


St Therese's Primary School	System Update: November 2019	
Version 0.1	Date of Next Review: November 2021	

English as an Additional Language (EAL) policy

GOSPEL VALUES

Effective and engaging teaching and learning practices and processes continues the creativity of God; it is an exercise in our responsibility as co creators of the world to transform our society towards justice and affirming the dignity of all life on earth.

RATIONALE

All students need to feel safe, accepted and valued in order to learn. For students who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL students have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

AIMS

This policy aims to raise awareness of the School's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of students who have English as an additional language (EAL) and so to raise student achievement.


DEFINITION

EAL learners are a diverse group, and their learning needs vary. EAL learners include students:

- beginning school in Australia at any year level
- born overseas or in Australia
- beginning school with little, some or no exposure to English
- with schooling equivalent to that received by their chronological peers
- with little or no previous formal schooling in any country, or with severely interrupted education in their first language.

OBJECTIVES

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the school
- To assist EAL students to become confident and fluent in speaking and listening, reading and writing in English in order to fulfil their academic potential
- To encourage and enable parental support on improving the students' attainment
- To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the school

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- To monitor students' progress systematically and use the data in decision making about classroom management, differentiation and curriculum planning
- To maintain students' self esteem and confidence by acknowledging and giving status to their skills in their own languages (For example, Harmony Day celebrations)

PROVISIONS

Catering for the language and literacy development of EAL learners is a long-term, shared school community commitment. "The most effective EAL provision involves a whole-school approach" (EAL Handbook, Dept Education and Training Victoria). This means that EAL learners and their families are acknowledged, consulted, included, and active participants in the school community. It also means:

- targeted EAL programs are provided for students with the greatest learning needs
- all teachers are aware of the learning needs of the EAL students
- strong EAL pedagogy is evident in classroom programs, planning, teaching and assessment practices
- EAL learners' progress is evaluated and reported against the EAL standards in the EAL Companion to the AusVELS (the Companion) 2
- teachers use the EAL Developmental Continuum P-10 to broaden their understanding of the EAL standards in the Companion, to validate assessments of students' progress and to design appropriate learning experiences
- EAL programs and provision are regularly reviewed to ensure they continue to meet EAL learners' needs


STAFF RESPONSIBILITIES

Administration

- Administration obtains and collates information from enrolment forms regarding EAL students from P-6 to provide to the Student Adjustment Leader
- Identify enrolment forms of EAL students using a red sticker

Principal

- Ensure that parents fill in the Sociolinguistic profile section of enrolment forms and these are discussed at enrolment interviews
- Ensures that teachers of EAL students liaise at least once a term with Learning & Teaching and Learning Adjustment Leaders to discuss progress and challenges at PLT meetings
- Ensures that parents and staff are aware of school's EAL policy
- Ensures that relevant information on students with EAL is provided to staff
- Ensures that the effectiveness of the teaching of students with EAL is monitored and assessed regularly


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Learning Adjustment Leader and Learning & Teaching Leader

- Supports the Principal with all above mentioned points
- Liaises with classroom teachers
- Oversees initial assessment of possible EAL students
- Provide a summary of the Sociolinguistic profile of EAL students to class teachers
- Provides guidance and support to staff
- Creates an awareness of tasks and resources appropriate for EAL students
- Works with teachers of EAL students to set targets and plan for differentiation
- Assist teachers to develop ILPs for students, where appropriate
- Assist teachers to develop an understanding of the Victorian Curriculum's EAL Curriculum F-10
- Provide or organise professional learning in the area of oral language for teachers as required
- Monitor standards of teaching and learning of students with EAL
- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with appropriate personnel to determine an action plan
- Assist teachers with reporting to parents regarding EAL students including the determination of whether the student will be assessed using mainstream reports or EAL reports

Classroom/Specialist Teachers

- Be knowledgeable about students' abilities and standards of English
- Be knowledgeable about the progression of learning of Victorian Curriculum's English and EAL Curriculum
- Know the contents of the student's Sociolinguistic profile
- Be aware of students' family and history
- Use all above mentioned knowledge to effectively plan, teach, group and use resources to improve student learning and English standards
- Differentiate to inform teaching and improve student learning
- Follow and implement the School's oral language program and strategies
- Be open minded and implement good EAL strategies
- Use the EAL Developmental Continuum F-10
- Set and meet targets for EAL students
- Collaborate with other teachers to improve teaching and learning of EAL students
- Involve and communicate with parents to increase student success
- Use appropriate and agreed reporting systems for EAL students
- Liaise with Learning Adjustment Leader and Learning & Teaching Leader to determine appropriate assessment and reporting systems for EAL students, and to set goals based on assessment data at least once per term
- If a student is not progressing follow the referral process to have further assessments completed in consultation with the Learning Adjustment Leader

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- When required develop and follow Individual Learning Plans for EAL students who are not progressing

Related policies and documents

- EAL flowchart (Appendix 1)
- English policy
- Inclusive education policy
- PSG policy and procedures
- Disability Discrimination policy
- TEAL assessment resources
 - <http://teal.global2.vic.edu.au/assessment-tools/>

EVALUATION

This policy will be reviewed as part of the School's four year review cycle.

Appendix 1

