



Aurora School

LANGUAGE AND COMMUNICATION STATEMENT

At Aurora School, children and their families are immersed in a language rich community where they have an opportunity to thrive socially and in their learning. They have opportunities to learn with children who are D/deaf, Hard of Hearing (HoH), deafblind and hearing with multidisciplinary staff (including Teachers, Teachers of the Deaf, Deaf / Hearing Educational Support, Teachers and Allied Health Therapists).

Aurora encompasses a bilingual approach using both Auslan (**A**ustralian **S**ign **L**anguage), the language of the Deaf community and English. Our community values all languages equally. We acknowledge and value children's home language to promote a positive identity, sense of belonging and sense of wellbeing. We use spoken English, Auslan and Sign Supported Speech as appropriate for each individual child to ensure the development of literacy and communication skills.

Each child is treated as an individual and we are committed to meeting their individual language needs.

We strive for children and families to be bilingual so that they feel included in both deaf and hearing communities.

Auslan

Aurora is often the beginning of a child's and families Auslan journey. Every child and their family has the opportunity to be exposed to and develop Auslan through natural interactions and explicit teaching with the Aurora Deaf community and as part of the wider Deaf community.

Deaf and Hard of Hearing teachers and educators actively support the development of Auslan to enable children to learn across the curriculum. This enables each child to develop language for interacting, learning and socialising and to help discover their Deaf identity.

The Aurora Auslan Checklist is a tool used to monitor children's receptive and expressive skills and to create their individual learning goals based on the children's skills and development.

Through exposure to Deaf and Hard of Hearing role models and proficient users of Auslan, children acquire skills appropriate to their development.

English (spoken/ written)

We actively promote the skill development of English in the areas of listening, speaking, reading and writing to support children to learn across the curriculum. Teachers collaborate together with Speech and Language therapists and monitor children's spoken language development through the Cottage Acquisition Scales for Listening, Language and Speech, the Communication Matrix and sometimes with standardised assessments.

When children are in Foundation (first year of formal schooling) they undergo assessments in line with the Victorian Curriculum.

Listening and speaking skills are developed through collaboration and in partnership with families. Exposure to spoken English is designed to meet the particular needs of the child and their family.

Our Bilingual program is supported through:

- Speech and Language Programs
- Auslan Programs
- Visual Supports
- Audiology support onsite

Nurturing a multilingual ecology

- Takes into account the cultures and home languages of children and families
- Supports the use of varied communication
- Values diversity
- Pursues equality
- Supports Bilingualism and multilingualism
- Enriches wellbeing of the child

[adapted from *Supporting Bilingualism, Multilingualism and Language learning in the Early years*, VCAA, 2020, pg 7]

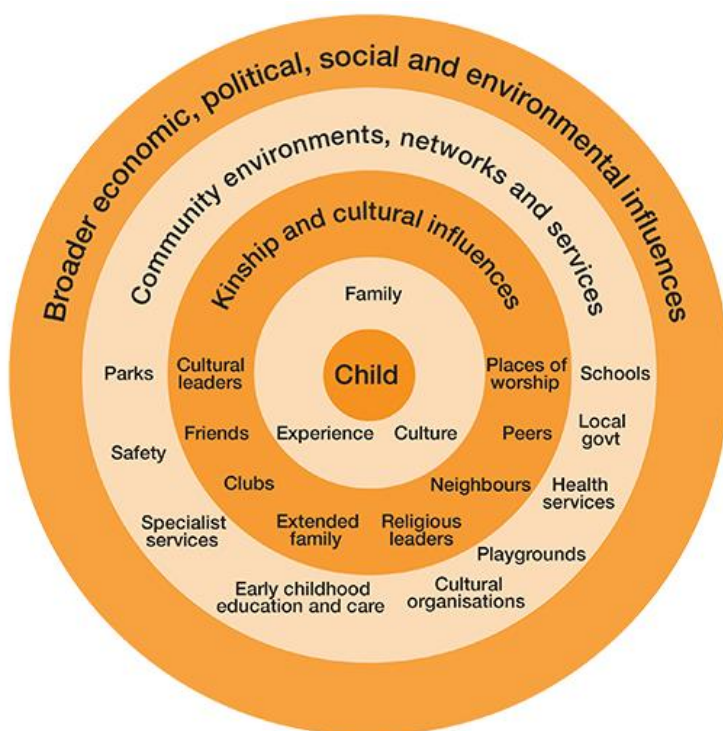


Figure 1: Ecological model of child development adapted from Bronfenbrenner (1979) (VEYLDF p. 5)

EVALUATION

This policy will be reviewed as part of the school’s three year cycle and is due for review in 2027