

# *EAL (English as an Additional Language) Policy*

<b>Date Reviewed</b>	21 <sup>st</sup> August 2019
<b>Date Implemented</b>	13 <sup>th</sup> May 2015
<b>Author</b>	Gail Hardman
<b>Approved By</b>	College Council / Policies sub-committee
<b>Approval Authority (Signature &amp; Date)</b>	<i>Gail Hardman</i> 21/8/19
<b>Responsible for Review</b>	Assistant Principal – Organisation
<b>Review Date</b>	July 2022
<b>References</b>	

## **RATIONALE**

The study of English is about the appropriate and effective use of language as a means of learning and communication. It is acknowledged at Seymour College that students learning English as an Additional Language (EAL) may need additional; targeted English language teaching, extra time, support and exposure to English before attaining the expected learning outcomes as outlined in the Australian Curriculum English learning area.

Seymour College values; the learning and teaching, achievements, attitudes and well-being of all students and students learning English as an Additional Language are entitled to access the full curriculum study programme. As such all teachers at Seymour College have a responsibility to develop English Language literacy skills within their subject context.

## **AIMS**

The broad goals of the EAL program are to support students to:

- Develop the oral and literacy skills of EAL students so that they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life and fully participate in social and school-based contexts.
- Develop an understanding of the learning styles and expectations of the Australian schooling system.
- Create a welcoming and supportive environment which will encourage EAL students pupils to participate fully in all areas of school life
- Value and respect the cultural and linguistic identities of EAL students, and use these to enrich the learning of all students.

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.

## IMPLEMENTATION

- All Foundation to Year 12 students at our school who are studying English as an additional language will have access to an EAL teacher and an EAL program as required.
- Relevant background information and cultural information will be collected when a student arrives at school to ensure the appropriate information is disseminated to staff.
- Students will be issued with an EAL Questionnaire or partake in an initial one on one interview as part of the enrolment package. This questionnaire/interview will help determine students' support eligibility and level of need.
- An appointed EAL coordinator will be responsible for coordinating all aspects of the EAL curriculum
- The EAL teacher will be provided with an appropriate budget and resources consistent with a high quality EAL program and the Australian Curriculum.
- EAL support will be delivered on the basis of student need. Different support models offered to students include: one-to-one tutoring in reading, writing, listening and talking; in class support from EAL teacher; support at homework club; reading program given to parents.
- Student progress in EAL will be reported in half year and end of year academic reports.
- EAL activities that reflect the topics being studied at school, and are appropriate to each child's ability
- Assess EAL students using the Victorian Curriculum EAL initial assessment in accordance with the EAL continuum.
- Issue EAL students with an Independent Learning Plan (ILP), which is shared with students, parents and students' teachers. Where possible, and as required, translators will be used to communicate details of students' ILPs to parents.
- Review and update students' ILPs twice per school year.
- Report EAL students' curricular progress using an EAL report instead of an English report when students are judged to be below the expected English Victorian Curriculum level for their age. The students' English or Classroom teacher in consultation with the school EAL teacher will complete EAL reports.

## EXPECTATIONS

- This policy will be reviewed as part of the college's review cycle.

1. This policy will be made available on the College's website.

2. This policy was ratified by College Council on

21/08/2019

### *Child Safe Standards*

*"Victorian government schools are child safe environments. Seymour College actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment in accordance with their legal obligations including the Child Safe Standards. The College's Child Safety Code of Conduct is available on the school's website."*