



TOWNSVILLE GRAMMAR SCHOOL

INTERNATIONAL BACCALAUREATE (IB) LANGUAGE POLICY

PURPOSE	This policy provides a framework that will ensure the International Baccalaureate's values and aims in relation to access and plurilingualism are reflected Townsville Grammar School's activities.		
SCOPE	Students and employees, including full-time, part-time, permanent, fixed term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements at Townsville Grammar School.		
REFERENCES	The Australian Curriculum IB Diploma Programme		
REVIEWED	Annually	NEXT REVIEW DATE	January 2027
POLICY OWNER	Director of Curriculum		

Policy

SCHOOL PROFILE

Townsville Grammar School (TGS) provides a secular, broad liberal education which concentrates on academic scholarship, the pursuit of excellence in all fields of endeavour, and a commitment to community service and social responsibility. Since its establishment in 1888, TGS has grown with the community, delivering an exceptional education in a values-based environment. The School has expanded in line with the city's growth, now offering Early Education (Pre-Prep) to Year 12 across three campuses at North Ward, Annandale and North Shore.

Each of the eight Grammar Schools in Queensland is constituted under the Grammar Schools Act 2016 (Qld) and is a Statutory Body, governed by a Board of Trustees. The School motto, Bonus Intra Melior Exi - Enter good, Exit better - is the guiding philosophy in our approach to the academic, sporting, cultural and character development of all young Grammarians.

TGS has two Junior School Campuses offering Pre-Prep to Year 6, located in Annandale and North Shore. Students in the Junior School begin their Grammar journey with programs offered across the year levels, from pastoral care through to co-curricular, leadership and service programs. The North Ward Campus is TGS's original campus, home to Years 7-12, co-educational Day and Boarding and in addition to its outstanding academic outcomes, it has an extensive co-curricular offering, and community service and leadership programs.

OUR STORY

Ours is a story of endurance, resilience and community.
Ours is a story of determination and endeavour.
Ours is a story of hope, compassion and contribution.
Ours is a story of an enduring commitment to a Grammar education.

OUR VALUES

Connection, Curiosity, Respect, Humility, Courage

OUR INTENT

To continue to be the educational leader in Northern Australia, in line with the traditions of a broad and liberal Grammar education.

PRINCIPLES OF LANGUAGE STUDY AT TOWNSVILLE GRAMMAR SCHOOL

The Townsville Grammar School IB Language Policy has been designed to reflect the principles and practices of the IB Diploma. The IB 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 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 to be promoted.
- Recognises that administrators, teachers, librarians 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 and development.

Language is taught within the IB Learner Profile, striving to educate learners to be:

- | | | |
|-----------------|---------------|--------------|
| • Inquirers | • Principled | • Balanced |
| • Knowledgeable | • Open-minded | • Reflective |
| • Thinkers | • Caring | |
| • Communicators | • Risk-takers | |

INTERNATIONAL BACCALAUREATE DIPLOMA CURRICULUM MODEL

The IB Diploma Programme (DP) is a two-year course of study for students in Years 11 and 12. It offers a broad and balanced curriculum, which is a deliberate compromise between the early specialisation preferred in some national systems and the breadth favoured in others. The curriculum model is represented in a series of circles spanning out from the central focus of the Learner Profile. This is followed by 'The Core' circle which encompasses theory of knowledge (TOK); creativity, activity, service (CAS) and the extended essay, and then by the six academic areas surrounding The Core. Subjects are studied concurrently and students are required to follow a range of subjects representing all the major disciplines.

IB DIPLOMA PROGRAMME MODEL



Students studying the full diploma are required to select one subject from each of Groups 1 to 5. A sixth subject is chosen either from Group 6, or as a second subject from one of the other Groups. Three subjects are taken at higher level (HL) and three subjects are taken at standard level (SL). The recommended teaching time is 240 hours for an HL course and 150 hours for an SL course. This allows students to study in more depth in their preferred subject areas, while requiring them to continue to study in other areas. SL courses are often subsets of HL courses in the same subject.

