

Montessori International College

International Baccalaureate
Career-related Programme

Language Policy

Preliminary

Table of contents

1. Purpose	6
What is a language policy?	6
Philosophy	6
2. Process - First Steps	8
Step one: Establishing a language policy steering committee	8
Step two: Writing a school language philosophy	9
Step three: Reviewing the current language situations and practices and compiling a school language profile	9
Making the language policy a working document	10
Proposed timeline	11
3. Language Learners at Montessori International College	12
4. Why is learning a second language important?	13
5. How will Language Development be implemented at MIC?	14
6. Supporting learners where English is not their mother tongue	14
7. Developing academic literacy - subject/discipline specific literacy and CALP	15
8. Roles and Responsibilities	15
Language policy steering committee	15
Other staff	16
9. Ongoing support for staff and parents	17
10. Other elements to consider/include	17
Appendix 1. Guidelines for developing a school language policy	19
Appendix 2. Sunshine Coast Council community profile	22

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

1. Purpose

What is a language policy?

All teachers are teachers of language!

A language policy is an action statement ... It is concerned less with where the students in a school are going, and more with how they are going to get there.

Language Policy in Schools, Corson (1999)

Our Language Policy is derived from the school's language philosophy. It outlines our goals for language teaching and learning and is a statement of action describing our practices for achieving and evaluating goals.

Philosophy

At Montessori International College we follow a constructivist approach to learning and teaching, where the child develops language skills, guided by the teacher. The learning and teaching of language transcends all areas of the curriculum and is the responsibility of all teachers. The approach to language learning and development is holistic, and encompasses the study of the history of language and its importance to self, of others and of societies. This philosophical approach is outlined in the Montessori Curriculum, which the College follows as a curriculum framework for 6-15 year olds.

2. Process - First Steps

As this is one of the final IB Policies we are developing, and due to the collaborative nature of its development, this policy is in a preliminary form.

To develop our Language Policy, we have been following the IB document *Guidelines for developing a school language policy* and using the guidance as a framework. See Appendix 1. For further details.

Step one: Establishing a language policy steering committee

The language policy steering committee is comprised of the following members of the College community:

Kellie Doulin - IBCP Coordinator

Kristy Patton - Senior Phase English/History teacher (teacher of Language A: language and literature)

Millie Teeter - College Language teacher (Mandarin) and Language Development supervisor for IBCP

Kimberly Stern - Learning Support Coordinator

Rachael Skyring - Librarian

Helen Donohue - Admissions Coordinator

Orestes Yambouranis - Parent

Ava Green and Jack Field - Students

Nick Harrison - Assistant Principal (Senior Phase)

This committee has both a wide range of experience, diverse perspectives and a wide range of expertise. The steering committee is responsible for overseeing the procedures needed to develop the language philosophy and policy of the school, and for communicating with the broader College community. The Development of the policy will be led by Kristy Patton and Millie Teeter in particular, and the process will be managed by Nick Harrison.

Step two: Writing a school language philosophy

The school has a language philosophy, which is outlined in the Montessori Curriculum. This is a philosophical position based on the Montessori approach, and the committee will develop an MIC statement that reflects this broader perspective, but is also unique to our particular context.

As well as being informed by the Montessori Curriculum, the committee will also investigate current research regarding language learning. Both Kristy Patton and Millie Teeter both have expertise in this area, and will lead this investigation. The Senior Phase teaching team has also ensured that the subject work programs and handbooks reflect the philosophical approach to language learning, the value placed on literacy, generally, and also in specific learning areas, as well as the consideration of the development of cognitive academic language proficiencies. The proposed timeframe for completion of the philosophical statement is August 2018.

Step three: Reviewing the current language situations and practices and compiling a school language profile

Data collected regarding the language profile of the College:

- Languages of teaching and learning - English
- Languages of communication used in the school and outside the classroom - English (except in Mandarin LOTE classes)
- Range and types of mother tongue in the community - 10% of the student population speak another language and 8% of them describe themselves as proficient, 2% consider that English is not their mother tongue
 - Note: This data needs to be revised as it was collected 18 months ago, and also we need to collect data on the languages spoken
- All students are expected to learn a language other than English or their mother tongue (as per the Australian Curriculum)
- Current practices relating to language teaching and learning. For example, practices relating to the choice and planning of language courses for learners; spelling and referencing protocols; preferred bibliographic styles; rules and expectations about language use around the school
 - This data needs to be collated
- Beliefs held about language teaching and learning
 - Requires further investigation - particularly for secondary teachers who teach subjects other than English/Language arts

This data-gathering exercise could involve activities such as informal discussions, questionnaires, observations and student interviews. It requires all members of the school community to reflect on their thoughts and practices regarding language in the school.

