



**Brisbane South**  
State Secondary  
College



# Language Policy

## Equity and Excellence

"Equity is.. identifying the barriers in one's life that may impact their wellbeing inclusion or educational achievement and..providing opportunities to overcome those barriers."

- Ministerial Student Advisory Committee Member

"Excellence in schools is talking about how a school can provide every student a purpose and place for them to feel like they can excel."

- Ministerial Student Advisory Committee Member

Queensland Department of Education



# Brisbane South State Secondary College

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# Brisbane South State Secondary College

## Language Philosophy

Here at Brisbane South State Secondary College, we believe that the Language Development policy must not only acknowledge the intrinsic value of language in shaping culture and fostering mutual understanding but also reflect a commitment to promoting linguistic diversity, inclusivity, and the empowerment of individuals through language. Language is the key that unlocks opportunities to connect, empathise and become global citizens. Language proficiency enables students to communicate effectively in new and familiar languages. Therefore, language allows students to connect with the world and reflect on their place within the world.

## Statement of Purpose

The purpose of this policy is to outline the College's goals for language teaching and learning. The policy has been constructed around our pedagogical and learning beliefs and therefore is a statement of action describing practices for achieving and evaluating goals. This policy is consistent with the stipulated principles and practices of the IB. Therefore, the language policy:

- recognises that, since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication;
- outlines how students are to learn at least one language in addition to their mother tongue;
- describes how the development and maintenance of the mother tongue for all learners is to be supported;
- ensures that there are practices in place to provide inclusion and equity of access to the IB programme(s) offered by the school for all learners, including those who are learning in a language other than their mother tongue;
- describes how the language of the host country is promoted;
- recognises that administrators, teachers and other school staff will require professional development in the fields of language learning and teaching, and on how to make sure the language policy becomes a working document;
- considers what resources and practices are to be used to involve parents in planning their children's language profile development.





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## 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.

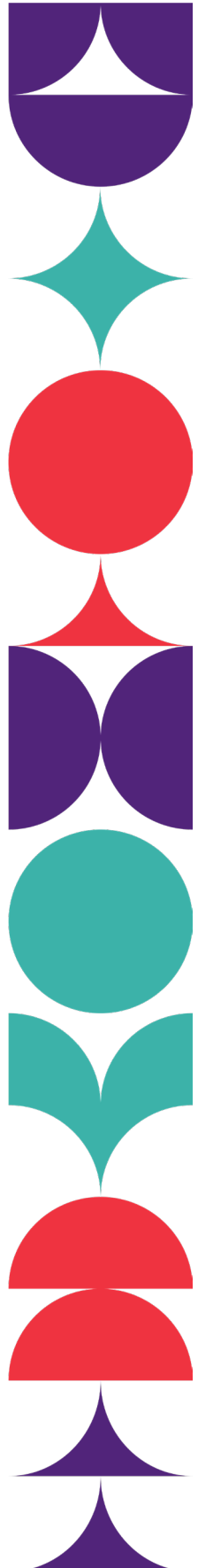
To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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**  
We nurture curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life;
- **Knowledgable**  
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance;
- **Thinkers**  
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions;
- **Communicators**  
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups;
- **Principled**  
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences;





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- **Open-Minded**  
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from experience;
- **Caring**  
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us;
- **Risk-Takers**  
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change;
- **Balanced**  
We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live;
- **Reflective**  
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## College Context

Brisbane South State Secondary College is setting 'The New Standard' for education, readying curious minds for their desired future – now, and for the long term.

Located at the heart of Brisbane's Knowledge Corridor, we are surrounded and supported by the best and most respected research facilities and institutions in Australia. Strengthened by our collaboration with The University of Queensland, we share a responsibility to prepare our students for their future and inspire them to lead positive change.

We are a proud community of leaders and educators who work with our Learning Partners to equip our future generations with the flexibility and agility they need to connect, contribute and leave their mark on the world.