If students are unable to study the programme in full, they can follow fewer courses, for which they will receive individual certificate results.

THE STUDY OF LANGUAGES

The School recognises the very important role of language in an increasingly complex and changing global world. The role of language, both mother tongue and Languages Other Than English (LOTE), are an important feature of the curriculum at TGS from Year 4 right through to the elective senior language subjects. The School does not offer international students the opportunity to study Language A in their mother tongue in the IB Programme. Students of the 21st Century need to have high levels of language proficiency to function effectively in an international society and the School recognises that it is through language that people access their own and others' culture.

EXIT CRITERIA

The language of instruction at TGS is English. This fulfils National and State Government requirements for compulsory standards in English Language as described through strands of Language, Literature and Literary, located in National and State syllabi.

By the end of Year 10, there is an expectation that all students at Townsville Grammar School will have reached the following standards in English (Australian Curriculum Version 9.0):

- Students interact with others and listen to and create spoken and multimodal texts including literary texts.
- With a range of purposes and for audiences, students discuss ideas and responses to representations, making connections and providing substantiation.
- Students select and experiment with text structures to organise and develop ideas.
- Students select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice.
- Students read, view and comprehend a range of texts created to inform, influence and engage audiences.
- Students analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers.
- Students analyse the effects of text structures and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts.
- Students create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation.
- Students select and experiment with text structures to organise, develop and link ideas and representations.
- Students select, vary and experiment with language features including literary devices, and experiment with multimodal features.

The School does recognise, however, that there may be students who do not reach these standards due to ascertained learning difficulties and those receiving ongoing English as a Second Language (ESL) support. Such students will continue to be supported through:

- Provision of appropriate English Courses in the Senior Years i.e. Essential English
- ESL Classes and ESL Support (Assessment)
- Differentiated language programmes (Diagnosed learning difficulty)
- Teacher aide support (Diagnosed learning difficulty)

STUDY OF ENGLISH IN THE SENIOR YEARS

Middle School	Years 7-9	English	ACARA Australian Curriculum (Version 9.0)
Senior School	Year 10	English	ACARA Australian Curriculum (Version 9.0) Learning support students encouraged to take English
		English Extension	Suited to potential IB students or students interested in QCAA Literature
	Years 11 & 12	English	QCAA General English subject
		Essential English	QCAA Applied subject suited to students perusing trade and other non-tertiary pathways
		Literature	QCAA General subject suited to students who excel at English and wish to study a more rigorous and specialised course
		IB English (Language and Literature) HL & SL	IB students only
		IB Language ab-initio (SL)	IB students (no or limited prior background)
		IB Language B (HL & SL)	IB students only (must have sound language background)

FOREIGN LANGUAGE STUDY AT TGS

TGS offers a choice of two core languages - Japanese and French for Middle and Senior years. Students taking IB also have the option to study Spanish at an Ab initio level. Foreign Languages offered at TGS:

Junior School	Prep-Year 6	French	Compulsory
Middle & Senior School	Year 7	French Japanese	Rotation on six months each
	Year 8	French Japanese	Compulsory choice of one language
	Years 9-10	French Japanese	Elective option
	Year 11-12	French Japanese Spanish ab initio Japanese French	QCAA Elective option QCAA Elective option IB students IB Language B option IB Language B option
	Provision	Chinese (Elective)	Through Cairns School of Distance Education

FOREIGN LANGUAGE – YEAR 10 EXIT CRITERIA

As students complete a Year 10 Language subject, there is an expectation that students have reached the following standards:

- Students contribute to and extend interactions in the language in increasingly unfamiliar contexts related to a wide range of interests and issues.
- Students interpret texts by evaluating and synthesising information, ideas and perspectives.
- Students show understanding of how features of language can be used to influence audience response.
- Students create texts, selecting and manipulating language for a range of contexts, purposes and audiences.
- Students apply and use complex sentences and structures to create and respond to spoken and written texts.
- Students use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.
- They select and use combinations of written language appropriate to context.
- Students incorporate the features and conventions of spoken language, in informal and formal speech, to extend fluency.
- Students demonstrate understanding of the conventions of spoken and written texts and the connections between them.

