Moorabbin Primary School

English as an Additional Language (EAL) Policy

2018

Rationale

To provide access to the school curriculum in a productive learning environment that is respectful of students' different cultures, experiences and learning needs.
In Victorian government schools, almost 25 per cent of the population is from language backgrounds other than English. The provision of appropriate educational support, particularly English as an Additional Language (EAL) programs, is essential.

Who is an EAL student?

Students are defined as being EAL students if they come from a language background other than English, and require additional support in learning English as an additional language.
The school may have access to outreach support if there are a number of students who:

- come from a language background other than English
- speak a language other than English at home as their main language
- have been enrolled in an Australian school for less than five years

1. Aim

Moorabbin Primary School will ensure that EAL students are**:**

- o   encouraged to become competent users of the English language
- o   provided with a stimulating safe environment that develops confidence.
- o   supported and provided with a program to meet their individual needs.
- o   actively encouraged to participate in school activities.
- o   encouraged to share their cultural and social heritage

2. Implementation

Moorabbin Primary School will:

- collects details of students who come from language backgrounds other than English. (The census is conducted in schools each year as part of the mid-year census)
- ensure that accurate information is collected, using an interpreter as appropriate.
- provide a variety of experiences to use English as a means of communication.
- develop the children's ability to use language in a range of acceptable social and learning contexts.

- encourage the children to feel part of the school community through active participation in all curriculum areas.
- highlight the relevant cultures of the children through curriculum programs.
- provide staff with opportunities to develop their understanding of:
  - how a second language is learnt
  - the teaching and learning conditions that best promote the learning of a second language
  - identifying the language and literacy demands of classroom activities
  - the teaching strategies they can use in their classrooms
  - the stages of EAL learning as described in the EAL component in the Victorian Curriculum
  - which teaching contexts are most appropriate to meet the needs of student groups, within the EAL program (e.g. team teaching, parallel classes, similar needs groups or a combination of these)

3. Evaluation

This policy will be reviewed every four years according to the policy review structure implemented by the Education Committee.

4. Resources

- DET resources: Victorian EAL Handbook