

**DORSET PRIMARY SCHOOL No: 5132**  
**ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY**

**PHILOSOPHICAL BASIS:**

**Rationale**

- To develop the student's ability to communicate effectively through speaking, reading and writing at the highest level of competence.
- To provide support for students to reach their highest competency in English.
- To enable EAL students to reach their full potential in all learning areas of the classroom curriculum.
- To develop purposeful means of interaction within the school and wider community.

**Policy Statement**

Students who speak English as an Additional Language (EAL) will be provided with educational opportunities that meet their learning needs.

**GUIDELINES:**

1. Students 6 months behind will be identified and placed on an Individual Learning Plan.
2. The students will be learning the Victorian F-10 Curriculum.
3. Teachers will ensure a range of effective EAL strategies will be developed to support the students' learning needs.
4. Each term EAL Coordinators will monitor the ST 21034 (Language Background Other Than English) and ST21031 (New Arrivals Data Collection) (CASES) through the office staff.
5. EAL is to be included in Unit Meeting Agendas each fortnight, and Staff Meeting Agendas each week for discussion and review.
6. Staff Professional Reading will be provided regularly for discussion and participation in learning activities will be modelled, to support EAL students.

## **Implementation**

### **The Principal or EAL Coordinator:**

- Ensures that accurate data is collected through enrolment procedures, interviews and meetings with parents, so that statistical information about the school population can be collated
- Organises interpreters for translations to obtain accurate information about the learner
- Provides teachers with access to information about their students that is relevant to the teaching and learning program
- Promotes a culture that values diversity which is incorporated into all aspects of school life
- Encourages home-school partnerships and parent engagement.

### **The classroom teacher:**

- Identifies the language learning needs of EAL learners when planning activities across all areas of the curriculum
- Provides daily practise of Speaking and Listening in English
- Plans curriculum that takes account of the understanding that EAL students are acquiring English while learning how to read, write and speak at the same time
- Scaffolds students' language and literacy through the curriculum 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
- Supports learning through real life meaningful Language Experience activities
- Uses visual prompts to facilitate discussions deepen understandings and improve English language structures
- Uses assessment strategies that allow all students to express the understandings they have gained

## **Assessment and Reporting**

- Students who are 6 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.
- PLPs meetings will be conducted each term to review student progress.
- Student progress will be monitored using a range of assessment tools such as: running records, writing samples, speaking and listening activities and mathematical learning tasks.

## RESOURCES/SUPPORT

TEAL Victorian Education Department Website URL

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/default.aspx>

The Department has an Interpreter/Translation Service available to support communication with families with a language other than English spoken at home.

- Resources are available from LMERC Resource Library, Carlton and Blackburn English Language School (BELS) Croydon North Campus.
- Blackburn English Language School (BELS) Croydon North Campus – Outreach and New Arrival programs.
- The School Chaplain will support students and families from different language backgrounds including New Arrivals, Refugees and other families.
- Departmental Support is available from:  
Sandra San Martin ([san.martin.sandra.s@edumail.vic.gov.au](mailto:san.martin.sandra.s@edumail.vic.gov.au)) and  
Madeleine Parker ([parker.madeleine.c@edumail.vic.gov.au](mailto:parker.madeleine.c@edumail.vic.gov.au)).
- A school based staff resource library will be developed to provide materials for staff access.
- Publications/References:  
“Learner English” – Swann and Smith  
“Scaffolding Language, Scaffolding Learning” – Pauline Gibbons  
“Teaching English Language Learners in Mainstream Classes” by Margery Hertzberg  
“The EAL Handbook” by Victorian Department of Education and Training 2016  
“Beginning ESL Support Material for Primary New Arrivals” by Victorian DET  
“NO ENGLISH Don’t panic” by Victorian DET  
PETA “Planning the Learning Environment for Refugee Background Students” by Pam Luizzi and Janet Saker