# Brisbane South State Secondary College

## Enrolment in Brisbane South State Secondary College

Brisbane South State Secondary College recognises as its prime obligation, the provision of access to an appropriate educational service for students whose principal place of residence is within the school's catchment area. This College Enrolment Management Plan (College EMP) sets out the conditions under which students may be enrolled into Brisbane South State Secondary College, subject to any other requirements or limitations. The college's selective entry programs are another mechanism for enrolment at the college and are detailed below.

### Selective Entry Programs

#### Biomedical Science Academy

In collaboration with The University of Queensland (UQ), our Biomedical Science Academy provides bespoke pathways in science, technology, engineering, mathematics and medical science STEM(M) to open new academic pathways and learning opportunities for our students.

Entry is via an application process.

#### Australian Football League (AFL) Academy

Delivered in partnership with AFL Queensland and the Brisbane Lions, our AFL Academy gives students the exclusive opportunity to be exposed to high-quality training and regular participation in AFL Queensland Competitions, alongside their academic studies.

Entry is via an application process.

## Language Programmes at Brisbane South State Secondary College

### English Language Curriculum

Brisbane South State Secondary College uses the Australian Curriculum Version 9.0 as mandated by the Department of Education and Training for Years 7 through to 10. In our Senior School we use the Queensland Curriculum and Assessment Authority and IB-based curriculum models.

#### Australian Curriculum Years 7-10

English is the national language of Australia and, as such, is central to the lives, learning and development of all young Australians. Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens.





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Australia is a linguistically and culturally diverse country, with links to Asia. Participation in many aspects of Australian life is dependent on effective communication in Standard Australian English. This is central to the study of the English curriculum and all other learning areas. In addition, proficiency in English is invaluable globally.

The English curriculum helps students to engage imaginatively and critically with literature and appreciate its aesthetic qualities. They explore ideas and perspectives about human experience and cultural significance, interpersonal relationships, and ethical and global issues within real-world and fictional settings. Students are exposed to literature from a range of historical, cultural and social contexts. Through the study of texts, students develop an understanding of themselves and their place in the world. The English curriculum explores the richness of First Nations Australian voices and voices from wide-ranging Australian and world literature.

The study of English plays a key role in the development of literacy, which gives young people the knowledge and skills needed for education, training and the workplace. It helps them become ethical, informed, perceptive, innovative and active members of society. The English curriculum plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

## Queensland Curriculum and Assessment Authority (QCAA) Years 11 to 12

### General English

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

### English as an Additional Language

English as an Additional Language is designed for students for whom English is not their first or home language.

### Literature

Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.





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## Essential English

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts.

## International Baccalaureate Years 11 to 12

### IB Diploma Programme

#### Group 1 Language A: Language and Literature HL/SL

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

#### Group 2 Language B – HL/SL

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts.

Languages offered:

- Spanish
- Chinese

#### Group B Ab initio

Offered at SL only, language ab initio is a language acquisition course designed for students with no previous experience in – or very little exposure to – that target language. Students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts.

Languages offered:

- Spanish
- Chinese







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## Career-related Programme

### Language Development

Language development ensures that all students have access to and are exposed to a language programme that will assist and further their understanding of the wider world. Language development encourages students to improve their proficiency in a language other than their best language.

## Summary of Language Programs at Brisbane South State Secondary College

	Australian Curriculum	IB Diploma Programme	Career-related Programme
Years 7 to 10 Australian Curriculum	<ul style="list-style-type: none"> <li>English</li> <li>Languages: Chinese and Spanish</li> </ul>		
Years 11 to 12 QCAA	General English <ul style="list-style-type: none"> <li>English as an Additional Language</li> <li>Literature</li> <li>Essential English</li> <li>Chinese</li> <li>Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Language A: Language and Literature</li> <li>Language B: Spanish and Chinese</li> <li>Language B: ab initio Spanish and Chinese</li> </ul>	<ul style="list-style-type: none"> <li>Language Development: Spanish, Chinese</li> <li>English A: Language and Literature</li> </ul>

