



Help for non-English speakers - If you need help to understand the information in this policy, please contact Administration at Ph. 8766 4000

RATIONALE:

All students at Barton Primary School will be provided with the opportunity to succeed.

In Australian schools, learning is accessed through English and achievement is demonstrated through English. Students for whom English is an Additional Language (EAL) require specific support to build the English language skills required for effective communication and access to the Victorian Curriculum. Currently Barton Primary School has a culturally diverse student population with a percentage of that population being EAL students.

AIMS:

At Barton Primary School the English as an Additional Language (EAL) program is developed to support students identified as requiring additional assistance with developing their skills in the English language. These skills include:

- Learning to speak and understand English
- Learning to read and write English
- Continuing to learn in all areas through English, whilst still developing their English language skills
- Developing new cultural understandings, both in an education context and the wider community

IMPLEMENTATION:

EAL learners are a diverse group, and their learning needs vary. EAL learners include students:

- Beginning school in Australia at any level
- Are born overseas or in Australia
- Beginning school with little, some or no exposure to English
- With schooling equivalent to that received by their chronological peers
- With little or no previous formal schooling in any country, or with severely interrupted education in their first language

Catering for the language and literacy development of EAL learners is a long-term, shared school community commitment. "The most effective EAL provision involves a whole-school approach" (EAL Handbook, DET). This means that EAL learners and their families are acknowledged, consulted, included, and active participants in the school community. It also means:

- targeted EAL 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
- teachers use the Victorian Curriculum F-10 EAL to broaden their understanding of the EAL standards, to validate assessments of students' progress and to design appropriate learning experiences
- EAL programs and provision are regularly reviewed to ensure they continue to meet EAL learners' needs

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 Barton Primary School. The following descriptions list responsibilities for each role.

The Principal or school leaders:

- 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 so that important factors that may influence students' learning are known
- collate data from the CASES21 reports ST21304 and ST21031
- ensure interpreters are used to obtain accurate information about the learner from parents
- ensure teachers have access to information about their students that is relevant to the teaching and learning program
- 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.

The curriculum and literacy leader:

- ensure that policies and learning programs in all learning areas are formulated and implemented with the language learning needs of all students in mind and with an emphasis on building student language acquisition across all modes: speaking, listening, reading, viewing and writing
- develop an approach that promotes access to the curriculum for all students including EAL learners
- build teachers' knowledge of the explicit literacy and language demands of their teaching areas
- ensure that assessment in all learning areas is able to measure a student's capacity to engage with the literacy and language demands of the curriculum
- support teachers in using assessment information to scaffold student's learning in literacy and language through the learning areas
- build staff capacity in using appropriate assessment for EAL learners.

The EAL coordinator, leader or teacher:

- provide specialist EAL teaching that increases students' capacity to participate successfully in mainstream classroom activities and to achieve the goals of the mainstream curriculum
- keep abreast of the latest information in the EAL field and shares this with staff as appropriate
- work with teachers in curriculum areas to identify the language and literacy demands of the content and identify specific EAL-informed teaching approaches to address learner needs
- assist the classroom teacher in assessing EAL learners' competence in English, formulating practical goals and objectives for EAL learners and planning a program that caters for the needs of all EAL learners
- work with the leadership team to analyse school data related to EAL learners and its implications for whole school provision
- work with curriculum and professional learning leaders to implement appropriate programs, EAL assessment and reporting
- work directly with students who are deemed as "new arrivals"
- create and/or support the classroom teacher in developing an Individual Education Plan (IEP) for new arrivals and EAL students who require additional support with their education etc (not necessarily all EAL students)
- ensure all new staff are provided with the relevant professional learning in order to have the necessary skills to cater for the needs of EAL students
- oversee the deployment of students to an English Language School
- liaise with the English Language School and monitor the progress of students

- attend “handover” meetings with staff from the English Language School and the child’s classroom teacher
- monitor and support students who have exited the school’s EAL program

The classroom teacher:

- identifies the language learning needs of EAL learners when planning activities across all areas of the curriculum
- plans curriculum that takes account of the understanding that EAL learners are acquiring English while learning about English, through English and learning how to read, write and speak at the same time
- makes the language and literacy demands required for success in each lesson explicit to all students
- scaffolds students’ language and literacy learning through the curriculum explicitly by using EAL strategies and teaching approaches
- develops classroom learning tasks that relate to and build upon the experiences that students bring to the learning situation
- uses assessment strategies that allow all students to express the understandings they have gained
- keeps assessment records that indicate the growth of understandings and skills in both English and EAL
- informs parents of student progress in EAL as well as in the learning areas other than English
- provides opportunities for all students to share the diversity of their experiences
- ensures that multicultural perspectives are incorporated in all aspects of the classroom social and learning environments
- attends relevant EAL professional learning
- liaises with the EAL specialist
- is committed to the ideal that we are all EAL teachers
- has an understanding and working knowledge of the EAL Curriculum
- endeavours to move EAL students to appropriate Victorian Curriculum levels as they are deemed ready
- has high expectations of all learners including EAL students

TIMETABLES

The timetabling of EAL support is dependent on the amount of EAL funding provided by DET at the start of each year. The funding will determine the allocation of the EAL teacher(s) and whether there is available funding to also have a Multicultural Education Aide (MEA).

The timetabling of EAL support is also dependent on the data collated by the EAL teacher regarding student achievement and their competencies with the English language.

TRANSITION

In conjunction with the class teacher, the EAL teacher will support EAL students and their families in their transition:

- from kinder to primary school
- within the primary school year levels
- from primary school to secondary school
- from the English Language School

NEW ARRIVALS

At Barton Primary School, we class placements for new arrival and EAL students in the year level that provides the best chance for optimal educational outcomes for students.

Students whose birthday falls between January - April can be placed with chronological peers who turned 6 in the year they started foundation, rather than 5. Additionally if they have had previous schooling in another country the equivalent number of years of schooling is taken into consideration.

RELATED POLICES

Please refer to the following policies via our school's website:

- Curriculum Policy
- Equal Opportunity Policy
- Enrolment Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	13/07/2023
Approved by	Principal
Next scheduled review date	13/027/2026

