

English as an Additional Language (EAL) Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school on 9802 0663 for support.

Purpose

At Weeden Heights Primary School, we are committed to develop students' ability to communicate effectively, through speaking and listening, reading and viewing, and writing at the highest level. In Australian schools, learning is accessed through English, and achievement is demonstrated in English. Each area of the curriculum has language structures and vocabulary particular to its learning domain, and these are best taught in the context in which they are used. At Weeden Heights Primary School, all teachers are responsible for teaching the language and literacy demand of their learning areas.

Guidelines

EAL learners include students who are:

- Beginning school in Australia at any 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.

Implementation

- Ensure that learning programs in all learning areas are formulated and implemented with the language learning needs of all students in mind and with an emphasis on building student language acquisition across all modes: speaking and listening, reading and viewing, and writing
- Recognise the needs of a range of different cultural groups through the monitoring and modification of the curriculum
- Seek Professional Development and support from outside agencies
- Explicitly highlighting the key features of the English language, developing the student's independence
- Completion of an Individual Learning Implementation Plan where additional support is accessed.

Role of the School

- Assess new arriving EAL students, find their entry level of learning and provide shared learning experiences and continue to build on them
- Provide EAL support to students with the greatest learning needs

- Ensure that accurate data is collected through enrolment procedures, interviews and meetings with parents, so that statistical information about the student can be collated and so that important factors that may influence a student's learning is known
- Ensure that interpreters are used to obtain accurate information about a learner from parents
- Ensure that teachers have access to information about their students that is relevant to the teaching and learning program
- Promote a culture that values diversity and ensures that intercultural perspectives are incorporated into all aspects of school life
- Recognise that students need to be encouraged and adequately supported to become independent in literacy and numeracy.

Role of the teacher

- Provide an inclusive curriculum that is readily accessible to all students and links in to the EAL Continuum
- Ensure that learning programs in all learning areas are formulated and implemented with the language learning needs of all students in mind and with an emphasis on building student language acquisition across all modes: speaking and listening, reading and viewing and writing
- Plan a daily program that takes account of the understanding that EAL students are acquiring English while learning about English, through English and learning how to read, write and speak at the same time
- Make the language and literacy demands required for success in each lesson explicit to all learners
- Scaffolds students language learning through the curriculum, explicitly using EAL strategies and teaching approaches
- Develops classroom learning tasks that relate to and build upon the experiences that students bring to the learning situation
- Use assessment strategies that allow all students to express their understandings that they have gained
- Keep assessment records that indicate the growth of understandings and skills in both English and EAL
- Informs the parents of student progress in EAL as well as in all learning areas
- Provide opportunities to share their diverse experiences
- Ensure that multicultural perspectives are incorporated in all aspects of the classroom social and learning environments
- Attends professional learning and has an understanding and working knowledge of the EAL Continuum
- Recognise the needs of different cultural groups through the monitoring and modification of the curriculum.
- Explicitly highlight the key features of the English language to develop the student's independence
- Maintains high expectations for all learners including EAL students.

Evaluation

The Education Sub-committee and Weeden Heights PS staff will review the effectiveness of the school's English as an Additional Language Policy on a cyclical basis in accordance with DE guidelines.

Resources

This policy is underpinned by the:

- Teaching and Learning Policy

- Curriculum Policy
- Equal Opportunity Policy
- Enrolment Policy

Relevant Documents / Links

<https://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/default.aspx>

Policy Review and Approval

Policy last reviewed	2023
Consultation	Principal Staff Education Sub Committee and School Council Newsletter item to the school community
Approved by	School Council
Next scheduled review date	2027 <i>Mandatory review cycle for this policy is 3 - 4 years.</i>