



E.A.L.

Melrose 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 learning English as an Additional Language (EAL) may need targeted English language teaching, extra time, support and exposure to English before they can attain the expected learning outcomes described in the Companion to AusVELS. We will provide access to the school curriculum in a productive learning environment that is respectful of students' different cultures, experiences and learning needs.

Aims:

The broad goals of the EAL program at Melrose, 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 whilst developing English language skills.
- Develop an understanding of the learning styles and expectations of the Australian schooling system.

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:

- An EAL coordinator will be appointed at the school and they will be responsible for coordinating the EAL program at the school. If an EAL teacher has been allocated to the school, then they will be responsible for the EAL program and census details.
- The EAL coordinator or EAL teacher will identify students in need of assistance
- Each classroom teacher with an EAL student will be given support in assessment/data collection and strategies for teaching in the classroom.
- Each EAL student, who is performing below age appropriate standards, will have individual learning plans where English SMART goals are set and audited on a semester by semester basis.
- Each family of an EAL student who require an ILP will be invited to attend termly Student Support Group (SSG) meetings where the Individual Learning Plans are discussed and agreed to. If necessary and available an interpreter as well as the EAL teacher will attend the SSG. These meetings will be minuted and each stakeholder will receive a copy.



- Student's individual abilities will be measured at the commencement of each unit of work, and learning opportunities will be provided to cater for the identified needs of each student.

- Student progress in EAL will be reported in half year and end of year academic reports using the EAL continuum.

- EAL withdrawal classes, or support programs for each identified student will occur if there has been an EAL teacher appointed or if there is a visiting EAL teacher.

- EAL activities that reflect the topics being studied at school, and are appropriate to each child's ability, will form a regular component of each student's EAL homework regime.

- PD opportunities for the delivery of an EAL program will be sought and representatives sent.

Evaluation:

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

This policy was last ratified by Melrose School Council on...

3rd May 2017