

E.A.L. (English as an Additional Language)

Wodonga South Primary School

PURPOSE

The study of English, and the broader concept of literacy, as it is described in the Victorian Curriculum, is about the appropriate and effective use of language as a means of learning and development of knowledge about language. Through language use, students convey and discover information, work through ideas and express feelings. Students learning English as an Additional language need targeted English Language teaching, extra support, time and exposure to English, before they can attain the learning outcomes described in the Victorian Curriculum.

SCOPE

The broad goals of the EAL program at Wodonga South Primary School are to support students to:

- Develop a level of competency and confidence in using English that allows students to fully participate in social and school-based contexts.
- Continue their conceptual development whilst developing English language skills.
- Develop an understanding of the learning styles and expectations of the Australian schooling system.

More specifically, the EAL curriculum aims to develop students' competence in English in the following areas:-

- An ability to use and understand English in a variety of contexts.
- Control over the structures and grammatical features of English.
- An ability to use strategies that facilitate the acquisition of English, and to negotiate communication in English.
- To provide equal access to educational opportunities for students with English as their second language.

POLICY

- An EAL coordinator will be appointed at the school and they will be responsible for coordinating the EAL program at the school. If an EAL teacher has been allocated to the school, then they will be responsible for the EAL program and census details. The EAL coordinator or EAL teacher will identify students in need of assistance. Students eligible for EAL support have been in government schools for less than 5 years and are funded in the SRP.
- Each classroom teacher with an EAL student will be given support in assessment/data collection and strategies for teaching in the classroom.
- Each EAL student, who is performing below age appropriate standards, will have an individual learning plan where English SMART goals are set and audited on a term by term basis.
- Each family of an EAL student who require an Individual Education Plan (IEP) will be invited to attend termly Student Support Group (SSG) meetings where the IEPs are discussed and agreed to. If necessary and available, an interpreter as well as the EAL teacher will attend the SSG. These meetings will be minuted and each stakeholder will receive a copy.
- Student progress in EAL will be reported in half year and end of year academic reports using the EAL continuum.
- EAL support strategies for each identified student will occur if there has been an EAL teacher appointed or if there is a visiting EAL teacher.

- EAL activities that reflect the topics being studied at school, and are appropriate to each child's ability, will form a regular component of each student's EAL homework regime.
- The EAL teacher will be provided with an appropriate budget and resources consistent with a high quality EAL program and the Victorian Curriculum.
- Appropriate Professional Learning opportunities for the delivery of an EAL program will be sought and representatives sent following the school's processes for prioritising participation in professional learning.

Evaluation:

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

This policy was last ratified by School Council on....

March 2019