



ENGLISH POLICY

Rationale:

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum- ENGLISH ACARA, Page 2.

Approximately 80% of the students at St Albans East Primary School have English as an Additional Language (EAL). These students are at different stages of learning English. The English program is based upon the Australian Curriculum and English as an Additional Language (EAL) Companion to the Australian Curriculum and the EAL Continuum.

In addition St Albans East Primary School hosts the only Primary Deaf Facility in the South Western Region (SWR) which caters for the specific learning needs of Deaf and Hard of Hearing children. There are 10 students currently enrolled who are Deaf or Hard of Hearing and are learning English as a Second Language. There is an expectation that students (deemed as capable) achieve at or above the state wide literacy standards.

Purpose:

The English Program aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning, develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Implementation:

- Provide a balanced program, which covers the three modes of Reading and Viewing, Writing and Speaking and Listening.
- Implement AusVELS strategically across all year levels ensuring a sequential, guaranteed curriculum based upon the achievement standards.
- Use the WMR English Curriculum Scope and Sequence to develop the English program to best meet the needs of all students.
- Provide two hours of English each day using the Gradual Release of Responsibility Model.
- Provide a range of instructional teaching practices including Modelled, Shared, Guided and Independent learning experiences as appropriate.
- Recognise the developmental nature of language learning and take into consideration children's prior learning, interests and experiences and develop skills appropriate to their stage of development.
- Expose the children to a wide range of appropriate visual and multimodal media and children's literature and encourage the development of an appreciation of literature through the classroom program.

- Provide opportunities for digital literacy in Reading and Viewing, Writing and Speaking and Listening including: Literacy Planet, English iPad apps, digital books and online reading.
- Encourage students to borrow books from the school library and their classroom library for home reading and use the research facilities of the school's multi-media centre.
- Provide a home reading program that encourages parents to participate in their child's literacy development by reading at home with their child every day.
- Inform parents of educational initiatives in the area of English through the school newsletter, school website, information sessions and other forums such as parent afternoon teas.
- Utilise formative and summative assessments that are ongoing as outlined in the school's assessment schedule and are in line with DEECD initiatives.
- Assess student's individual abilities and monitor these using formal measurements including the English Online Interview and the Observation Survey with learning opportunities provided that cater for the individual needs of each student.
- Ensure that student progress against all the Modes in English be reported in half year and end of year academic reports, as well as be reported in the school's annual report.
- Ensure that the English Standards (or EAL stages if appropriate) are the basis of children's evaluation and that individual evaluative records are maintained.
- Identify students at risk of not achieving expected levels in English. These students will be provided with Individual Learning Plans. Reading Recovery will be provided to assist in meeting the needs of students in Year 1 and Bridges Literacy will be provided to assist in meeting the needs of students in Years Foundation (Prep)-6.
- Provide support for the English development of students with specific needs (EAL, Deaf, LSP, and PSD). These students will be provided with Individual Learning Plans identifying specific goals, strategies and measures of achievement.
- Ensure that Deaf and Hearing Impaired students work with a Teacher of the Deaf, who will provide a speech and language program to support their literacy development in response to their specific English learning goals.
- Ensure sufficient resources are accessible to all staff via the Teacher's Resource Room in the school library. New staff will be made aware of these resources through their induction at commencement of each school year.
- An annual English program budget will be developed by the Literacy Coordinator, seeking feedback from staff and resourced by school council.

Evaluation

This policy will be reviewed as part of the school's three-year review cycle.