

## 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 OFFICE ON 9366 2832.

### PURPOSE

Students for whom English is an additional language requires additional support in learning the English language structures and features. English as an Additional Language (EAL) students starting primary school with little or no English can take 5-7 years to reach the same level of English as his or her age – equivalent peers. (Cummins 1996, ESL Developmental Continuum)

All members of staff at St Albans Primary School are responsible for the language development across the curriculum for all EAL students. Mainstream teachers of EAL students and EAL specialists work together to build on the students' experiences and skills to assist them to develop their oral and written English skills.

### SCOPE

The scope of this policy is for students whom English is an additional language and require extra support to learn English.

### POLICY

#### Aim

The EAL curriculum aims to ensure that EAL students:

- access learning opportunities available in the Victorian Curriculum F– 10
- learn to listen to, read, view, speak, write, create and/or reflect on increasingly complex and sophisticated texts, with accuracy, fluency and purpose, across a range of contexts
- develop their communicative skills, linguistic knowledge and cultural understandings in English to enable their full participation in the Australian community.

#### Implementation

#### Eligibility:

- Eligibility for the EAL program at SAPS is based on EAL specialist time allocation and the number of EAL students who need additional support. Eligible students attend a small group session from years 1-6 with a trained EAL teacher.  
Priority is given to:
  - Students who are newly arrived to Australia
  - Students who are identified on the school literacy data base as EAL and performing below the Victorian Curriculum expected level.

- Students who exit the Western English Language School (WELS) into the mainstream and placed on the EAL continuum

#### **Assessment and Monitoring:**

- Newly arrived students, from non –English speaking countries to Australia are automatically placed on the EAL Continuum.
- A collaborative decision between classroom teacher, EAL Specialist and Literacy Instructional Leader is reached for each individual student to determine if they are placed onto the EAL Continuum or Victorian Curriculum.
- Students are regularly monitored and are placed onto Victorian Curriculum once they are working at a level that matches his or her age –equivalent peers.
- The assessments as outlined on the St Albans Primary School Assessment schedule summary for minimum literacy requirements are used to make an informative decision.

#### **The role of the EAL Specialist**

- Oversee the EAL Program in the school and EAL students in the classroom
- Share EAL strategies with classroom teachers
- Provide EAL professional Learning to staff
- Attend weekly PLTs and specialist team meetings as required
- Assist teachers in placing and exiting EAL learners on the EAL Continuum
- Develop and maintain EAL resources
- Liaise with the WELS Leading Teacher on a Term or needs basis
- Develop social stories
- Manage transition from WELS to mainstream
- Consult with staff about any concerns they have with their EAL students and make suggestions /or recommendations
- Liaise with the Literacy Leader and Assistant Principal about the EAL program
- Attend moderation and assist teachers in marking students against the EAL continuum

#### **The New Arrivals Program**

- Eligible students will be offered a position in the New Arrivals Program (WELS) based at St Albans Primary School

#### **Multicultural Education Aides**

- Support the enrolment process
- Support EAL students in the mainstream by clarifying and explaining concepts or directions in the learners first language
- Act as interpreters and liaise with family members and members of the community
- Assist with the communication between students, teachers and parents as required
  - Develop cultural awareness and inclusion through sharing aspects of their culture with the school;

#### **Translations and Interpreting**

- Provisions are made for interpreting services to all non English speaking parents

### **FURTHER INFORMATION & RESOURCES**

- Draft EAL curriculum website;  
[https://edugate.eduweb.vic.gov.au/sites/i/Pages/school.aspx#/app/news/detail/2841/release\\_of\\_draft\\_curriculum\\_f-10\\_english\\_as\\_an\\_additional\\_language](https://edugate.eduweb.vic.gov.au/sites/i/Pages/school.aspx#/app/news/detail/2841/release_of_draft_curriculum_f-10_english_as_an_additional_language)
- The EAL developmental continuum website: [EAL Developmental Continuum P-10](#)

- Assessment and reporting for students where English is an additional language : <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/reportseal.aspx>

## **COMMUNICATION**

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Discussed at staff meetings
- Hard copy available from school administration upon request

## **MORE INFORMATION AND RESOURCES**

- The Department's Policy and Advisory Library (PAL)

## **POLICY REVIEW AND APPROVAL**

Policy last reviewed	August 2023
Approved by	Principal
Next scheduled review date	August 2027