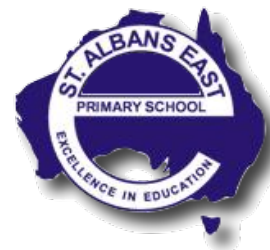# St Albans East Primary School English as an Additional Language (EAL) Policy

Help for non-English speakers

If you need help to understand the information in this policy please contact 9366 2071 or st.albans.east.ps@education.vic.gov.au.

PURPOSE

To outline best practice considerations for the delivery of educational programs to cater for the language and literacy development of EAL (English as an additional language) learners.

OBJECTIVE

At St Albans East Primary School, all staff are responsible for the ongoing language and literacy development of all students, including EAL learners. Research shows that the most effective EAL programs involve a whole school approach, where strong EAL pedagogy is evident in classroom programs, planning, teaching and assessment practices (DET, 2019). At St Albans East Primary School, EAL learners are catered through the facilitation of high-quality teaching and learning programs and Response to Intervention Programs. Classroom teachers are expected to plan differentiated learning tasks, targeted intervention groups and plan collaboratively with their team to ensure they are meeting the individual needs of their EAL learners.

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

- beginning school in Australia at any year level
- 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

A student may exhibit EAL features in their production and understanding of oral and written English for a long time. It has long been established through research by Cummins (1996) and others that an EAL student starting primary school with little or no English can take from 5–7 years to reach the same level of English as his or her age-equivalent peers. At St Albans East Primary School, students demonstrating any of the following are considered EAL:

- is learning English as a second or additional language
- is not as proficient in English as a student of the same age who has been learning only English
- exhibits English language structures and features that are typical of those in the process of learning English
- needs assistance in classroom activities because of their stage of English language development.

Students learning English as an additional language are faced with a number of challenges. To make progress and to achieve the same level of educational success as other students they must develop literacy in English by:

- learning to speak English
- learning to read and write English
- continuing their learning in all learning areas through English, at the same time as they are learning English
- learning about the Australian school system.

They also need to develop new cultural understandings, in both the educational context and in the wider community.

SCOPE

This policy applies to:

- all staff are responsible for the ongoing language and literacy development of all students, including EAL learners
- all students, including EAL learners.

POLICY

EAL Student Information and Enrolment

To provide appropriately for EAL learners, it is essential to know their learning histories and achievements in their first language and any additional languages, including English. Much information about a student's cultural, linguistic and educational background is to be collected on enrolment. A sociolinguistic profile and any previous student reports from language centers or their country may supplement this information.

Information collected and stored on CASES21 includes:

- whether or not students speak English as their main language at home
- the number of years of schooling students have had in their home countries
- whether their schooling has been disrupted
- date of arrival in Australia and visa codes
- participation in a new arrivals program

Multicultural Education Aide-MEA (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 Language Loop Interpreting and Translating Services.

EAL Curriculum

The English as an Additional Language (EAL) curriculum is central to the learning and development of all students at St Albans East Primary School for whom English is not their home language. The English as an Additional Language (EAL) curriculum is organised by pathways, language modes and strands.

Pathways

The EAL curriculum is a continuum structured as three EAL pathways (A, B, C). Each pathway describes a different stage of English-language learning (early, mid and late), and each pathway is divided into different levels of language learning (A1, A2, BL, B1, B2, B3, CL, C1, C2, C3, C4). EAL students start at different entry points on Pathways A, B and C, depending on their different stages of learning in English and their previous knowledge, education, settlement and home language/s experiences. The three language modes in the EAL continuum are the same as in the English curriculum, Speaking and Listening, Reading and Viewing, and Writing. Within each language mode, the content descriptions are grouped into strands, Communication, Cultural and plurilingual awareness, and Linguistic structures and features.

F–10 EAL Pathways

Pathway C: Late immersion (Years 7–10)	Level CL	Level C1	Level C2	Level C3	Level C4
Pathway B: Mid immersion (Years 3–8)	Level BL	Level B1		Level B2	Level B3
Pathway A: Early immersion (F–Year 2)		Level A1		Level A2	

no or limited levels of literacy in English and first language
beginner levels of English proficiency
developing levels of English proficiency
consolidating levels of English proficiency

At St Albans East Primary School, a collaborative decision between Assistant Principal, Literacy Leader and Classroom Teacher is reached for each individual student to determine if they are placed **onto** or **off** the **EAL Continuum** or **onto** the **English Victorian Curriculum**. The following criteria guidelines is considered to determine **when to place EAL students on the EAL curriculum/continuum;**

- Newly arrived students (ST21031), from non-English speaking countries to Australia are automatically placed on the EAL Continuum.
  Newly arrived EAL students may benefit from attending Western English Language School (WELS). Classroom teachers complete the **EAL New Arrivals Initial Assessment** and provide results to the Assistant Principal or Literacy Leader. The school's MEA will liaise with WELS to determine the students' eligibility.
- Students identified as refugees (visa code 202) or refugee like on CASES data.
- Students who are identified as EAL and performing well below the Victorian Curriculum expected level, as evidenced in whole school literacy data sets (whether or not students are making acceptable progress in learning English).
- How long each student has been learning English, in Australia or overseas, e.g. Participation in

English Language Centre.
- Student's assessments against the Victorian Curriculum Standards, including EAL continuum.

Assessment and Reporting

At St Albans East Primary School, EAL students are regularly monitored using diagnostic tools as per the school's Assessment Schedule, and are placed onto the English Victorian Curriculum once they are operating at a Victorian Curriculum level that matches their peers.

When an EAL student is identified as having a Language Disorder or is part of the PSD program (Students with a Disability), the classroom teacher in consultation with the Assistant Principal and Literacy Leader will determine the most appropriate assessment and reporting tool. In most cases the following will be the procedure:

- EAL students with a Language Disorder will be assessed against the EAL Victorian Curriculum.
- EAL students who are part of the PSD Program will be assessed on either the EAL or English Victorian Curriculum with an accompanying Student Support Plan.

At St Albans East Primary School, establishing a strong home school partnership is vital in targeting and celebrating students' learning. EAL parents may choose to request a booking for face to face or telephone interpreter services, so that they may effectively participate in parent teacher interviews. Working with interpreters promotes communication and helps to build a safe and respectful two-way relationship.

COMMUNICATION

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

- Included in staff induction processes and staff training
- Available publicly on our school's website
- Included in staff handbook/manual
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available from school administration upon request

FURTHER INFORMATION AND RESOURCES

The Department's Policy and Advisory Library (PAL):
- Assessment of Student Achievement and Progress for Foundation to 10
- EAL — Support and Funding
- International Student Program (ISP)

Local School Policies located on the school's website include:
- Curriculum Framework
- Assessment and Reporting

POLICY REVIEW AND APPROVAL

Policy last reviewed	17/06/2022
Approved by	Principal
Next scheduled review date	17/06/2026