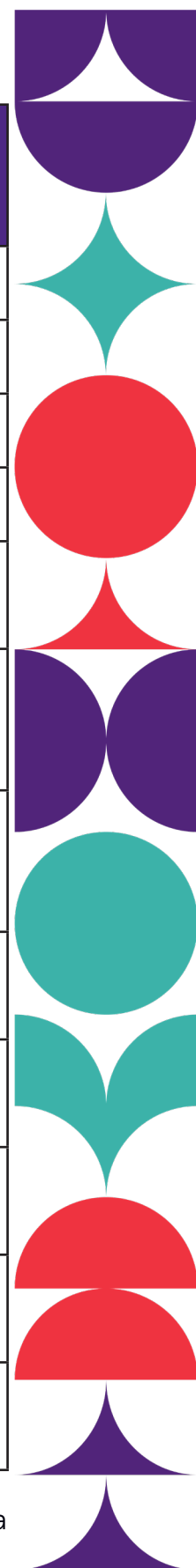




## Overview of language learning from Year 7 to Year 12

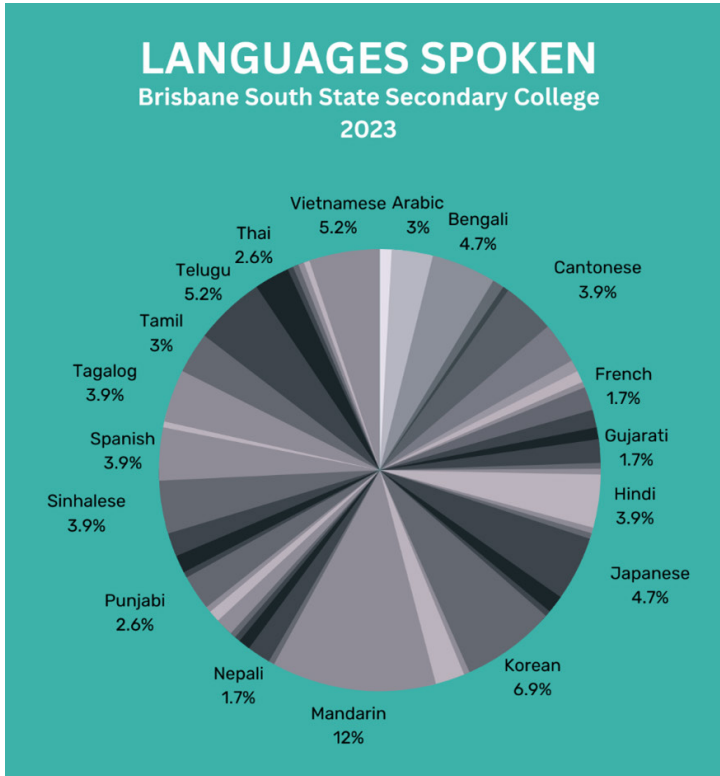
	Junior Secondary Years 7 to 9	Senior Secondary Years 10 to 12	IB DP Years 11 to 12	IB CP Years 11 to 12
We provide a learning experience for all students.	✓	✓	✓	✓
We provide Spanish as a language option for students.	✓	✓	✓	✓
We provide Chinese as a language option for students.	✓	✓	✓	✓
We will offer Spanish and Chinese for Group 2 students for the IB DP.			✓	
We will offer Spanish and Chinese as Language Development options in the Career-related Programme.				✓
We view the on-going language development for all students as the responsibility of the college community.	✓	✓	✓	✓
We understand that our students come to our college with many different language backgrounds and will all progress at a different pace.	✓	✓	✓	✓
We teach language through context and relate new information to existing knowledge.	✓	✓	✓	✓
We accommodate different learning styles with differentiated instruction according to individual needs.	✓	✓	✓	✓
We strive to keep abreast of the most current research regarding language learning.	✓	✓	✓	✓
We give on-going feedback on students' progress in all languages of instruction.	✓	✓	✓	✓
We provide for language support beyond the classroom including tutorials and one-on-one assistance.	✓	✓	✓	✓

\* Upon negotiation with the IB Coordinator, other languages can be studied provided a qualified tutor is available.





