



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY – EAL

This policy will be reviewed every 3 – 4 years

*Consultation with College Council
is not required*

Date reviewed: December 2020

Date of next review: 2024

PURPOSE

The purpose of this policy is to outline the guidelines for the implementation of teaching and learning programs to support EAL students at our school, focusing on the rationale for the program, objectives, provision and review arrangements.

SCOPE

This policy applies to:

- all staff/responsible persons involved in the development and delivery of teaching and learning programs for EAL students
- all teaching and learning programs, including specialised EAL support programs as well as all other programs in which EAL learners participate

DEFINITIONS

EAL Students:

- come from a language background other than English;
- speak a language other than English at home;
- have been enrolled in an Australian school for less than 5 years; and
- attract Student Resource Package [SRP] funding based on length of time in an Australian school and their stage of schooling. To be eligible for a funded place in an EAL program the student must meet the appropriate visa, residency or citizenship requirements and be recognised as a minor who has arrived in Australia within 6 months prior to the commencement of the program.

See [DET Student Resource Package – Equity Funding \(Student Based Funding – EAL\)](#)

Multicultural Aides:

Multicultural Education Aides assist with communication between the school and parents of EAL and non EAL students from language backgrounds other than English. They also assist these students in the classroom or on a one-to-one basis.

POLICY

Rationale for Program

All programs in which EAL learners participate need to provide optimal conditions for learning English. As an EAL-index funded school, EAL learners at Doncaster Secondary College will be learning their English through specialist EAL support programs as well as through EAL-informed classroom support through all teaching domains.

Objectives

The goals for students learning English as an Additional Language are the same as those for mainstream English but the pathways to these goals are different. EAL students need targeted English language teaching and support to enable them to eventually meet mainstream English standards. EAL learners need to understand and express their understanding using English in all curriculum areas. It is important, therefore, that teaching programs in all learning areas are supportive of the needs of students still learning English.

Provision

To support the needs of EAL students:

- A specialist EAL program will be developed for students which reflect their needs at key points along their EAL pathway. The Year 7 to 12 programs will be based on the [Victorian Curriculum for English as an Additional Language](#). This program will be developed following the guidance provided in [New EAL Curriculum: School Implementation Guide](#).
- EAL classes will be created at each Year Level on a 'needs' basis. The preference will be for EAL class sizes to be kept below the College average where reasonable and within resourcing constraints.
- Students will only be withdrawn from mainstream English.
- EAL will be incorporated into the standard timetable.
- The College will employ suitably qualified staff to deliver the EAL program.
- A transition and orientation program will be developed to meet the special requirements of EAL students.
- Extra support will be provided by multicultural aides.
- EAL students will have an educational assessment on arrival at Doncaster Secondary College to determine their learning needs.
- Beginning Intensive Language students will enrol in a special program to develop their language skills, cultural familiarity and understanding of the Australian educational system.
- In implementing the intensive program the College will follow the advice outlined in the DET publication "Intensive English Language Program Guide". The program will be regularly reviewed.
- From time to time, professional development programs will be delivered to staff to enable them to meet the special learning needs of EAL students. This will ensure that all teachers are aware of the learning needs of the EAL cohort.
- Strategies will be developed to communicate and engage with the parents or guardians of EAL students and to meet the welfare needs of these students.
- Interpreters will be used as required when working with parents or guardians.
- Learning programs in all learning areas will be 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.
- Learning Areas and subject teachers will adopt a range of strategies, which, are focused on good teaching practices for all students. Examples of such practices include:
 - developing consistent approaches to teaching and learning in literacy and building increased awareness of existing language knowledge and understanding that pupils bring to lessons;
 - using speaking and listening strategies to develop subject learning;
 - planning for teaching and learning of subject-specific vocabulary;
 - developing active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts;
 - The College will liaise with DET and private provider Language Centres as required; and
 - Reporting of progress will be by the standard mechanisms used for the general student population.

FURTHER INFORMATION AND RESOURCES

- [DET Student Resource Package – Equity Funding \(Student Based Funding – EAL\)](#)
- [EAL Support and Funding](#)
- [EAL Provision for Newly Arrived Students](#)