

**MOVELLE PRIMARY SCHOOL
EAL POLICY AND GUIDELINES
2014**

Movelle School Values: Respect, responsibility, resilience, compassion

Movelle Primary School values continual learning and encourages respect, resilience, teamwork and responsibility in all that we do.

Definition:

English as an Additional Language (EAL) students come from a background where English is not the first language and includes

- newly or recently arrived students from overseas
- students who speak languages other than English who may be born in Australia
- full fee paying students who come from a background where English is an additional language

DEECD describe EAL students as having been enrolled in an Australian school for seven years or less.

Index funding is provided for EAL students up to five years in an Australian school.

Refugee students are EAL students who have a refugee or humanitarian visa and/or were born in countries which have experienced conflict.

Rationale:

All members of staff at Movelle Primary School are responsible for all students' language development across the curriculum. Mainstream teachers of EAL students, the EAL Co-ordinator and Literacy Coach work together to build on the students' experiences and skills to assist them to learn English.

Aims:

To provide guidelines for the staff on how the EAL program is organised to cater for the needs of EAL students.

Movelle Primary School aims to:

- Be responsive to the changing needs of EAL students and flexible in the kind of support it offers students
- Support the learning of EAL students in all facets of the school community
- Increase their cultural understanding from improved teaching practices that support EAL learners, particularly within the WMR Literacy Initiatives
- Develop optimal conditions for all EAL students, building on their knowledge, skills, experiences and catering for the needs of all students

Implementation:

Enrolment Procedures

- Accurate information is taken at the enrolment by office staff, including visa numbers and educational history of the student
- Office staff contact Assistant Principal to make decisions about the best placement for the newly enrolled EAL student
- Office staff to notify EAL Co-ordinator of EAL student enrolments
- EAL Co-ordinator to make initial assessment of EAL student and provide guidance to the class teacher
- EAL Co-ordinator makes contact with all new EAL enrolments to determine if they need EAL support and if appropriate, add students to the EAL database.

Eligibility for the EAL program at Movelle Primary School is based on the EAL Co-ordinator time allocation and the number of EAL students who need additional support.

Priority is given to:

- Students who are newly arrived to Australia
- Students identified on CASES data (ST21034)
- Students identified as refugee (visa code 202) or refugee like on CASES data
- Students in Years P-6 who are identified on the school literacy data base as EAL and performing below the VELs expected level

Assessment and Monitoring:

- Students with little knowledge of English are referred to WELS (St Albans Outpost)
- Newly arrived students to Australia or those exiting WELS and enrolling at Movelle Primary School are automatically placed on the EAL Continuum
- A collaborative decision between classroom teacher, EAL Co-ordinator and Literacy coach is reached for each individual student to determine if they are placed onto the EAL Continuum or onto VELs, or exiting the EAL Continuum
- The assessments as outlined on the Movelle Primary School Assessment Schedule (minimum literacy requirements) are used to make an informative decision
- When an EAL student is identified as possessing a severe Language Disorder, and needs to be placed in the EAL program, the classroom teacher in consultation with the EAL Co-ordinator and Literacy Coach will determine the most appropriate assessment and reporting tool. In most cases, these students will be assessed only against the goals on **Individual Learning Plans (I.L.P.)**

EAL Co-ordinator will:

- The EAL co-ordinator oversees the EAL Program in the school and assists teachers with EAL students in the mainstream classrooms
- Establish and maintain a Database of EAL students' information across P-6 and is available on the Staff Resource Folder (server)
- Support classroom teachers in developing an action plan that aligns with the Movelle Primary School Implementation Plan at the beginning of the year. This will outline the school wide EAL goal for the year.
- Share EAL strategies with classroom teachers through modelling and coaching
- Provide EAL professional development at staff meetings. EAL co-ordinator to attend PLT's as required
- Inform teachers of EAL Professional Learning within WMR
- Assist teachers in placing and exiting EAL learners on the EAL continuum
- Develop and maintain EAL resources
- Discuss with staff about any concerns they have about EAL students and make suggestions and/or recommendations
- Liaise with Literacy Coach

The Role of the Multicultural Education Aide:

- Supports the enrolment process
- Acts as a Vietnamese interpreter and liaises with family members and members of the community
- Assists with the communication between students, teachers and parents as required
- Develops cultural awareness and inclusion through sharing aspects of culture within the school community.
- Translates written English into Vietnamese eg. newsletters and parent notices

Evaluation

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

Date Implemented:	
Approved by School Council	
School Council President signature & date	
Date reviewed	
Responsible for Review	Assistant Principal
Review Date	February 2017
References	Victorian Government Schools Policy Advisory Guide