- Students apply knowledge of scripts, language structures and features to make and predict meaning.
- Students support analysis of the language texts, using metalanguage.
- Students reflect on their own cultural perspectives and identity, and draw on their experience of learning a language, to evaluate how this learning influences their ideas and ways of communicating.

ESL SUPPORT PROVISIONS

The language of instruction at TGS is English, however the School does attract students for whom English is a second language. The School provides these students with literacy support in Years 7-9 and students in Years 11-12 must have a level of Language 5.5-6 (or above) in either International English Language Testing System (IELTS) or Test of English as a Foreign Language (TOEFL).

IB DIPLOMA – MOTHER TONGUE PROGRAMME

This programme aims:

- To support students within the School where English is not their Mother Tongue.
- To develop a sound understanding of English in the areas of reading, writing, listening and speaking, with the view to initiating confident, independent second language learners who can achieve success in the academic, social and cultural life of the School.
- To make use of the School's vertical approach to supporting ESL students in preparation for the IB programme.
- To develop the specific communicative skills required by subjects in the curriculum, including the development of the specific language of critical thinking and problem solving, and the use of creative language as a vehicle for self-expression.
- To initiate an understanding of critical literacy, including strategies for dealing with unfamiliar texts.
- To encourage the continuation, maintenance and development of student's mother tongue.
- To develop intercultural awareness where the cultural patterns that affects the thinking, feeling and acting of societies in which the language is spoken is fully understood.
- To make sure that all subject teachers are given regular in-services in cultural and linguistic awareness of the ESL students in their classes.

Content

- Language development in the four macro areas through activities involving grammar, written expression, comprehension, language games, listening activities and oral presentations that are integrated into the mainstream academic curriculum.
- Lessons will focus on individual needs, where conferencing on mainstream assessment will take place as part of the process.

EXPECTED OUTCOMES

Students will be expected to show improvement in the four macro areas of reading, writing, listening and speaking as well as, over time, show progression within the National Languages and Literacy Institute of Australia (NLLIA) ESL band scales, enabling them to work confidently, with support, in mainstream classes.

To endeavour to maintain the students' Mother Tongue with support from parents, LOTE teachers, foreign television programmes and parallel texts.

STRATEGIES

- To assess individual student's level of English to ascertain level of support required. (NLLIA band scales). Should students require more in-depth Literacy Support they are withdrawn from Modern Languages classes to receive extra assistance.
- Students may also have access to a dictionary in the exam where applicable.

- To provide opportunities for intercultural awareness through exposure to links between languages and different cultures, both in an academic and linguistic sense, as well as through the activities and memberships of the International Committee.
- To set students tasks to develop their mother tongue through conversations with parents and siblings, films, foreign television programmes and provide parallel texts (written in their mother tongue) to those being studied in the mainstream.

EVALUATION

Students will be expected to improve their oral, reading, writing and listening skills in English, enabling them to work confidently, with assistance, in mainstream classes. Entry and exit criteria to be determined by pre and post testing with particular reference to the NLLIA band scales.

Performance indicators include:

- Increased knowledge of English vocabulary that enables the student to access the mainstream curriculum confidently.
- Development of sentence structure, beginning with simple sentences moving on to complex sentences using correct grammar and cohesive ties, finally writing factual coherent paragraphs and essays.
- Increased confidence in oral language, especially when presenting an oral in mainstream classes or participating in a social situation with peers.
- Proficiency in listening skills, where students confidently and accurately take notes in their second language.

Measurements of Performance

- NLLIA band scales
- IELTS
- TOEFL
- Formal testing of units studied
- Recorded observations during class work
- ACER Standardised tests