

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 supports to meet their unique needs. EAL students require support to build their English language skills to effectively communicate in their school life and as a member of the wider community.

Coral Park Primary School is a multicultural school with families from all over the globe. As a result, approximately 80% 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 Overseas:

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 Australia 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 in Australia and are in the upper years of primary school. However, some students may have little or no previous schooling experience. This also applies to Foundation students who may or may not have attended any education institution prior to commencing school.

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 had the worldly experiences, such as going to the beach, forest, zoo, city, outback etc. that their similar aged peers have had, which can have an effect on students' language comprehension.

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 intervention 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.

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 **Coral Park 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
- Encourage 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 the EAL Leader to build teacher knowledge and capacity
- Ensure the initial enrolment process is followed by the administration team.

The Literacy Leader:

- Ensures that policies and learning programs consider the needs of EAL learners
- Develops an approach that promotes access to the curriculum for all students including EAL learners
- Builds teachers' knowledge of the explicit literacy and language demands of the different subject areas (for example, when teaching measurement what literacy and language demands are placed upon the learner?)
- Supports teachers in using assessment information to scaffold students' learning in literacy and language
- Builds staff capacity in using appropriate assessment and teaching strategies for EAL learners
- Works closely with teachers to ensure consistency and clarity in literacy (particularly EAL) instruction.
- Works with curriculum leaders, wellbeing leader and intervention leader to implement appropriate programs, EAL assessment and reporting
- Works with the leadership team and intervention leader to analyse school data related to EAL learners and its implications for whole school provision.

EAL leader, Intervention Teachers & Class Teachers:

- Will be well-informed of the latest information in the EAL field and share this with staff as appropriate
- Work with curriculum leaders, wellbeing leaders and PLC leaders to implement appropriate programs, EAL assessment and reporting
- Work with curriculum learning specialists to identify (language and literacy demands of the content) specific EAL considerations or teaching approaches
- Work with the leadership team to analyse school data related to EAL learners and its implications for whole school provision
- Work with AP's & LS's to develop and implement the school's student assessment and induction program' and relay this information to the child's classroom teacher and parents.
- Liaise with English Language Schools such as Noble Park English Language School (NPELS) to attend "handover" meetings with staff from English Language Schools.

- Oversee the timetable for scheduled classes to support EAL learners and their teachers
- To monitor and support students who have exited the school's intervention program
- Development, recording and keeping whole school assessment and tracking documentation (in particular assessment that allows students to express their understandings)
- Keep calendars up to date with local, global, religious and cultural events to be addressed through whole school events, including managing the organisation of said events.
- Communicate regularly with one another about curriculum, excursions, incursions and other educational programs and events
- Communicate regularly with one another about students' progress and performance.

Intervention Program:

- Provides specialist programs that increase students' capacity to participate successfully in mainstream classroom activities and to achieve the goals of the mainstream curriculum
- MEA and ES staff work directly with students who are deemed as "new arrivals" or low in oral language development
- Utilises a variety of programs such as Little Learners Love Literacy (LLLL), Levelled Literacy Intervention (LLI), Nessy Reading and Spelling, Reading Eggs etc. in small group or individual settings.

Community:

- Ensuring school is communicating clearly and efficiently with wider community for example, website, notices, newsletters, translators, being accessible to Non English Speakers.
- To liaise with RESP (Refugee Education Support Program) to develop programs to support the EAL and Refugee community within the school.

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 leader
- 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

This policy will be reviewed every 3-4 years as determined by the Department of Education and Training, or earlier as required.

Review Cycle

This policy was last updated in March 2021 and is scheduled for review in March 2024.

