

English as an Additional Language (EAL) Policy

St Albans East Primary School



Date: May 2016

Rationale

An English as an Additional Language, (EAL), student is considered to be one who is learning English as an additional language and requires additional support in learning the English language structures and features. An EAL student 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 SAEPS are responsible for all students' language development across the curriculum. Mainstream teachers of EAL students and EAL Specialists work together, to build on the students' experiences and skills to assist them to learn English.

Aim

To ensure that the staff at SAEPS are aware of the needs of the EAL students and to provide guidelines for the staff on how the EAL program is organised to cater for the needs of the students.

Implementation

Enrolment Procedures

- Accurate information is collected at enrolment, including visa status code and educational history.
- Initial assessment of newly enrolled new arrival EAL students is undertaken by the class teacher and assessments as per SAEPS Assessment Schedule.
- Office staff to email all Specialist teachers details of new enrolments before they commence (i.e. full name, gender, DOB, date first enrolled in an Australian school, language/s spoken, need for an interpreter).
- EAL Specialist to make contact with all new enrolments to determine if they need EAL support and if appropriate, add students to the EAL database.

Eligibility

Eligibility for the EAL program at SAEPS is based on EAL Specialist time allocation and the number of EAL students who need additional support.

Priority is given to:

- Students who are newly arrived to Australia.
- Students identified on CASES data (ST21034).
- Students identified as refugees (visa code 202) or refugee like on CASES data.
- Students who are identified on the school literacy data base as EAL and performing below the AUSVELS/Victorian Curriculum expected level.

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 Coach) is reached for each individual student to determine if they are placed onto the EAL Continuum or onto AUSVELS/Victorian Curriculum.
- Students are regularly monitored and are placed onto AUSVELS/Victorian Curriculum once they are operating at a AUSVELS/Victorian Curriculum level that matches (infers the range of 12 months) their peers.

- The assessments as outlined on the SAEPS Assessment Schedule Summary for minimum Literacy requirements are used to make an informative decision.
- When an EAL student is identified as having a Language Disorder, Deaf or part of the Program for Students with Disabilities, the classroom teacher in consultation with the EAL Specialist will determine the most appropriate assessment and reporting tool. In most cases the following will be the norm:
 - o EAL students with a Language Disorder will be assessed against AUSVELS/Victorian Curriculum with an accompanying Individual Learning Plan.
 - o EAL students who are Deaf will be assessed only against goals on an Individual Learning Plan.
 - o EAL students who are part of the PSD Program will be assessed on either AUSVELS/Victorian Curriculum or an Individual Learning Plan depending on the student's individual needs.

EAL Specialist

- The EAL Specialist oversees the EAL Program in the school and EAL students in the classrooms.
- An EAL database is maintained by the EAL Specialist and is available on the Google Drive.
- The EAL Specialist program aligns with the SAEPS Annual Implementation Plan and Strategic Plan.
- Sharing EAL strategies with classroom teachers through modelling and coaching.
- Provide EAL professional development to staff.
- EAL Specialist attends weekly PLTs and Specialist team meetings as required.
- Assisting teachers in placing and exiting EAL learners on the EAL Continuum.
- Developing and maintaining EAL resources.
- Discuss with staff any concerns they have about EAL students and make suggestions and/or recommendations.
- Liaise with Literacy Coaches about the EAL Program.

Multicultural Education Aide (Vietnamese)

- Supports the enrolment process.
- Acts as a Vietnamese interpreter and liaises with family members and members of the community.
- Assists with the communication between students, teachers and parents as required.
- Develops cultural awareness and inclusion through sharing aspects of their culture with the school community.
- Translates written English into Vietnamese, e.g. newsletters and parent notices.

Translations and Interpreting

- Translations and communications by all members of staff at SAEPS, to all non-English speaking parents are facilitated through the use of interpreters from VITS Interpreting and Translating Services.

Evaluation

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

Review Year

2019