## Language Profile of the College Community



**30.7%** of students at Brisbane South SSC are identified as speaking English as an Additional Language or Dialect (EALD) learners



EAL/D students are those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in Standard Australian English (SAE).

Mandarin	12%	<b>1</b>
Korean	6.87%	<b>2</b>
Telugu	5.15%	<b>3</b>
Vietnamese	5.15%	<b>4</b>
Bengali	4.7%	<b>5</b>
Japanese	4.7%	<b>6</b>

## Mother Tongue Support in the IB Diploma and IB Career-Related Programmes

Brisbane South State Secondary College recognises that mother tongue is an integral part of an individual's identity and it is important to support the preservation and development of a student's first language.

The College has over seventeen different mother tongues with Mandarin accounting for the 12% of our student population. The College is offering Chinese and Spanish to further enhance the strength of the mother tongue programme.

### Whole College Strategies for Developing Mother Tongue:

- Language Learning Partners from The University of Queensland are timetabled into classes to support differentiation in language classrooms and whole college language activities;
- Students are supported to compete in State and National Language Competitions;
- The College Research and Innovation Centre, has bilingual books available;





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## Whole College Strategies for Developing Mother Tongue continued:

- Harmony Day is celebrated annually in the College. Students are encouraged to share their mother tongue language and wear cultural dress;
- Spanish Club supports the learning of background Spanish speakers through an informal conversation program in designated break;
- The College has presentations during college assembly such as the 'Chinese Dragon Dance' and 'Spanish Flamenco';
- The college celebrates Spanish speaking cultures through a "Hispanic Day" which includes singing, dancing and food related activities delivered in language;
- Dragon dancing and Chinese cultural activities are a part of the college's sport programme.

## Language Equity Programme

English as an additional language dialect (EALD) refers to a student whose first language is a language or dialect other than English and requires additional care and support to develop proficiency in English and to meet the curriculum expectations for their age cohort. These students may include:

- Aboriginal and Torres Strait Islander students;
- Immigrants to Australia and temporary visa holders from non-English speaking countries;
- Students with a refugee background;
- Children born in Australia of migrant heritage where English is not spoken at home;
- English-speaking students returning to Australia after extended periods in non-English;
- Children of deaf adults who use Auslan as their first language;
- International students from non-English speaking countries.





## Language Equity Programme continued

The Language Equity Program aims to bridge inequities in English language access and development by providing focused support to EALD students who speak a home language outside of the college context. At Brisbane South State Secondary College, we have a culturally and linguistically rich community which strengthens the learning experience for all. The complexities of code switching between language contexts that is the learning environment which privileges English compared to the home context can be rich in the language and culture. We hold high expectations of engagement for all students and are committed to every student succeeding. As such, this program aims to provide focused support and development of English proficiency so that students can access, participate, learn and succeed alongside their peers and against the relevant Achievement Standards. This will be achieved through curriculum areas developing personalised learning plans for EALD students taking into consideration the following points:

- EALD students:
  - Learn English
  - Learn through English
  - Learn about English
- EALD students' experiences, understandings and expectations may be different from those that are assumed to be 'common knowledge' in Australian classrooms and must therefore will be taken into account. The curriculum often refers to the familiar and every day; however, the 'everyday' is determined by social and cultural contexts. Teachers will check whether EALD students possess the 'everyday' and 'real-life' knowledge assumed by many tasks;
- EALD students may have additional or alternative understandings that need to be considered when teaching aspects of the curriculum. These may include knowledge and understanding of ethical actions, historical viewpoints, family relationships, mathematical problem solving, currencies, and measuring time and temperatures;
- EALD students require specific support to learn and build on the English language skills needed to access the curriculum, in addition to learning area-specific language structures and vocabulary. These students have the same capacity to understand the content of the curriculum as other students; however, they require support with the English language to access the curriculum and to demonstrate achievement. Therefore, it is important to identify and address the language requirements of tasks while still maintaining the integrity of the curriculum area content;
- EALD students can achieve educational standards commensurate with their peers.





