

recruit through the universities sector too, I've contacted the universities. But we just aren't having much success" (FPS Leadership Team member).

- **Uncertainty about roles, responsibility, and accountability for different areas of teaching/reporting**

A DET Representative reported that mainstream teachers within the school felt they were doing a lot of work to support the bilingual teachers and their students; that is, remediating work to 'fix' gaps in learning that had not adequately been covered during the Vietnamese instructional time. This overlap led to confusion about what was (or was not) being (adequately) covered by which instructors, a doubling-up of work, and further stress and tension:

The Vietnamese program flourished when we would be teaching Maths and [the teachers] would be reporting on the progression points. So the classroom teacher had nothing to do with those progression points... I think that's where it's missing the last few years because we don't have that communication, who's going to cover what. And so doubling up there's so much pressure on classroom teachers. (FPS Leadership Team member)

- **Classroom management/behaviour**

A DET representative reported that some staff and community had come to perceive "the school [as] no longer a safe learning environment", with a FPS leadership team member who similarly emphasized that the school has had "a lot of behavioural issues, too, which were very challenging to manage".

- **Declining academic results in NAPLAN**

Reports from staff have expressed concern that the commitment to the bilingual program reduced the time for literacy, numeracy and inquiry. They further expressed concerns around the amount of their time devoted to supporting the bilingual teachers to teach curriculum.

"Our NAPLAN results are scrutinized, no matter what we believe, [and] that's how we're being judged at school. You can look at our NAPLAN results, and they have [gone down]" (FPS leadership team member).

- **Declining community support for the school in general**

In addition to survey comments from the school community considered in the next section of this analysis, the FPS leadership team themselves recognized that "we've lost a lot of staff because they don't want to be in a bilingual school":

So we've had quite a high staff turnover. I think that's also caused a lot of the challenges, too. It hasn't been helpful because we're constantly trying to re -

enculturate staff in the school, so that's compounded...We've also lost students, and that's compounded our financial budget. We know we had 20 less students this year than we budgeted for because we had families saying we're not taking any chances here. (FPS Leadership Team member)

- **Eroding confidence and trust in school leadership**

“Teachers/leadership decided to divest the school of the program, which took the community unaware... strong backlash from school council, parents, and Vietnamese community as they felt blindsided by the process, leading to a loss of confidence [from the school community] in overall school management/leadership, and ongoing issues with distrust” (DET representative).

### Wider school perceptions and input on preferred directions for moving forward

Although helpful for understanding the problem and impact, the findings above from the interview data need to be considered alongside wider school community input on their preferred direction for the how the school might move forward, including what they see and value in terms of the school’s goals, current strengths and challenges, and future aspirations for Languages.

The survey data from parents and other teachers revealed four key insights, summarized below:

1. **There was, in the main, overwhelming support for an innovative languages program to be maintained at FPS, rather than a conventional/standard Language offering.**

As shown below (Figure 1), 83.4% of survey respondents agreed they were happy that FPS offered a bilingual program—with 68.8% of these being in strong agreement. Only 11.5% of respondents expressed strong disagreement with FPS having a bilingual program.

