

English as an Additional Language (EAL) Policy

(Ratified by School Council: July 2025)

PURPOSE:

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English.

In Australian schools, learning is accessed through English, and achievement is demonstrated through English. Each area of the curriculum has language structures and vocabulary particular to its learning domain, and these are best taught in the context in which they are used. All teachers are responsible for teaching the language and literacy demands of their learning areas.

As stated in the Victorian Curriculum F-10 "English is ultimately the same for all students however EAL students are simultaneously learning a new language and knowledge understanding and skills of the English Curriculum through that new language. They require additional time and support along with informed teaching that explicitly addresses their language needs, and assessments that consider their developing language proficiency."

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 Victoria Curriculum. Glen Waverley Primary School is an incredibly multicultural school with families from all over the globe. As a result, more than 80% of our students are learning English as their second language therefore it is paramount that we ensure their specific learning needs are met.

GUIDELINES:

EAL students are a diverse group and their learning needs vary. EAL students include those who are:

- 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.

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, Dept Education and Training Victoria). 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 plan for the learning needs of the EAL cohort and ensure literacy goals are targeted from the EAL Curriculum
- strong EAL pedagogy in classroom programs, planning, teaching and assessment practices are developed through the school

EAL students' progress is evaluated and reported against the EAL standards in the English as an Additional Language Curriculum

- teachers use the *EAL Developmental Continuum P-10* to broaden their understanding of the EAL standards in the *Companion*, 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

IMPLEMENTATION:

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 student cohort at Glen Waverley Primary School. The following descriptions list responsibilities for each role.

Leadership team

The Principal or Assistant Principals:

- 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, and so that important factors that may influence students' learning are known
- ensures interpreters are used to obtain accurate information about the learner from parents
- ensures teachers have access to information about their students that is relevant to the teaching and learning program
- promotes a culture that values diversity and ensures that intercultural perspectives are incorporated into all aspects of school life
- ensures that multicultural, intercultural and transcultural perspectives are incorporated into all aspects of school life, promoting a culture that values diversity.
- promotes attending a designated EAL school such as the Blackburn English Language School (BELS) where applicable.

Curriculum leaders

The curriculum leader:

- ensures 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
- develops an approach that promotes access to the curriculum for all students including EAL students
- builds teachers' knowledge of the explicit literacy and language demands of their teaching areas
- ensures 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
- supports teachers in using assessment information to scaffold student's learning in literacy and language through the learning areas
- builds staff capacity in using appropriate assessment for EAL students.
- encourages home/school relationships.

Targeted Student Learning Leader (TSL) and designated EAL teachers

TSL leader and teachers:

- support the classroom teacher with focus teaching sessions to target specific content that has been identified by the Teaching and Learning Leader (TaLL) and level team members
- liaise with classroom teachers and utilise data provided to target specific skills, strategies and vocabulary to support mainstream classroom content
- work with teachers in curriculum areas to identify the language and literacy demands of the content
- informed teaching approaches to address student needs, primarily using the MultiLit Language Lift program.
- assist the classroom teacher in assessing EAL student competence in English, to ensure participation level in TSL programs is responsive to identified language needs
- work as a TSL team to analyse school data related to EAL students and its implications for whole school provision
- work with curriculum leaders to develop strategies for building student language capacity across the curriculum
- support implementation of the school's EAL assessment for new arrivals
- support the classroom teacher in developing an Individual Education Plan (ILP) if required
- maintain and develop EAL resources to support students' learning needs
- Work in partnership with parents to support EAL needs

Classroom teachers

The classroom teacher:

- identifies the language learning needs of EAL students when planning learning tasks across all areas of the curriculum
- work closely with the school EAL staff in order to provide them with accurate and detailed learning needs of the EAL students
- plans curriculum that takes account of the understanding that EAL students 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 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, intercultural and transcultural perspectives are incorporated in all aspects of the learning environment through regular engagement with professional learning
- liaises with Targeted Student Learning Teacher
- is committed to the ideal that we are all EAL teachers
- has an understanding and working knowledge of the EAL Victorian Curriculum
- endeavors to move EAL students to appropriate Victorian Curriculum levels as they are deemed ready

- has high expectations of all students including EAL students
- Allocates EAL parents with additional time to meet with interpreters prior to the Parent Teacher interview, Student-Led Conference or Getting to Know You evenings.

RELATED LEGISLATION:

- *Education, Training and Reform Act 2006*
- *Education Services for Overseas Students (ESOS) Act 2000*
- *Migration Act 1958*
- *National Code 2007*

RELATED POLICIES:

Curriculum Policy
Equal Opportunity Policy
Enrolment Policy

POLICY EVALUATION:

Evaluation will be conducted by the Education Sub-committee every two years.

DUE DATE FOR REVIEW:

Due for review in July 2027.