The resulting language profile of the school should be scrutinized for any areas of mismatch, contradictions, omissions in practice, ambiguities and other issues to be addressed with regard to the language philosophy. Those observed should be clearly identified as issues to be resolved.

Areas we believe we need to consider and/or include in the policy:

- models for developing and maintaining mother-tongue languages
- models for addressing the needs of those learning in a language other than their mother tongue
- develop a system for keeping a language profile of each learner
- processes used to identify the language needs of each learner
- monitor development of literacy skills of students - ongoing assessment and development of a database and review process which promotes reflection on teacher practice

- monitor the effectiveness of differentiation strategies for learners with specific language learning needs
- develop a language continuum scope and sequence.

Making the language policy a working document

Ongoing Review

The Language Policy will be reviewed formally every 3 years, but in the development phase, and during the first 3 years, review of the document will be seen as ongoing. Feedback and input from the community will be regularly sought, particularly from teachers, students and parents during the first 12 months of the IBCP. This review process will involve all of the steering committee but will be led particularly by the Assistant Principal (Senior Phase), the Senior Phase English Language teacher and the College Mandarin teacher. The roles and responsibilities of the steering committee and other College staff are outlined in the section 'Roles and Responsibilities'.

Step two: Linking the language policy to other documents and other developments

The language policy steering committee will review other key policies, such as the Assessment, Admissions and Inclusion policies to ensure that the Language Policy clearly references these policies, and that the policies support each other. Key areas we wish to develop or processes to implement are:

- collecting more in depth information to develop a language profile (for each student as well as for the College community) as part of the admissions and enrolment process
- ensure that the student language profile is considered as part of our Learning Support programme, and that students are given appropriate support and teaching and learning as well as access to assessment based on the language profile
- a review of tools used for language/literacy assessment (considering a standardised testing program developed by the Australian Centre for Educational Research [ACER] which would provide the College with easily accessible and useful data).

Step three: Communicating the policy

The steering committee leaders will ensure that the College community is informed of the development of the philosophy and policy via the College newsletter and social media as well as seeking input through discussion forums, online surveys and meetings.

Proposed timeline

2016-2017

- Collection of data regarding the current language profile of the College community
- Review of current practices and policies, including the Montessori curriculum, assessment and reporting procedures, language and literacy programs throughout the College, current literacy assessments conducted throughout the college
- Investigation of whole school data collection tools for literacy and numeracy
- Employment of a new English language teacher with the expertise to further develop language learning in the IBCP, and drive the development of the language policy
- Employment of a new Language specialist teacher (of Mandarin) with the expertise to develop Language development in the IBCP, and drive the development of the language policy

2018

- Development of the preliminary Language Policy
- Establishment of the Language Policy steering committee
- Review of the current Language Philosophy
- Development of a revised Language Philosophy
- Developing a Language Profile for current students
- Establishing a process to collect more in depth information (to develop a Language Profile for new students) as part of the admissions and enrolment process
- Integrating the student Language Profile with current Learning Support information
- Further investigation and selection of a tool for literacy and numeracy assessment/tracking
- Gathering information and feedback from the teaching staff, students and parents
- Sharing information regarding the philosophy and policy with the teaching staff, students and parents
- Continue to investigate new ideas, consider the results of research and review the College language profile

2019

- First year of implementation of the IB Career-related programme
- Ongoing review and refinement of the Language Policy
- Continue to investigate new ideas, consider the results of research and review the College language profile

2020

- Ongoing review and refinement of the Language Policy
- Continue to investigate new ideas, consider the results of research and review the College language profile

2021

- Formal review and evaluation of the Language Policy by the steering committee, including investigation of new ideas, the results of research and changes to the College language profile

2022 and beyond

- Implementation of the reviewed Language Policy
- Language Policy continues to be a working document - ongoing review and refinement, responsive to new ideas, the results of research and the College language profile

3. Language Learners at Montessori International College

Montessori International College is located in a regional area of South East Queensland, Australia, where the population is predominantly of English and Australian ancestry (82%) {Ancestry defines the cultural association and ethnic background of an individual going back three generations}. Consequently, the majority of people speak English (89.2% of the population speak English only). Only 5% of households on the Sunshine Coast speak another language at home. As a result, English is the predominant language spoken by the students and community of the College. Based on data collected in 2016 also, 10% of the MIC student population speak another language and 8% of them describe themselves as proficient. Only 2% of students consider that English is not their mother tongue. Due to this, English is the only language currently used at the College for the purposes of teaching and learning and communication with the community. A summary of census data is presented in Appendix 2.