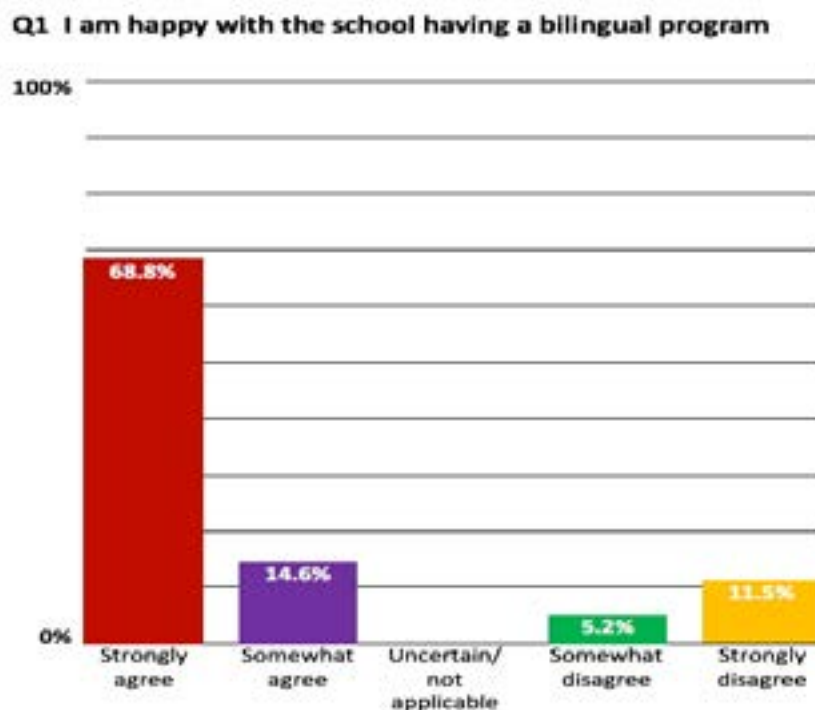


Figure 1. Support for FPS having a bilingual program.



There were even higher levels of support on the value of a bilingual program. 87.4% of survey respondents agreed, for example, that “high levels of bilingualism led to better cognitive skills”, while 87.2% agreed that “learning another language can enhance literacy in English” (Figures 2 and 3).



Figures 2 and 3. Perceptions on the value of bilingual education.

Support for FPS offering a bilingual program (separate from the question of *which* language it should be offered in) was also reflected in open-ended comments such as those below:

“From an idealistic point of view Bilingual education is greatly appealing. Our experience of the bilingual program at Footscray Primary however has been underwhelming and my [child] has undergone [several years] at the school learning Vietnamese with little fluency in the language to show for it. This would also relate to [their] lack of preference for language learning generally but I do believe is partly related to the quality of the program offered at the school. Note we are a bilingual family... so well acquainted with the importance of language learning” (Survey comment).

“As someone who went to a bilingual primary school and is fluent in [several] languages the bilingual program was a critical part of my selection of FPS for my children. I was incredibly disappointed by the reduction in class time this year and efforts to reduce the program. I appreciate the focus on Vietnamese given the links to community and the value of learning a tonal Asian language. However I think there is inherently more value in teaching a language our children can continue into the future. My preference would be Spanish given its broad international application but I see Italian as an excellent precursor to this. Alternatively I think Chinese is another important option. However at the end of the day I know from experience once you have mastered one language others are easily acquired - so I’ll be happy with anything that is supported by quality teaching and strong face to face hours” (Survey comment).

**2. Critiques of the current bilingual program—despite being positively disposed to the value of languages and bilingualism in general—focused on the quality of teaching, and its impact.**

"I have seen my [child]'s interest and proficiency in Vietnamese stagnate in the time [they have] been at FPS as a result of continued change to the program and inconsistency in quality of teaching. I strongly value language learning but believe that teaching Vietnamese is no longer reflective of the school's changing demographics and does not provide as significant a benefit as learning a more global language such as Spanish or Italian. I have seen the difficulty of recruiting for Vietnamese and there has been a disproportionate amount of time given to working out how to implement the Vietnamese bilingual program when we should have been talking about what else we could be considering" (Survey comment).

"I support a language program but not a bilingual program. The current Vietnamese program is not a bilingual program because of the lack of competent language teachers in the Vietnamese language. The school needs to admit it is no longer a bilingual school in practice. Also, there doesn't appear to be a system to measure the effectiveness of the language program and the teaching. If a language is to be taught there needs to be a credible method of assessing the students' progress in the language. I am particularly concerned that maths and science learning will be adversely affected if taught in a bilingual program. I believe the school is 'flogging a dead horse'. I support more creative thinking in developing the primary school program and would welcome more emphasis on mathematics and sciences" (Survey comment).

**3. If the quality of teaching were not an issue (Point 2), then there was support for a program, irrespective of language (see Point 1). However, 'world languages' were frequently mentioned (Mandarin, Spanish, Japanese, Italian), as well as a language that links to secondary transition.**

"I love the Vietnamese language program at FPS. However, it does concern me that there is not an established pathway to continued immersion in the language at secondary school (Footscray High). I see real value in changing to Japanese (or Italian) where students can continue learning the language through secondary school" (Survey comment).

"Footscray Primary's Vietnamese program has been eroded over the past 3 years in terms of both content and intent. It's therefore a regretful but practical truth that it's timely to introduce a new language aligned with the new Learning Precinct. Japanese or Mandarin as languages of our Asian neighbours (and of future commerce) are far preferable to a European language more reminiscent of past generations" (Survey comment).

