



WESTGROVE PRIMARY SCHOOL NO. 5365

EAL POLICY - 2019

RATIONALE:

The EAL students at Westgrove P.S. have diverse values, beliefs and life experiences, which need to be recognised, acknowledged and responded to. All members of the Westgrove Primary School community are responsible for all students' language development across the curriculum. Students learning English as an additional language need targeted English language teaching, extra time, support and exposure to the English language before they can attain the learning outcomes described in the English Victorian Curriculum.

PURPOSE:

Westgrove Primary School is a multicultural school that caters for a diverse range of languages and cultures. Many students learn English as an additional language. Our aim is to develop in these students a level of competency and confidence in using English that allows them to engage effectively in a range of educational and social experiences.

AIMS:

- To engage EAL students in meaningful language experiences in order to promote efficient communication through speaking, listening, reading and writing.
- To develop within EAL students and the wider school community an attitude that cultural and linguistic diversity is enriching.
- To raise the profile of cultural diversity to provide the school community with a better understanding of cultural issues.
- To work with support services in supporting and integrating Refugees and Asylum Seeker students into Westgrove P.S.
- To develop in students an understanding of the Australian school and social culture.

GUIDELINES:

- The term EAL student refers to:
 - students who come from a language background other than English
 - students who do not speak English as the main language at home
 - students who have been enrolled in an Australian school for less than five years.
- EAL enrolments where possible, will be conducted by EAL Teachers.
- English will be taught through a range of meaningful purposes and contexts that extend and enrich children's oral language, reading and writing abilities.
- Our EAL program is based on the EAL Developmental Continuum, which supports the Victorian Curriculum document for English.

- Until they have attained proficiency in all three areas of the EAL Developmental Continuum (Reading, Writing, Speaking & Listening) those students learning English as an Additional Language will be assessed on the EAL Curriculum. They will then move onto addressing outcomes of the Victorian English Curriculum.
- EAL students will receive a Victorian English Curriculum Report when:
 - they have been enrolled in an Australian school for greater than 5 years (including WELS)
 - they have attained proficiency in the EAL Curriculum, or are no more than 6 months behind the indicative Victorian Curriculum standard.
 - through a process of collaboration and SSG, it is determined that the learning of an additional language is not the major factor inhibiting their learning.
 - parents make a special request, and it is deemed appropriate.
- The EAL teachers will work with DET agencies and support services for extra assistance with new arrivals and asylum seekers.
- Where relevant, eligible students will be directed to attend the Western English Language School (WELS). Eligibility is students who have been living in Australia for less than six months or if Foundation age, less than 18 months.
- The EAL teachers will be responsible for program planning and implementation, student assessment and program evaluation of the specialised EAL Program.
- All classroom teachers will be responsible for program planning and implementation, student assessment and reporting on the EAL students in their classroom using the EAL Developmental Continuum or Victorian Curriculum.
- The EAL teachers will act as a resource and provide guidance to class teachers in the provision of appropriate work for and reporting on EAL students.
- New arrivals or recent arrivals that have little or no English will be given first priority in allocating EAL assistance.
- The EAL teachers will work with students P-6 in reading, writing, speaking and listening, who have English as an additional language and display the need for extra support. The EAL teacher in collaboration with classroom teachers will nominate prospective students.
- Strong attendance is vital for the EAL Program. If attendance becomes an issue, the student's place in the program may be compromised.
- The EAL teachers may work with students in small groups withdrawn from the class setting or in the classroom to support class programs.
- The EAL program needs to be flexible to cater for the changing needs of the students, enrolments and the school.
- Where possible the school will make provision within its staffing allocation for EAL teachers in accordance with funding outlined in the School Global Budget.
- Refugee Week and Harmony Day will be recognised and celebrated.
- EAL Teachers will provide moderation with classroom teachers to help them in determining student progress for reporting purposes.

- Parents will be communicated with regularly on student progress using the interpreters and external agencies where necessary. This may include formal Parent Teacher interviews.
- All students involved in the EAL Program will be on an EAL report. Not all students on an EAL report will be on the EAL Program.

EVALUATION: The EAL Policy will be evaluated within 3 years.