

Language Policy Years 7 – 10 (Reviewed 2025)

School organisation

Telopea Park School is an Australian Capital Territory Education Directorate (ACT ED) Public School that implements the Australian Curriculum alongside the French National Curriculum through a Binational Treaty between the French and Australian Governments. Students enrolled in the English/French Stream (EFS) from Kindergarten to Year 10 study a combination of the French and Australian curricula. Students enrolled in the English Stream (Years 7-10) study the Australian Curriculum through the International Baccalaureate Middle Years Programme framework. As an ACT ED Public School, Telopea Park School enrolls students living in the 'priority enrolment area' in the Secondary School in Years 7-10. Enrolment in Years K-6 is based on criteria outlined in the enrolment processes on the school's website.

School vision

Telopea Park School/Lycée Franco-Australien de Canberra is committed to excellence in education and in all fields of endeavour by challenging students to develop the skills and personal qualities needed to live successfully in a complex world. The school values and celebrates linguistic and cultural diversity and students achieving their personal best through a broad range of educational experiences.

Telopea Park School/Lycée Franco-Australien de Canberra provides a safe, caring and supportive environment where all students have equity of opportunity to learn. Through its philosophy and practice, the school promotes mutual respect and tolerance.

Language philosophy

At Telopea Park School (TPS) we believe that every teacher is a language teacher. Language is embedded in the concepts and contexts across all subject areas. Teachers strive to teach students to understand key terms and concepts; to recognise when these terms do and do not transfer, and to communicate effectively. The school believes that every teacher teaches language and that they are experts of the language of their subject area.

As experts of subject area language, teachers ensure students develop awareness for the language that relates to the subject they are studying. With this awareness, students are guided to understand how to communicate their understanding of subject concepts and content and recognise how language transfers across the curriculum.

At TPS the study of a language other than English is important because the school has been a binational school for more than 40 years. The binational agreement was signed between Australia and France in 1983.

Language of instruction

TPS is a unique bilingual (English and French) binational school. It offers two languages of instruction. In the MYP (7-10) English is studied by all students in the English Stream (ES) classes. Students in the English French Stream (EFS) are instructed in the two languages, French and English from K-10.

Instruction in English Stream classes could either be English or English as an additional language or dialect (EALD), depending on the student's language proficiency.

Language instruction

The ACT Future of Education Strategy provides the strategic framework for the delivery of language education in public schools and closely supports the delivery of high quality and innovative language education programs in ACT public schools. All ACT public schools teach the Australian Curriculum version 9.

Language and Literature (English – Australian Curriculum)

‘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.

The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light, the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.

Australia is a linguistically and culturally diverse country, with participation in many aspects of Australian life dependent on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes to nation-building and to internationalisation.

English helps students to engage imaginatively and critically with literature to expand the scope of their experience. It acknowledges that Aboriginal and Torres Strait Islander Peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. English values, respects and explores this contribution. It also emphasises Australia’s links to Asia.

The English curriculum aims to ensure that students:

- learn to purposefully and proficiently read, view, listen to, speak, write, create and reflect on increasingly complex texts across a growing range of contexts
- understand how Standard Australian English works in its spoken and written forms, and in combination with non-linguistic forms of communication, to create meaning
- develop interest and skills in examining the aesthetic aspects of texts and develop an informed appreciation of literature
- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form ideas and facilitate interaction with others.’

(Extracts taken from: [English | V9 Australian Curriculum](#))

English as an Additional Language or Dialect

TPS aims for students to become competent users of the language of instruction (English) at school. Students from an EALD background may receive specialist support in learning English. To be identified as an EALD student the EALD teacher will test new students entering the school if the previous language of instruction has not been English.

Literacy class

The school has identified a small cohort of students who will not study a second language. Based on the individual student's learning requirements and the Inclusion Policy these students will take part in a literacy class and an English language class. Parents have approved placement in the literacy class. Students may also have an 'Individual Learning Plan' (ILP) and may be on a modified program.

Language Acquisition (Languages – Australian Curriculum)

Languages are one of the eight learning areas under the Australian Curriculum and provide valuable learning for ACT students. Language education provides students with skills to access an increasingly global environment. Studying language education benefits cognitive function and assists with critical thinking and problem solving as well as making students more culturally aware.

Telopea Park School offers second language instruction (7-10 Entry) in the following languages: French, German, Italian, Spanish, Indonesian, Japanese, Mandarin.

'The Australian Curriculum: Languages has been developed to give all students the opportunity to engage in learning a language in addition to English. The design of the Languages curriculum recognises features that all languages share as well as the distinctiveness of each language.'

Languages includes language-specific curricula and frameworks for world languages and a *Framework for Aboriginal Languages and Torres Strait Islander Languages*.

Learners of languages in Australia comprise 3 major groups:

- **Second-language learners:** Second-language learners are introduced to learning the target language at school as an additional, new language. The first language used before they start school (and/or the language used at home) is not the language being learnt.
- **Background-language learners:** Background-language learners may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of, and proficiency in, the language being learnt. These learners have a base for literacy development in the language.
- **First-language learners:** First-language learners are learners who use, and/or identify with, the language as their mother tongue; learners use the language for primary socialisation and/or education and/or literacy development.'

(Extracts taken from: [Languages | V9 Australian Curriculum](#))

Background-language learners and first-language learners are not permitted to join classes in their acquired language. All students must be of a beginner level on entry.

All students must study a language for all four years from year 7 to year 10. There are no changes to languages available once a student has started learning. This goes beyond the requirements of the Australian Curriculum where Languages are required to be taught from year 5 to year 8. The Language and Literature (English) and Language Acquisition (Languages) classes are delivered three (3) lessons per week. A total of 2 hours 45 minutes each week, or approximately 100 hours per year.