"I like the Bilingual program. I think I just prefer a language that can be more useful globally like Chinese or Spanish. Japanese, French and Italian also good" (Survey comment).

**4. Significantly, there seems to be misunderstanding within the community that conflates "bilingual schooling" with "community language schooling".**

Although some respondents demonstrated a well-informed understanding of what constitutes a successful bilingual program, many of the responses that were focused on maintaining Vietnamese as the language of instruction emphasized the value of the FPS program in terms of its link with the

local community, how it helped to maintain Vietnamese heritage and history, and its role in developing intercultural awareness about Vietnamese. However, many of these same respondents had little to say about the academic dimension or outcomes of the program. For example:

“Vietnamese is the ideal language to teach at this school considering the locality of the strong Vietnamese community of Footscray ... Students have ample opportunity to practise using the language everyday in real life settings, this is a rare learning experience which need to be taken advantage of ... Let’s make FPS an appealing work environment so Vietnamese teachers want to work at the school and never be left feeling unwanted with no choice but to look for and always successfully gain positions at other schools. The program has great potential but needs the support of all staff members and the community to make it a success” (Survey comment).

“I would like to see the Vietnamese Bilingual Program continue as it currently is at Footscray Primary School. There is a strong Vietnamese community within the Footscray area and surrounding suburbs. This helps to supports the students learning and gives them the opportunity to put their Vietnamese learning into practise in real life situations. Given that there is such a large Vietnamese community in the western suburbs, perhaps the secondary schools in the area could consider offering Vietnamese as their choice of language” (Survey comment).

“It would be great and much appreciated for keeping the Vietnamese Bilingual Program at Footscray Primary School because FPS is located right in the centre of Footscray where the Vietnamese Community is. The students learn the Vietnamese language at school and they can walk to Footscray to practice that language. Finding Vietnamese teachers is not an issue. FPS used to have many Vietnamese teachers at FPS last year but the ex- leadership did not want to support the Vietnamese Bilingual Program and did not want to keep the Vietnamese teachers. Therefore they had to go and applied for somewhere else. Many of them did not want to leave FPS. They wanted to keep and run the Vietnamese Bilingual Program properly but they had no choice. Moreover, The Vietnamese Bilingual Program at FPS has a long history and has great resources. FPS is the only Vietnamese Bilingual Program in the West. This year, there were 34 students went to Vietnam (Vietnam Study Tour). They said they really enjoyed it and were confidently use the Vietnamese language to community with the Vietnamese people over there. Therefore, we should keep the Vietnamese Bilingual Program at FPS” (Survey comment).

These comments suggest a misunderstanding of the aims of bilingual education, which must be simultaneously focused on both academic/content-based outcomes, *as well as* those related to language and culture (de Jong, 2002). Failing to achieve this dual focus results in the problems identified earlier: poor student engagement/behavior, staff tensions and attrition, declining academic attainment, and eroding confidence in leadership (George, 1985).

The non-academic outcomes that those wishing for the specific continuation of Vietnamese at FPS are arguing for—community links, heritage maintenance, and intercultural awareness—are all important, but these can be achieved by other means (for example, a high quality community language program/school, or the teaching of Vietnamese as a Language program). Insisting that a bilingual program achieve those outcomes is not fit-for-purpose. If the *primary* aim for the program is build greater linguistic and cultural awareness about Vietnamese, then an alternative strategy should be used rather than a strategy that requires *equal* attention to both linguistic and academic

outcomes (and the teacher skill-set and expertise to achieve this).

## Recommendations

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The two recommended options below have been developed on the basis of the findings above, as well as being informed by outcomes of the 2019 DBP analysis. Recommendations from that wider analysis included the following revised nomenclature for how bilingual provision is delivered in Victorian schools<sup>1</sup>:

- *Bilingual schools*: Schools (comprising DET's DBP) which offer 30-50% of the curriculum through the target languages and 100% participation.
- *Bilingual programs*: Schools (outside of DET's DBP) which offer up to 50% of the curriculum through the target language (e.g., using CLIL) but not 100% participation (e.g., offered as either a core or opt-in program at Year 7 only).
- *Languages programs*: All other schools which offer a recommended 150 minutes per week of instruction, based solely on the Victorian Curriculum: Languages (i.e., no development of content outcomes from any other curriculum area).