In spite of this, the Language Policy steering committee will establish processes to ensure the College better understands the Language Profile of each individual student, identifies their needs and ensures that they have equitable access to the Career-related Programme and are able to achieve success. How support will be provided is clearly articulated in the Inclusion Policy. All teachers have a responsibility to be aware of their students' language abilities and scaffold instruction appropriately.

4. Why is learning a second language important?

We believe that learning a second language is essential for all students. Through learning a second language, students develop further communication skills, greater intercultural understanding and a recognition of the importance of language and culture in communication, and a deeper understanding of language use and language learning. Language learning engages students with the linguistic and cultural diversity of the world and its peoples and on their own participation and ways of being in the world. Learning a second language also broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents.

Learning languages:

- is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to the IB's mission
- further develops communication and literacy skills
- develops students in the areas of oral, visual and written linguistic and communicative abilities
- improves students' understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural understanding and empathy
- deepens understanding of and respect for diversity and an openness to different experiences and perspectives
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

From the *IB document CP Principles into Practice*

The acquisition of the language of a community and the possibilities to reflect upon and explore cultural perspectives of our own and other communities:

- is valued as central to developing critical thinking, and is considered essential for the cultivation of intercultural understanding and the development of internationally minded and responsible members of local, national and global communities
- is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development
- greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills
- equips students with the necessary multiliteracy skills and attitudes, enabling them to communicate successfully in various global contexts and build intercultural understanding.

At MIC, all students from 3 years old learn Mandarin as a second language. From Year 10 (14-15 years old) students may choose a different language to study (as part of a self-directed language course) or they may continue the study of Mandarin. In the IBCP students will continue to participate in the same program (language of their choice as part of a self-directed language course) or they may study a DP Language (through the use of the Pamoja online learning courses offered).

5. How will Language Development be implemented at MIC?

Students will be able to undertake language development in a variety of ways, supervised and supported by the College Language teacher (a Mandarin specialist teacher). The

progress of all students will be monitored and supported by the College Language teacher. Students will undertake their study in one of the following ways:

- a school-monitored self-directed language study (this will involve students accessing an online resource, such as Education Perfect or Duolingo)
- a school-designed course (Mandarin will be offered in the future)
- an extension to a DP language acquisition course (at this stage this would be available to students on Pamoja).

Whilst it is not a requirement, students will be strongly encouraged to study a language that relates to, or reflects, their career-related studies. This will support student understanding of how language is used in everyday situations and could provide opportunities and insights beyond the Career-related programme.

6. Supporting learners where English is not their mother tongue

Using the student Language Profile, students for whom English is not their mother tongue will be readily identified and supported. We believe that students should still be able to successfully complete the Career-related programme in a language that is not their best language for academic work. The College is committed to utilising the opportunities of mother-tongue entitlement that promotes respect for the literary heritage of the language a student uses at home. At College does not have students for whom this is the case at this stage, but understands and will implement school-supported self-taught languages and special request languages, and they are made available for the language A: literature course if and when appropriate.

Future:

Other processes the College implements to support students for whom English is not their mother tongue to be further developed by the language policy steering committee.

7. Developing academic literacy - subject/discipline specific literacy and CALP

One of the language domains in which students may become proficient is cognitive academic language proficiency (CALP), which refers to the language necessary for students

to become literate in the language of specific disciplines. This area of language proficiency is recognised and has been described in the MIC work programs for DP subjects.

We recognise that students develop CALP through the use of language in the subject disciplines that they study. Developing academic literacy is an important aspect of developing a deep understanding of the discipline and supports the belief that all teachers are responsible for the language development of students. Language and learning in IB programmes (2011) provides teachers with a framework for planning and reflecting on the teaching and learning of CALP and has been used to develop programmes of teaching and learning at the college. This includes:

- planning activities that maximise learning of academic literacy
- differentiating activities for diverse learners
- checking that all literacy skills are practised sufficiently
- collaborating with literacy specialists and other teachers.

8. Roles and Responsibilities

To be developed further by the language policy steering committee.

