



English as an Additional Language or Dialect (EAL/D) POLICY

Rationale:

The study of English is about the appropriate and effective use of the language as a means of learning and communicating. Through language use, students convey and discover information, work through ideas and express feelings. Students, already literate in another language or dialect, need targeted English language teaching, extra time, support and exposure to English before they can attain the learning outcomes described in the Victorian Curriculum.

Aims:

The broad goals of the EAL program 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 in all domains whilst developing English language skills.
- develop an understanding of the learning styles and expectations of the Australian schooling system.

More specifically, the EAL Developmental Continuum P-10 aims to develop students' competence in English in the following areas:-

- an ability to use and understand English in a variety of contexts, in reading, writing, speaking and listening
- control over the linguistic structures and features of the English language, the cultural conventions of English use in Australia and a response to texts written in English
- an ability to use strategies that facilitate the acquisition of English, and to negotiate communication in English.

Implementation:

- EAL students are identified on enrolment at the College as their first language is predominantly spoken at home. Funding is provided for five years from the date of their first enrolment in an Australian school.
- As funding for EAL students varies annually, the school may provide support through the appointment of an EAL teacher and/or the provision of an EAL program.
- If appointed, the EAL teacher will be responsible for coordinating all aspects of the EAL program including program budget submissions, census details, excursions etc. The EAL teacher is required to work with other classroom teachers, literacy aides and interpreters, school teams, sections and faculties to develop and implement an individualised EAL program for all students identified as 'in need'. Students may be withdrawn from class for individual or small group work with a support person, as often as deemed appropriate.

- Student’s individual abilities will be assessed on the EAL Developmental Continuum P-10 at the commencement of each semester. Learning opportunities will be provided by classroom teachers that cater for the identified needs of each student with a differentiated teaching and assessment plan. Curriculum documents will record this differentiation.
- Student progress in EAL will be reported in half year and end of year academic reports.
- Reports and school notices are to be translated into the EAL student’s first language if necessary and when possible. Consultation with parents and the EAL teacher is recommended before reports are published.
- EAL students are to be assessed against the EAL Developmental Continuum P-10 until they demonstrate that their academic English is at the **same level as their peers** for a period of six months, within a wide range of text types and with all language skills, i.e. listening, speaking, reading and writing. They may then transition to assessment against the Victorian Curriculum.
- Year 11-12 students should be given the opportunity to study VCE EAL Units 1-4.
- Parents may choose to exempt their EAL students from NAPLAN testing, if deemed inappropriate.

Evaluation:

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

RATIFIED BY COLLEGE COUNCIL

_____ Date: ___/___/___
School Council President

Review Date: July 2021