### Proposal A: FPS as a Bilingual School

#### (Phased in from Foundation, with Vietnamese Languages as 'teach out')

This proposal is similar to the Richmond West Primary School model within the DBP, which transitioned to 50% Mandarin while teaching out its former 30% Vietnamese bilingual stream.

1. The school remains a bilingual school where 50% of the curriculum is taught in an additional language, to 100% of students. However, it adopts a language where the future supply of teachers is more assured and the school does not face the same challenges as Vietnamese at present. A greater supply—and choice—of teachers, mitigates a reliance on a very small, limited pool of teachers who may only be qualified on the basis of language, rather than the additional complex skills needed for bilingual pedagogy and assessment, biliteracy, classroom management and behavior, and wider school and community engagement.
2. The choice of language could be any of those commonly taught in Victorian schools as there is a steady teacher supply. The most recent available data on the Victorian language teacher workforce is in Appendix 1. Japanese and Italian would seem to offer a particularly suitable options for the following reasons:
  - Both are languages taught in the Footscray Learning Precinct's secondary school.
  - Huntingdale, Caulfield, and Brunswick South PS can offer of a model to support their introduction, having already been established as Japanese and Italian bilingual schools in the DBP (in the case of Brunswick South, this transition was also relatively recent)
  - Gladstone Park Secondary College offers a strong, well developed Italian CLIL program that could offer FPS (and BPS) an enhanced secondary pathway to build on gains from the

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<sup>1</sup> These recommended definitions are still under consideration by the Victorian Department of Education.

bilingual primary program. (This would mirror options in French and Japanese secondary CLIL pathways for Camberwell and Huntingdale/Caulfield at Glen Eira SC.)

3. The new language be phased in gradually, beginning with a 50% L2 delivery for 100% of Foundation students in the first year, with a new level progressively added each year. This will ensure consistency and continuity in how the program is established from the early years through to upper primary during its phase-in.
4. Parallel with the introduction of the new language for its bilingual model, the school maintain its commitment to teaching Vietnamese as its Language, to support current links to the community. This will continue to be taught from Grade 1 in the first year of implementation of the bilingual program, but gradually 'taught out' through transition to the bilingual program over 6 years.

An example of how Proposal A might be introduced is below.

	F	1	2	3	4	5	6
2021	Italian or Japanese Bilingual 50%	Vietnamese Languages	Vietnamese Languages	Vietnamese Languages	Vietnamese Languages	Vietnamese Languages	Vietnamese Languages
2022	Italian or Japanese Bilingual 50%	Italian or Japanese Bilingual 50%	Vietnamese Languages	Vietnamese Languages	Vietnamese Languages	Vietnamese Languages	Vietnamese Languages
2023	Italian or Japanese Bilingual 50%	Italian or Japanese Bilingual 50%	Italian or Japanese Bilingual 50%	Vietnamese Languages	Vietnamese Languages	Vietnamese Languages	Vietnamese Languages
2024	Italian or Japanese Bilingual 50%	Italian or Japanese Bilingual 50%	Italian or Japanese Bilingual 50%	Italian or Japanese Bilingual 50%	Vietnamese Languages	Vietnamese Languages	Vietnamese Languages
2025	Italian or Japanese Bilingual 50%	Italian or Japanese Bilingual 50%	Italian or Japanese Bilingual 50%	Italian or Japanese Bilingual 50%	Italian or Japanese Bilingual 50%	Vietnamese Languages	Vietnamese Languages
2026	Italian or Japanese Bilingual 50%	Italian or Japanese Bilingual 50%	Italian or Japanese Bilingual 50%	Italian or Japanese Bilingual 50%	Italian or Japanese Bilingual 50%	Italian or Japanese Bilingual 50%	Vietnamese Languages
2027	Italian or Japanese Bilingual 50%	Italian or Japanese Bilingual 50%	Italian or Japanese Bilingual 50%	Italian or Japanese Bilingual 50%	Italian or Japanese Bilingual 50%	Italian or Japanese Bilingual 50%	Italian or Japanese Bilingual 50%

### Proposal B: FPS with a Bilingual Program (e.g., Italian or Japanese/Science CLIL) and Vietnamese Languages

1. The school transitions to bilingual program (i.e., with up to 50% of the curriculum taught through an additional language using a CLIL model, focusing on a specific curriculum area, such as STEM or the Arts). The CLIL bilingual program should adopt a language where the future supply of teachers does not face the same challenges as Vietnamese at present. As noted earlier, a greater supply—and choice—of teachers mitigates against a reliance on a very small, limited pool of teachers who may only be qualified on the basis of language.

