

English as an Additional Language (EAL) Policy

Purpose

The purpose of this policy is to ensure that English as an Additional Language (EAL) speakers receive the appropriate learning support to meet their unique needs. EAL students require support to build the English language skills needed for effective communication and to access to the Australian Curriculum.

Wilandra Rise Primary School is an incredibly multicultural school with families from all over the globe. As a result, more than 50% of our students speak a language other than English at home and many of these students are in the beginning stages of learning to speak English. Many students and families have excellent conversational English but are lacking in areas such as tense, grammar and semantics, therefore it is paramount that we ensure their specific learning needs are met.

Guidelines

EAL learners are a diverse group, with many variables effecting their learning. EAL learners include students:

Born in Australia or Over Seas:

Students may have been born in another country where English is not the first language, or they may have been born in Australia to families that speak a language other than English in their home.

At any Year Level:

Students may begin their schooling in Foundation or may have arrived in Australia recently and are beginning in years 1 - 6.

With or Without Previous School Experience:

Students may have extensive experience in formal school settings, particularly if they have recently arrived to Australia and are in the upper years of Primary School. However, some students may have little or no previous schooling experience. This applies to Foundation students who may or may not have attended

Without English Language Experience:

Students who do not speak English at home as their first language, may not have English modelled for them correctly and consistently. They may not have experiences that their similar aged peers have, such

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worldly experiences like going to the beach, forest, zoo, city, outback etc. This can have an effect on students' language comprehension and relationship.

As refugees, migrants and generational immigrants.

Students and or their families may have experienced some huge life changes when coming to Australia such as leaving behind family members, moving house, aeroplane travel etc. These changes can be (though not always) traumatic or upsetting and can also affect students whose families moved before they were born. These changes may or may not affect a student's learning.

Catering for the language and literacy development of EAL learners is a long-term, shared school and community commitment. 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 cohort
- 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 Developmental Continuum P - 10 (Subject to Change March 2019)

Staff roles in EAL provision

All members of our school community have a role to play in the development and delivery of the school's EAL program. Staff roles may vary to meet the needs of the EAL learner cohort at Wilandra Rise Primary School. The following descriptions list responsibilities for each role.

Leadership team

The Principal or school leaders:

- Actively promote a culture that values diversity and ensures that intercultural perspectives are incorporated into all aspects of school life
- Encourages home-school partnerships and parent engagement
- Ensure that accurate data is collected through enrolment procedures, interviews and meetings with parents, so that statistical information about the school population can be collated and individual student needs are identified
- Ensure interpreters are used to obtain accurate information about the learner from parents and that all staff can access interpreter resources
- Communicate data to Curriculum Leaders and Classroom Teachers ensuring they have access to information about their students that is relevant to the teaching and learning program
- Work with the Leadership Team to analyse school data related to EAL learners and its implications for whole school provision
- Ensure policies and Learning Programs consider the needs of EAL Learners
- Provide opportunity for EAL Leader to build teacher knowledge and capacity
- Ensure the initial enrolment process is followed by the Administration Team

The Literacy Leaders:

- Ensure that policies and learning programs consider the needs of EAL Learners
- Develop an approach that promotes access to the curriculum for all students including EAL learners
- Build teachers' knowledge of the explicit literacy and language demands of the different subject areas (e.g when teaching Measurement what Literacy and Language Demands are placed upon the learner?)
- Support teachers in using assessment information to scaffold student's learning in literacy and language
- Build staff capacity in using appropriate assessment and teaching strategies for EAL learners.
- Work closely with the EAL Leader to ensure consistency and clarity in Literacy (particularly EAL) instruction.
- Work with Curriculum Leaders, Welfare Leaders and Learning Community Leaders to implement appropriate programs, EAL assessment and reporting
- Works with the Leadership Team and EAL Learning Specialist to analyse school data related to EAL learners and its implications for whole school provision

The EAL Leader:

Whole School:

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- To be well-informed of the latest information in the EAL field and share this with staff as appropriate
- Works with Curriculum Leaders, Welfare Leaders and Learning Community Leaders to implement appropriate programs, EAL assessment and reporting
- To support Learning Community Leaders to develop Group Learning Plans (GLP) to cater for cohort groups based on data
- Works with Curriculum Learning Specialists to identify (language and literacy demands of the content) specific EAL considerations or teaching approaches
- Works with the Leadership Team to analyse school data related to EAL learners and its implications for whole school provision
- To work with Literacy Learning Specialist to develop and implement the school's 'new student assessment and induction program' and relay this information to the child's classroom teacher and parents.
- To liaise with English Language Schools such as Blackburn English Language School (BELS) or Noble Park English Language School (NPELS)
- To attend "handover" meetings with staff from English Language Schools.
- Development, recording and keeping whole school assessment and tracking documentation (in particular assessment that allow students to express their understandings)
- Keeping calendars up to date with local, global, religious and cultural events to be addressed through whole school events; including managing the organization of said events.

Supporting Teachers:

- Assisting classroom teachers to know their students and understand their EAL data.
- Assisting classroom teachers in assessing EAL learners' competence in English, visiting in classrooms and taking assessments
- Assisting classroom teachers to formulating practical goals and objectives for EAL learners and planning programs that caters for the needs of all EAL learners in classrooms.
- Support the classroom teachers in developing an Individual Learning Plan (ILP) for all new arrivals.
- Supporting Classroom teachers in understanding and implementing actions in the Group Learning Plans (GLP)
- Ensuring Classroom teachers are kept up to date with current information in the EAL field
- Ensuring all staff are implementing basic EAL teaching strategies.
- To ensure all new staff are provided with the relevant professional learning in order to have the necessary skills to cater for the needs of EAL students.
- Keeping calendars up to date with local, global, religious and cultural events to be addressed in classrooms.

Withdrawal Program:

- Provides specialist EAL teaching that increases students' capacity to participate successfully in mainstream classroom activities and to achieve the goals of the mainstream curriculum
- To work directly with students who are deemed as "new arrivals" or low in oral language development
- Oversees the EAL timetable for scheduled classes to support EAL learners and their teachers
- To monitor and support students who have exited the school's EAL program

Community:

- Ensuring school is communicating clearly and efficiently with wider community e.g. website, notices, newsletters, translators, being accessible to Non English Speakers.
- To provide community support by liaising with community groups and organisations such as Selandra Community Hub, Cranbourne Library, Local groups and religious groups.
- To liaise with RESP (Refugee Education Support Program) to provide parent meeting groups and community workshops.

Classroom Teachers will:

- Be committed to the ideal that we are all EAL teachers
- Know their students and families; where they are from, what language/s are their preferred, student interests and best way of contacting and communicating with families
- Specifically plan for and meet the needs of EAL Learners through differentiation
- Have an understanding and working knowledge of the EAL Curriculum and current evidence based practice
- Inform parents of student progress in EAL as well as in the learning areas other than English
- Provide opportunities for all students to share the diversity of their experiences

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- Ensure that multicultural perspectives are incorporated in all aspects of the classroom social and learning environments
- Attend relevant EAL professional learning
- Liaise with the EAL specialist
- Endeavour to move EAL students to appropriate Victorian Curriculum levels as they are deemed ready
- Have high expectations of all learners including EAL students

Evaluation

To be reviewed as part of the school's review process.

