



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Rationale

At Wheelers Hill Primary School students for whom English is an Additional Language (EAL) comprise a significant group on our student population. All students, regardless of language background have a right to a relevant, worthwhile and comprehensive curriculum, which addresses their language learning needs. EAL students enter school with varying levels of language learning needs. The level of intervention and support within and outside of the classroom is determined on an individual case by case scenario. The study of EAL equips students with the skills to become lifelong learners, critical thinkers, and active and informed citizens.

Students from a language background other than English have a right to have their first language and their culture valued and accepted.

1 Guidelines

1.1 The EAL curriculum aims to ensure that EAL students:

- Develop fundamental functional English language and literacy skills
- Learn to listen to, speak, read, view, write and create spoken, print and digital texts, including visual, multimodal and interactive texts, across a growing range of contexts with accuracy, fluency and purpose
- Understand how Standard Australian English works in its spoken and print forms and in combination with non-linguistic forms of communication to create meaning
- Appreciate, enjoy and use the English language in all its variations and develop a sense of the ways it can be used to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Develop their plurilingual awareness of the ways they use different languages and the roles of these languages in their lives and identities
- Develop their communicative skills, linguistic knowledge and cultural understandings in English and their other language/s, to enable their full participation in Australian society

2 Implementation

Leadership Team

2.1 Ensures that accurate data is collected through enrolment procedures, interviews and meetings with parents, so that statistical information about the school EAL population can be collated

2.2 Advises parents/ guardians of newly arrived English as an Additional Language (EAL) students of their eligibility to attend an English Language School if assessed as requiring an intensive English program. Students typically attend an English Language School for between six and twelve months, depending on their educational background and their humanitarian/ refugee status

- 2.3 Ensures MEAs are used to obtain accurate information about the learner from parents
- 2.4 Ensures teachers have access to information about their students that is relevant to the teaching and learning program
- 2.5 Utilises the Identification of EAL student's flowchart and the Diagnostic Interview to ascertain the priority of needs and level of support for students who are EAL learners or who have a LBOTE (Language Background Other Than English)
- 2.6 Organises interpreters (if necessary) for interviews to obtain accurate information about the learner.
- 2.7 Provides teachers with access to information about EAL students that is relevant to the teaching and learning program
- 2.8 Provides teachers with links to relevant EAL Curriculum documents
- 2.9 Administers a Diagnostic Interview to elicit information about student's prior learning experiences, including their development of literacy in their first language (L1) or other languages, and any previous learning of English
- 2.10 Promotes a culture that values diversity and ensures that multicultural perspectives are incorporated into all aspects of school life
- 2.11 Encourages home-school partnerships and parent engagement

EAL Teacher

- 2.12 Works with other classroom teachers, MEAs and the leadership team to develop and implement a differentiated EAL program for all students identified as 'in need'
- 2.13 Provides teachers with access to information about EAL students that is relevant to the teaching and learning program
- 2.14 Utilises information from the Diagnostic Interview as the basis for the initial determination of the student's starting pathway and level on the EAL curriculum
- 2.15 Provides specialist EAL teaching that increases students' capacity to participate successfully in mainstream activities and to achieve the goals of the mainstream curriculum
- 2.16 Keeps abreast of the latest information in EAL through Professional Learning opportunities and participating in Network meetings
- 2.17 Oversees the MEA timetable for scheduled classes to support EAL learners and their teachers

Multicultural Education Aides (MEAs)

- 2.18 Support EAL learners by explaining concepts or directions in the learners' first language, or simplified English
- 2.19 Facilitate the participation of EAL learners in group work
- 2.20 Liaise with family members and members of the community to foster communication and to encourage parents to participate fully in the life of the school
- 2.21 Provide staff with insights into the culture and language of students and their families
- 2.22 Assist teachers to communicate with parents and other family members
- 2.23 Support teachers with resource development

Classroom Teachers

- 2.24 Identify the language learning needs of EAL learners when planning activities across all areas of the curriculum
- 2.25 Plan curriculum that takes account of the understanding that EAL students are

acquiring English while learning how to read, write and speak

2.26 Scaffold students' language and literacy through the curriculum by using EAL strategies and teaching approaches

2.27 Use visual prompts to facilitate discussion that deepen understandings and improve English language structures

2.28 Ensure that multicultural perspectives are incorporated in all aspects of the social and learning environments

Assessment and Reporting

2.29 EAL learners who are 12 months or more behind in all areas of the curriculum will be placed on an EAL Report based on the EAL continuum until they reach 'At Level' achievement

(This will be determined on an individual basis with their learning needs and backgrounds.)

2.30 Assessment of EAL learners will be based on current Department guidelines and will cover the areas of Speaking and Listening, Reading and Writing

Ongoing Identification of Priorities

2.31 The needs of individual students are reassessed during the year. If recent arrivals come into the school from the language centre, these students will need priority support in their learning in the classrooms, as they settle into their new school

3 Communication

This policy will be communicated to our school community in the following ways:

- Made available publicly on our school website
- Made available in hard copy from school administration upon request

4 Evaluation

4.1 The Education Sub Committee will review the effectiveness of the school's English as an Additional Language (EAL) Policy on a cyclical basis in accordance with DET guidelines

Related Policies/ Documents

- [Flowchart: Sample progressions through the English as an Additional Language \(EAL\) pathways](#)
- [English as an Additional Language \(EAL\) F-10 Curriculum update](#)



Help for non-English speakers

If you need help to understand the information in this policy please contact Leasyl Richards – Assistant Principal.

Ratified by School Council

June 2023

Approved by Principal

Next review

2027

June 2023	
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