The school should determine the subject areas to be taught. Although these programs have less of the curriculum taught in the target language, their effectiveness depends on a commitment to very high-quality pedagogy.

2. As also noted above, the choice of language could be any of those commonly taught in Victorian schools as there is a steady supply (Appendix 1). However, Japanese or Italian seem to offer particularly suitable options for the reasons outlined under Proposal A.
3. The new bilingual program will be phased in gradually, beginning with the teaching of the new language through CLIL to Foundation students in the first year, with a new level progressively added each year. This will ensure consistency and continuity in how the program is established from the early years through to upper primary during its phase-in.
4. Parallel with the introduction of the CLIL bilingual program from Foundation, the school maintains its commitment to teaching Vietnamese as its LOTE to support its current links to the community. This means a continuation of Vietnamese LOTE taught alongside its CLIL bilingual program from F-6.

An example of how this might be introduced is below.

	F	1	2	3	4	5	6
2021	Italian or Japanese /Science (120 min) + Vietnamese Languages (30 min)	Vietnamese Languages (up to 2.5 hours)	Vietnamese Languages (up to 2.5 hours)	Vietnamese Languages (up to 2.5 hours)	Vietnamese Languages (up to 2.5 hours)	Vietnamese Languages (up to 2.5 hours)	Vietnamese Languages (up to 2.5 hours)
2022	Italian or Japanese /Science (120 min) + Vietnamese Languages (30 min)	Italian or Japanese /Science (120 min) + Vietnamese Languages (30 min)	Vietnamese Languages (up to 2.5 hours)	Vietnamese Languages (up to 2.5 hours)	Vietnamese Languages (up to 2.5 hours)	Vietnamese Languages (up to 2.5 hours)	Vietnamese Languages (up to 2.5 hours)
2023	Italian or Japanese /Science (120 min) + Vietnamese Languages (30 min)	Italian or Japanese /Science (120 min) + Vietnamese Languages (30 min)	Italian or Japanese /Science (120 min) + Vietnamese Languages (30 min)	Vietnamese Languages (up to 2.5 hours)	Vietnamese Languages (up to 2.5 hours)	Vietnamese Languages (up to 2.5 hours)	Vietnamese Languages (up to 2.5 hours)
2024	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)	Vietnamese Languages (up to 2.5 hours)	Vietnamese Languages (up to 2.5 hours)	Vietnamese Languages (up to 2.5 hours)
2025	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)	Vietnamese Languages (up to 2.5 hours)	Vietnamese Languages (up to 2.5 hours)
2026	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)	Vietnamese Languages (up to 2.5 hours)
2027	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)	Italian or Japanese /Science (120 min) + Vietnamese LOTE (30 mins)

In either case, it is recommended a whole school commitment to professional learning that engages FPS with other schools within the DBP (e.g., not only Brunswick South Primary which teaches Italian, if Italian were the chosen language, but also Caulfield, Camberwell, Richmond West etc.) to see successful whole-school models of academic content and literacy/language learning.

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## Appendix 1: Victorian Languages teacher workforce data

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Language	Qualified (Languages method)	Qualified (no Languages method)	Total	Percentage
Japanese	300	51	351	18.3
Italian	250	87	337	17.6
French	235	72	307	16
Chinese (Mandarin)	245	45	290	15.1
Indonesian	250	26	276	14.4
German	117	23	140	7.3
Auslan	56	24	80	4.2
Spanish	45	14	59	3.1
Greek	14	3	17	0.9
Vietnamese	9	7	16	0.8
Other	22	23	45	2.3
<b>Total</b>	<b>1,543</b>	<b>375</b>	<b>1,918</b>	<b>100</b>
<b>Percentage</b>	<b>80.4</b>	<b>19.6</b>	<b>100</b>	

Victorian Languages teachers, by language, 2018 (DET, 2019)