## Language Equity Programme continued

- EALD students may have different levels of language proficiency across the modes of listening, speaking, reading and writing.
- EALD students are already language learners in a least one other language. The maintenance of home language EALD students is important for their English language learning as well as for the preservation and development of their cultural identities and family relationships.

This program optimises funding grants and allocations for the support of EALD and Refugee students.

### Identifying Participants

OneSchool Dashboard is used to review A-E English data and to identify which EAL/D students are eligible for the 'Language Equity Program'.

Eligible students have:

- Achieved a D or Not Rated in English;
- A history of failing or borderline passing in English;
- A Bandscale Writing Level 4 or below.

Eligible students could:

- Be on a Dependant or Bridging Visa;
- Have a Refugee Visa.

### Roles and Responsibilities

**Facilitation of tutoring sessions** (Casual Teacher Aid under the guidance of the Head of Department - Inclusive Practices):

- Support students with homework and assessment tasks;
- Chunk out learning goals and assessment requirements;
- Clarify and build skills of inquiry to understand new and academic vocabulary;
- Support students in their organisation;
- Support students to troubleshoot challenges with digital tools;
- Foster strong relationships and connections with students;





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## Roles and Responsibilities continued

- Build resilience and growth mindset but talking about challenges and differences in cultural understandings.

### Participants:

- Be ready to learn with tasks and assessment to work on;
- Uphold our school values; commitment, inclusivity, respect and integrity;
- Have all equipment required;
- Provide forward notice if unable to attend.

### Operational Program Details:

When	Every Wednesday 3:00pm to 4:30pm
Duration	Participants are reviewed on a semesterly basis to identify progress and eligibility
Where	Level 4 Resource Space.

## Access to Resources

All language development teachers are responsible for sourcing and purchasing a range of quality texts to allow students to explore different genres in different languages and at different levels. Students also have access to a variety of physical and virtual resources to assist them, including visual and mother tongue dictionaries. Language teachers work in collaboration with the Resource and Innovation Centre in ordering and cataloguing texts into different mother tongue languages for the library and as a classroom resource.

Language Learning Partners from The University of Queensland facilitate differentiated learning in Language classrooms by engaging students in learning activities in both Chinese and Spanish.

## Rights and Responsibilities of Stakeholders

Effective implementation of the Language Policy requires the cooperation of all stakeholders of the college community to ensure good practice.





# Brisbane South State Secondary College

## Executive Team and Heads of Department

1. Use English as the primary language of communication
2. Ensure that policies and procedures regarding language acquisition are developed and implemented and are regularly reviewed
3. Provide funding, facilities and resources for the successful implementation of the language policy
4. Provide a variety of professional development opportunities to better enable teachers to be effective instructors of students with a range of language proficiencies
5. Attract and retain highly qualified and experienced teachers
6. Develop and promote curriculum programmes that encourage the use and development of English and respects the mother tongue language of all students
7. Support professional development in the practices of language across the curriculum
8. Promote effective language teaching and assessment practices
9. Communicate with parents, where deemed appropriate, regarding language issues and the college's language programme
10. Contribute to the school's Literacy Committee to regularly review whole school approaches to learning.

## Role of Teachers

Since learning and language are inextricably bound, every teacher at Brisbane South State Secondary College is a language teacher. The teacher is expected to:

1. Use English as the primary language of instruction and social interaction in and out of the classroom
2. Wherever possible, integrate language instruction with content instruction.
3. Make high-level academic content instructionally comprehensible
4. Create classroom environments that are discourse-rich and process-oriented (opportunities for students to listen to, read, speak, and write through interactive activities).







# Brisbane South State Secondary College

## Role of Teachers continued

5. Give ongoing feedback to students by using a variety of balanced assessment strategies
6. Leverage our parent community as Learning Partners
7. Encourage students to demonstrate the IB Learner Profile dispositions
8. Work collaboratively to develop culturally inclusive and age-and developmentally appropriate curriculum and teaching strategies.
9. Integrate appropriate technology that enhances language development.
10. Select resources that are linguistically accessible and culturally inclusive.
11. Regularly contribute to and participate in professional development.