Language policy steering committee

Kellie Doulin - **IBCP Coordinator**

The IB Coordinator is responsible for setting up the language policy steering committee, communication with the team and organising committee meeting times and agendas. The IB Coordinator will also be responsible for managing the implementation of the policy and review of the policy and ensuring that the policy is a true working document, and continues to be a working document in the future.

Kristy Patton - **Senior Phase English/History teacher**(teacher of Language A: language and literature), Millie Teeter - **College Language teacher** (Mandarin) and Language Development supervisor for IBCP, Kimberly Stern - **Learning Support Coordinator**

The Senior Phase English teacher, Language specialist teacher and Learning Support Coordinator all have experience and expertise in the area of language and literacy development and the support of language learning. They will guide the committee and development of the policy, particularly in regards to research into new ideas and approaches and evaluation of current practices.

Rachael Skyring - **Librarian**

The librarian has a background in academic research, and will bring an understanding of research methodology, process and accessing of resources to

support Language development at the College. She is also a parent, and will bring that perspective to the committee as well.

Helen Donohoe - Admissions Coordinator

The Admissions Coordinator has an excellent understanding and knowledge of the families who currently make up our community, and also meets all prospective families. She will be integral in collecting further data about our community as well as developing the student Language Profile and school community profile. As demographics shift over time, the Admissions Coordinator will also have an understanding of this and the implications for the College, in particular for language teaching and learning. They will also be responsible for the direct communication with parents for the committee and collect data for the profiles from families.

Orestes Yambouranis - Parent

Orestes is a new parent to the College from the US and brings experience of policy development and school administration, as a former principal. He has offered to assist the College in preparation for implementation of the IBCP, in particular policy development.

Ava Green and Jack Field - Students

Jack and Ava are both students in Year 10 at MIC, and will both undertake the IBCP in 2019, so are both very invested in the programme. Ava is a high achieving student with a very keen interest in multiculturalism, diversity, equality and human rights. She will bring a strong perspective in regards to these issues and will be invaluable to the development and review of this policy. Jack is an Indigenous Australian and has a keen interest in his culture and an empathy and understanding of indigenous issues and the importance of their languages as part of maintaining cultural identity. Jack will bring this perspective to the committee.

Nick Harrison - Assistant Principal (Senior Phase)

The Assistant Principal (Senior Phase) will be responsible for ensuring the committee meets, establishes responsibilities and action plans, and that plans and deadlines are adhered to. Ultimately they are responsible for the development, review and revision of the Language Policy.

Other staff

College Executive Team - College Principal, Business Manager, Assistant Principals
(Adolescent Community, Primary and Early Years)
Classroom/subject teachers

9. Ongoing support for staff and parents

Language policy steering committee will investigate professional development, training, resources and support required to successfully implement the Language Policy. The committee will also consider what resources and practices will be needed to involve parents in planning their children's language profile and development.

10. Other elements to consider/include

professional development generally valued these experiences. Those most familiar with IB guides and publications found the resources to be very informative and helpful when thinking through the development or implementation of their school's language policy. In schools that have made the language policy a priority, teachers reported feeling more prepared to implement the policy and more comfortable talking about the role of language in the classroom. Interviewees from the Circle International School, for example, noted improvements in implementation as more teachers embraced the philosophy that all teachers are language teachers. Instituting a language policy alone is not sufficient to seamlessly integrate the policy at the classroom level; teachers must also receive the appropriate professional development to accompany such shifts.

According to Shohamy, language can be "viewed as a closed, stagnated and rule-bound entity" or "an open, free, dynamic, creative and constantly evolving process with no defined boundaries, involving multi-modal representations and different forms of 'languaging'" (2006: xvii)

While many teachers and coordinators believe in the values of multilingualism and validating students' mother tongues, they find the actual implementation of these practices in the classroom to be difficult at times.

Recommendations:

Language policy development

- Ensure that the development and implementation of the language policy is streamlined across grade levels, particularly in continuum schools.
- Encourage the development and use of a language policy steering committee.
- Develop guidelines for disseminating the language policy throughout the school to ensure that teachers and staff are aware of and familiar with the policy.
- Develop buy-in among teachers and staff as well as school-wide accountability for the success of the language policy.
- Schedule regular language policy reviews to ensure that the policy remains current, relevant and reflects the language profile of the school and its students.

- As the language policy is developed and revised, refer back to evidence of the school's practices—a language policy does little good if it is not reflective of school practice.

