



# Submission cover sheet

## **Inquiry into E-PET-077-25: Access to 11-12 ATAR language courses in 2026**

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Submitter: Dennis Flannery

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## Submission to the Standing Committee on Social Policy, ACT Legislative Assembly

### My Background:

I am a retired ACT Secondary School Principal and in the years following my retirement I was fortunate enough to be engaged on a National Project for the then Department of Education, Science and Training (DEST) working with the Australian Principals Associations Professional Development Council (APAPDC) to develop a school leadership strategy, *'Leadership in Languages Education'*. (2007)

This strategy was designed 'to ensure that school leaders have a greater awareness of and deeper understanding of the nature of languages education and the significant role it can play in preparing students for life and work in contemporary Australian society and the global world.'

(Page 1 *'Leadership in Languages Education'*, APAPDC 2007)

This Project which ran forums in each State & Territory used as its guiding light *The National Statement and Plan for Languages Education in Australian Schools (2005-2008)*.

### Why Languages?

Both the Leadership Project and the National Plan were committed to the following statement concerning the importance of Languages and student access to Languages in the National Curriculum:

' language skills and intercultural understanding are vital national capabilities for 21st-century education, recommending that all students have access to learning a language.'

### Continuity of access to Languages

From my work on the APAPDC/DEST Project a Key Focus Area was identified as significant - ***Continuity of access to Languages across school sectors.***

At a National level, across a range of 'experts' (both national and international) as well as various associations including parent and cultural associations, the importance of maintaining continuity of language learning across school transitions has been identified and well documented.

### My School

Belconnen High School in 1998 offered 3 Languages (Chinese, French and Indonesian). These reflected the languages that were offered in the feeder primary schools and the 3 secondary colleges in the Belconnen area. This network of language offerings had been established through the then ACTDET Belconnen Regional Support Office. The ongoing success of this model was impaired by the availability of teachers. This situation was identified in the National Plan and the Leadership in Languages