Language Acquisition at TPS is taught by a teacher expert in their language to the level of a near native speaker.

The school provides support to language learners through both physical and virtual resources. Within the school library there are texts in each of the seven languages available for students to borrow. Each language has access to a textbook in the classroom designed to support their language learning ability. Virtual support is available to students through the use of Edpuzzle, Language Gym and Education Perfect. Each language has other resources available which are shared with students via Toddle.

Phasing in the MYP

Teaching and learning in the language acquisition subject group is organized into three levels of proficiency. Each level focuses on two phases. In total there are six phases. The phases do not correspond to particular age groups or MYP years. When planning the language acquisition curriculum, teachers will need to decide the most suitable phase in which to place individual students or a group of students, as informed by the achievable exit point for the students and the language learning pathways available to the students.

European Common Framework of Reference for Languages

The 'European Common Framework of Reference for Languages' (CEF) designed by the Council of Europe is utilised as a fundamental reference for modern language teaching, learning and assessment of language skills. The CEF A2 Level of command (Basic user) is the level required by the Common Base in Year 9, 'classe de 3ème' in the English French Stream (See: [Assessment grid - English](#)).

The European Common Framework has been mapped to the MYP Language Acquisition phases. Students in Year 7 and in Year 8 are in IB MYP Phase 1, CEF A1 (Basic user, Breakthrough or beginner), students in Year 9 are in IB MYP Phase 2, CEF A1-A2 (Basic user, waystage or elementary); students in Year 10 are in Phase 2-3, A2-B1 (Independent user, Threshold or intermediate). This has also been aligned to the Australian Curriculum v9.0, which is the required curriculum of ACT Education Directorate.

To be considered for Phase 3 in the second semester of year 10, students must be committed to studying the language at Continuing Level in the BSSS or DP (IB) at college. French Baccalaureate students will study the CNED and are not eligible. Students will be asked to sit the ACER - Assessment of Languages Competence (ALC) Certificate 2 in their chosen language. Students achieving a Distinction Level or higher will be offered Phase 3 differentiated work within their classroom, if there are enough students to support the class.

Heritage Language

The school collects data of a students' heritage at enrolment. The TPS community has over seventy different nationalities. The school has a multicultural community. Fifty-nine percent of students in K-10 speak another language other than English at home. It is the aim of TPS to ensure that all students are proficient in English and for EALD students to reach a level of proficiency by the end of Year 10 to support their transition to college.

Maintaining and developing language and literacy skills in the heritage language is supported by the school. Students are encouraged to move towards becoming bilingual or multilingual, with the ability to speak, listen, read and write in their heritage and culturally significant language/s. The school encourages students to maintain their personal and cultural identity through maintaining their heritage language, or heritage language. It is the parents/carers responsibility to enrol their child in language schools available in the ACT.

External supports for language learning

For parents and carers – supporting language learning

Your role as a parent/carer is important for your child developing and maintaining language skills. Whether you are supporting your child learning English or French, and an additional language at school or your heritage language, the key point with language is to encourage and support ongoing development through revision and practice.

To support your child to improve English and French, you could encourage them to:

- Attend after-school clubs and classes
- Be involved in out-of-school activities that use language
- Join organizations outside school such as choirs and young people's clubs
- Participate in sport inside and outside of school
- Participate in extracurricular activities like drama and debating.

To support your child to maintain their heritage language we suggest that you:

- Maintain your heritage language at home
- Speak your heritage language with your children to discuss matters in your daily life such as family events, items in the news, or to share ideas about books, TV, films etc
- Give your child rich and enjoyable language experiences in their heritage language, especially social activities with children of their own age group
- Locate heritage language materials that cover the same material as your child is learning in English at school. (This will help children to understand the vocabulary and concepts related to the subjects they are studying in school. It also helps them learn the same content in their heritage language.)

- Arrange formal reading and writing lessons in your heritage language. (Ask other parents who speak your language for advice. -- Formal lessons are necessary for your child to learn to read and write at the same level as students of the same age in the home country.)
- Encourage your child to keep in touch with grandparents and other family members
- Encourage your child to establish and maintain contacts, including email, with friends who speak the same language.

ACT Government Multiculturalism Act 2023

The Multiculturalism Act 2023:

- Establishes a Charter for Multiculturalism - the Charter sets out principles for supporting diversity, inclusion and belonging. It will guide the government when developing, delivering and evaluating policies, programs and services.
- Formalises the Ministerial Advisory Council for Multiculturalism - this group advises the Minister for Multicultural Affairs on issues of concern for culturally and linguistically diverse communities.
- Requires ACT Government agencies to report on how they are promoting and implementing the Act.

Culturally and linguistically diverse people bring a wealth of different experiences and perspectives to the Canberra community, which enhances the social and economic development of the ACT and the wellbeing of all Canberrans. This Act reflects the ACT Government's commitment to ensuring all Canberrans can benefit from the full range of ACT services and programs and can fully participate in all aspects of community life. Effective language services play an essential role in providing Canberrans who communicate in a language other than English with the same access to information, services and opportunities as English-speaking Canberrans.

Language learning opportunities in the ACT

- A good source of information is the ACT Community Language Schools Association. Ethnic schools include after school heritage language classes, embassy classes, classes attached to mosques or temples, Saturday or Sunday schools and classes at cultural centres [ACT Community Language Schools Association](#).
- You may also contact your embassy directly and ask for language learning information/opportunities
- There are several other organisations in the ACT that support people to maintain their heritage language and for those interested in multiculturalism and language exchange:
 - Canberra Multicultural Community Forum (CMCF) [Canberra Multicultural Community Forum Inc. |](#)
 - ACT Bilingual Education Alliance <http://actbilingual.weebly.com>

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