Language policy implementation

- Upon hiring new teachers, provide information about the school language policy and how teachers are expected to implement the policy in their classrooms.
- Create guidelines for a minimum amount of professional development related to the language policy for all teachers and staff, which incorporates IB language policy documents.
- Develop strategies for incorporating mother tongues and local languages into the classroom, particularly in highly diverse schools.
- Clearly describe in the language policy the processes for collecting the feedback, evaluation and evidence that will inform revisions of the language policy

Appendix 1. Guidelines for developing a school language policy

Extracts from the IB resource *Guidelines for developing a school language policy*

Steps for developing a language policy

Step one: Establishing a language policy steering committee

In order to compile a language policy that is accepted by the school community as meaningful and workable, the process must be collaborative and involve all stakeholders of the school.

A language policy steering committee should be established, comprising representatives from the community who have a range of expertise. This might include teachers, librarians, administrators, IB programme coordinators, parents, students and other members of the school community. The steering committee will be responsible for overseeing the procedures needed to develop the language philosophy and policy of the school, and for communicating with those they represent.

A school language philosophy, which states beliefs about languages and how they are learned, is the starting point for developing a language policy. The language philosophy should be written clearly and unequivocally so that the whole school community has a common understanding of what is stated. If a school does not already have a clear language philosophy, one should be written before a school language policy is developed.

Step two: Writing a school language philosophy

A school language philosophy must reflect the interests of the whole school community. The steering committee is responsible for gathering, presenting and collating the views of this community. This data may be gathered in a variety of ways including informal discussions, questionnaires, observations, and interviews with students and other members of the school community.

The language philosophy should be informed through reading, among other publications, the relevant IB documents such as *Towards a continuum of international education*, *Programme standards and practices*, *IB learner profile booklet*, *Learning in a language*

other than mother tongue in IB programmes, Making the PYP happen: A curriculum framework for international primary education and MYP: From principles into practice.

Step three: Reviewing the current language situations and practices and compiling a school language profile

In order to develop a language policy that concurs with the language philosophy of the school and that will lead to effective practice, a thorough understanding of the particular circumstances of the school community to which it will be applied is needed.

It is therefore recommended that schools compile a comprehensive language profile of the school community that identifies the following points.

- The diversity of language needs for learners in the IB programme(s). This should include information on the languages of teaching and learning, the languages of communication used in the school and outside the classroom, and the range and types of mother tongue in the community.
- The other language needs of the community. This should include any legal requirements as a result of government legislation.
- Current practices relating to language teaching and learning. For example, practices relating to the choice and planning of language courses for learners; spelling and referencing protocols; preferred bibliographic styles; rules and expectations about language use around the school.
- Beliefs held about language teaching and learning.
- Other policies that relate directly to language teaching and learning such as admissions and assessment policies.

This data-gathering exercise could involve activities such as informal discussions, questionnaires, observations and student interviews. It requires all members of the school community to reflect on their thoughts and practices regarding language in the school.

The resulting language profile of the school should be scrutinized for any areas of mismatch, contradictions, omissions in practice, ambiguities and other issues to be addressed with regard to the language philosophy. Those observed should be clearly identified as issues to be resolved.

The language profile may also identify the need for a school-based inquiry that will evaluate ideas for future inclusion in the language policy. For example, schools may need to:

- look at the way in which library and media resources are linked to teaching programmes
- consider alternative models for developing and maintaining mother-tongue languages

- consider alternative models for addressing the needs of those learning in a language other than their mother tongue
- initiate or further develop a system for keeping a language profile of each learner
- review the processes used to identify the language needs of each learner
- monitor the effectiveness of differentiation strategies for learners with specific language learning needs
- develop a language continuum scope and sequence.

Making the language policy a working document

Once a language policy has been constructed, further steps need to be taken in order to ensure that it becomes a working document.

Step one: Review process

The timing and responsibilities associated with a review process should be stipulated in the policy. As new ideas are developed, the results of research are gathered and the school language profile changes, the school language policy should be reviewed. The review procedure should also include roles and responsibilities for the evaluation of the effectiveness of the language policy as a working document.

Step two: Linking the language policy to other documents

The language policy should be explicitly linked to other working documents such as assessment, admissions and special educational needs (SEN) policies. This may lead to:

- a consideration of the role of a language profile in admissions as well as in formative and summative assessment
- a review of criteria used for language assessment
- reporting and feedback on language development, early intervention and differentiation strategies for SEN learners.