## Role of Parents and Guardians as Learning Partners

Everyone in our college community is encouraged to:

1. Promote the advantages of learning other languages;
2. Encourage and support their child's additional language acquisition;
3. Communicate with Brisbane South State Secondary College and regularly involve themselves in college activities;
4. Have a clear understanding of school expectations.

## Role of Students

Students at our college are expected to:

1. Demonstrate respect for others and self by celebrating the use of mother tongue or other languages and cultures;
2. Undertake instruction in a language other than English throughout their years at school to develop themselves as inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect;
3. Develop proficiency in English for all forms of communication;





# Brisbane South State Secondary College

## Professional Development

Brisbane South State Secondary College continues to create opportunities for expert led and embedded professional development in the areas of language development and teaching. We are:

- Supported by The University of Queensland School of Languages and Cultures;
- Active members of English Teachers' Association of Queensland (ETAQ);
- Committed to all language teachers completing IB authorized workshops;
- Committed to attending regional IB cluster meetings to share best practice addressing differentiation and pedagogy of language learning.

## Process for Development of the Language Policy

The current policy was developed in May, 2023.

The pre-work for this policy started in February, 2023.

The Language Policy steering committee was formed which included:

- Head of Department - English Kristie Pugliese;
- 
- Head of Department - Languages and Humanities Strak Kosanovic;
- 
- Head of Department - Inclusion Georgia Row;
- 
- Language Learning Partners Coordinator, Frankie Osborne;
- 
- Languages Teacher, Hui Richards;
- 
- Languages Teacher, Campbell Hack;
- 
- Languages Teacher, Gabriela Pereira.

The following steps have been undertaken in the development of this policy:

1. Study of literature related to language and language learning by IBO, Australian Curriculum and the QCAA;
2. Construction of a school language profile by collecting data from OneSchool and SORD;





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3. Consultation with college community and The University of Queensland;
4. Preparation for a first draft of the Policy;
5. Presentation of draft to the Executive and Leadership Teams;
6. Incorporating changes and finalising the Language Policy;
7. Publishing the Language Policy to all stakeholders.

## Communicating the Policy

The Language Policy is communicated to the whole college community using the following platforms:

- **School Website:** <https://brisbanesouthssc.eq.edu.au;>
- **Daymap:** the college communication platform for parents, staff and students;
- **Sharepoint:** [https://qedu.sharepoint.com/sites/A792.](https://qedu.sharepoint.com/sites/A792)

## Review of Policy

Brisbane South State Secondary College's Language Policy will be reviewed every three years by a committee assigned involving all stakeholders and aligned with the IB Language Policy guidelines. The most preferred language of communication for the college community is English. Therefore, all written communication will be in English. We will accommodate parents by translating in their preferred language if requested.





# Brisbane South State Secondary College

## Appendix

- The Melbourne Declaration (2008)  
[http://www.curriculum.edu.au/verve/\\_resources/National\\_Declaration\\_on\\_the\\_Educational\\_Goals\\_for\\_Young\\_Australians.pdf](http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf)
- The Disability and Discrimination Act 1992  
<https://www.legislation.gov.au/Details/C2016C00763>
- Disability Standards for Education 2005  
<https://www.education.gov.au/disability-standards-education-2005>
- Learning in a language other than the mother tongue in IB Programmes  
<https://www.ibo.org/contentassets/b53fa69a03d643b1a739d30543ca8d65/learninginalanguageotherthanthemother.pdf>
- Brisbane South State Secondary College Language Equity Program  
[Language Equity Program.pdf](#)
- Language A: Language and Literature Guide  
<https://ibo.org/>
- Language B: Guide  
<https://ibo.org/>
- Ab initio Guide  
<https://ibo.org/>
- Language Development Guide  
<https://ibo.org/>
- The Australian Curriculum v9  
<https://v9.australiancurriculum.edu.au/>
- The Queensland Curriculum and Assessment Authority  
<https://v9.australiancurriculum.edu.au/>
- Brisbane South State Secondary College Enrolment  
<https://brisbanesouthssc.eq.edu.au/enrolments/enrolling-at-our-college>



