

English as an Additional Language (EAL) Policy

1. Rationale

To provide students learning English as an Additional Language (EAL) with the opportunity to acquire English language proficiency and to support them as they develop the skills necessary to function effectively within society through the differentiation of teaching and learning programs. The Victorian Government's *Vision for English as an Additional Language in Education and Development Settings* outlines the necessity for all Victorian education settings to equip EAL learners with the English language and literacy skills they need to participate in education, the workplace and community life in the 21st century.

2. Purpose

Students:

- To develop a level of competency and confidence in using English that allows students to fully participate in social and school-based contexts.
- To continue their conceptual development whilst developing English Language skills.
- To develop increased control over the structures and grammatical features of English.
- To develop an understanding of the learning styles and expectations of the Victorian Education System.

Staff:

- To ensure CSPS provides support for teachers through induction assessment, learning task moderation, personal development opportunities, coaching and resource acquisition.
- To streamline school-wide expectations for the level of planning and support offered for short-stay EAL students at CSPS.

3. Guidelines

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 and often requiring assistance in classroom activities because of their stage of English language development. Students may exhibit English language structures and features that are typical of those in the process of learning English
- with schooling (in languages other than English) 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 primary language.

Students learning English as an additional language are faced with a very challenging set of tasks. To make progress and to achieve the same level of educational success as other students, they must develop literacy in English by:

- learning to speak English
- learning to read and write in English
- continuing their learning in all learning areas through English, as they concurrently learn English as an additional language.

Students also need to develop new cultural understandings, in both the educational context and in the wider community. All programs in which EAL learners participate need to provide optimal conditions for learning English, with appropriate EAL-informed teaching. Classroom teachers must understand and be equipped to meet the educational needs of their EAL learners.

Catering for the language and literacy development of EAL learners is a long-term and shared school community commitment. The most effective EAL provision involves a whole-school approach. This means that EAL learners and their families are acknowledged, consulted, included, and active participants in the school community.

The school is responsible for providing an environment that is culturally inclusive and aware, where cultural and linguistic diversity is celebrated and respected. The school will not portray English as superior to the primary language of the EAL student, but rather as important and enriching for their academic life in Australia and beyond.

Principals must tell the parents or guardians of newly enrolled SRP/Funded EAL students of their right to access the New Arrivals Program, if their children are assessed as requiring an intensive English program. The New Arrivals Program provides intensive EAL instruction to prepare students for participation in mainstream schools. Students normally attend an English-language school or centre for between six to twelve months, depending on their educational background and/or refugee/humanitarian status.

4. Implementation

- Student progress is evaluated and reported against the EAL standards in the EAL Companion to the AusVELS, until deemed necessary.
- Teachers use the EAL Developmental Continuum P-10 to broaden understanding of the EAL Standards in the EAL Companion, to validate assessments of student's progress and to design appropriate learning experiences.
- Teachers scaffold student's language and literacy learning through the curriculum by explicitly using EAL strategies and teaching approaches.
- CSPS organises interpreters when necessary for ease of communication during parent meetings to develop school partnerships and parent engagement.
- A school PFA representative calls to welcome new families to the school.
- EAL Coordinator liaises with Blackburn English Language School (BELS) for initial assessments of new arrivals and the deployment and return of students to and from BELS.
- EAL Coordinator implements the CSPS initial EAL Assessment on new students and relays information to the classroom teacher.
- EAL Coordinator can assist the classroom teacher in assessing EAL Learner's competence in English, formulating practical goals and objectives for EAL learners to use in Individualised Learning Plans.
- EAL Coordinator builds staff capacity in teaching strategies and appropriate assessment and moderation for EAL learners.
- EAL Coordinator provides and develops resources for classroom teachers to aid and scaffold EAL learners.
- The EAL Team consists of 1 teacher per learning team. Representatives liaise with teachers at their team level and assist in implementing planning and assessment strategies.

Short Stay EAL Student (1 term or less)

- Students will be provided with language rich experiences that promote the acquisition of English.
- Students will receive appropriate scaffolding and EAL teaching strategies to allow them to participate in the program at their level of competence where possible.
- Students may partake in specific personalised English vocabulary focus tasks.
- Students will be teamed with a class buddy to assist with transition to their learning environment.

Resource:

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/continuum/Pages/relationship.aspx>

5. Evaluation

A committee of staff and the Education Subcommittee will review the EAL Policy on a cyclical basis according to the School Council Policy Review Schedule. The review will ensure that the school's programs and procedures are adequately reflecting Statewide curriculum developments and the changing needs of the Camberwell South community.

Ratified by:	Date	
Education Committee	12/10/2016	
Staff	25/08/2016	
School Council	26/08/2016	Name: <i>Kate Ferguson</i> Signature: <i>Kate Ferguson</i>