Step three: Communicating the policy

There should be a consideration of how to keep the whole school community informed of the policy process and how they might make contributions.

Appendix 2. Sunshine Coast Council community profile

A collection of census results from the 2016 National Census

Area: Sunshine Coast | Benchmark area: Greater Brisbane | Comparison year: 2011 | reset

Ancestry - Ranked by size

export | reset

Sunshine Coast - Total persons (Usual residence)		NEW 2016		2011			Change
Ancestry	Number	%	Greater Brisbane %	Number	%	Greater Brisbane %	2011 to 2016
English	132,209	44.9	37.1	114,287	44.3	36.7	+17,922
Australian	109,172	37.1	32.3	97,533	37.8	34.6	+11,639
a Irish	38,299	13.0	12.3	30,726	11.9	11.5	+7,572
a Scottish	35,815	12.2	10.3	29,147	11.3	9.8	+6,668
German	19,686	6.7	6.0	16,591	6.4	5.9	+3,095
Italian	6,652	2.3	2.6	5,419	2.1	2.5	+1,232
Dutch	5,620	1.9	1.6	5,009	1.9	1.7	+611
New Zealander	4,935	1.7	1.6	4,363	1.7	1.5	+571
Welsh	2,659	0.9	0.7	2,020	0.8	0.7	+639
Chinese	2,506	0.9	4.4	1,758	0.7	3.4	+748

Area:		Benchmark area:		Comparison year:				
Sunshine Coast		Greater Brisbane		2011		reset		
Birthplace - Ranked by size								
Sunshine Coast - Overseas born (Usual residence)		NEW 2016		2011		Change		
Birthplace		Number	%	Greater Brisbane %	Number	%	Greater Brisbane %	2011 to 2016
a	United Kingdom	20,506	7.0	4.8	18,885	7.3	5.3	+1,621
a	New Zealand	13,347	4.5	4.7	12,692	4.9	4.8	+655
a	South Africa	2,865	1.0	1.0	2,035	0.8	0.9	+830
a	Germany	1,816	0.6	0.4	1,720	0.7	0.5	+96
	United States of America	1,426	0.5	0.4	1,161	0.5	0.4	+265
	India	1,297	0.4	1.6	563	0.2	1.1	+734
	Netherlands	1,278	0.4	0.3	1,244	0.5	0.3	+34
	Philippines	1,159	0.4	0.9	757	0.3	0.8	+402
	Canada	1,035	0.4	0.2	759	0.3	0.2	+276
	Ireland	722	0.2	0.3	586	0.2	0.3	+136

Area:		Benchmark area:		Comparison year:		Gender:		
Sunshine Coast		Greater Brisbane		2011		Persons		
Proficiency in English								
Sunshine Coast - Total persons (Usual residence)		NEW 2016		2011		Change		
English proficiency		Number	%	Greater Brisbane %	Number	%	Greater Brisbane %	2011 to 2016
	Speaks English only	262,572	89.2	78.0	236,939	91.9	82.1	+25,632
	Speaks another language, and English well or very well	13,987	4.8	13.6	9,857	3.8	11.3	+4,129
	Speaks another language, and English not well or not at all	1,412	0.5	2.5	870	0.3	2.0	+542
	Not stated	16,394	5.6	5.8	10,260	4.0	4.6	+6,134
	Total population	294,365	100.0	100.0	257,927	100.0	100.0	+36,437

Area:		Benchmark area:		Comparison year:			
Sunshine Coast		Greater Brisbane		2011		reset	
Language spoken at home - Ranked by size							
Sunshine Coast - Total persons (Usual residence)		NEW 2016		2011		Change	
Language (excludes English)	Number	%	Greater Brisbane %	Number	%	Greater Brisbane %	2011 to 2016
a German	1,577	0.5	0.3	1,407	0.5	0.4	+170
French	832	0.3	0.3	694	0.3	0.2	+138
Afrikaans	822	0.3	0.3	488	0.2	0.2	+334
a Italian	793	0.3	0.4	783	0.3	0.5	+10
Mandarin	780	0.3	2.4	291	0.1	1.5	+489
a Dutch	725	0.2	0.2	716	0.3	0.2	+9
Filipino/Tagalog	692	0.2	0.7	475	0.2	0.6	+217
Spanish	653	0.2	0.7	459	0.2	0.5	+194
Thai	498	0.2	0.2	321	0.1	0.1	+177
Japanese	470	0.2	0.3	378	0.1	0.2	+92

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