



English as an Additional Language Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact the school on 9687 1535

Rationale:

Students are defined as being English as an Additional Language (EAL) learners if they come from a language background other than English, and require additional support in learning. EAL learners also require extra time (between 5 -10 years), support and exposure to English before they can attain the learning outcomes as set out in the Victorian Curriculum P-10.

Newly arrived EAL students are entitled to attend an English Language Center if they have been in Australia for less than 6 months (18 months for Prep-aged students).

Aims:

- To develop EAL students' English language competence
- To enable students to fully participate in schooling

Implementation:

Administration

- Ensure that accurate data is collected through enrolment procedures, interviews and meetings with parents
- Support eligible parent/guardians to enroll at Western English Language School
- Ensure a translator is used when communicating with parents/guardians where practical

Teaching Staff

- Identify the stage of language development of the EAL learner on the Victorian EAL Developmental Continuum
- Set individual goals in reading, writing, speaking and listening
- Scaffold students' language and literacy learning through the curriculum explicitly by using EAL strategies and teaching approaches
- Assess students using the Victorian EAL developmental continuum
- Use an EAL report in English for all EAL students until they reach beyond Level B3 in all aspects of English or prior to this level in consultation with coaches
- Ensure the information in student profile folders is up to date and detailed, including information regarding breaks in schooling or other events that delay progress.
- Ensure the Victorian EAL Developmental Continuum is highlighted appropriately and in the student profile folder
- Undertake appropriate professional development
- Maintain a commitment to acceptance and teaching of multiple cultures.

Supporting documentation

EAL Developmental Continuum P-10

<https://www.vcaa.vic.edu.au/foundation10/Pages/viccurriculum/eal/intro.aspx?Redirect=1>

The EAL Developmental Continuum P–10 provides evidence based indicators of progress, linked to practical teaching strategies, to support the assessment of EAL students and the development of effective learning programs for the many students in Victorian schools who are learning English as a second or additional language.

Tools for Enhancing Assessment Literacy

<http://teal.global2.vic.edu.au/>

An online resource for teachers of primary and secondary level students who are learning English as a second or additional (EAL) language in Australia. It brings together a range of tools and advice for the assessment and reporting of the English language proficiency and progress

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2019
Consultation	Not required. Reviewed by staff and policy and planning
Approved by	Principal and tabled at school council
Next scheduled review date	2023