



English as an Additional Language or Dialect (EALD) Policy

Date: November, 2022

Evaluation and Review: November, 2024

Ratified and Approved by Governing Council: March 2023

Rationale:

Rose Park Primary School supports the participation, engagement and educational outcomes of students from non-English speaking backgrounds who are learning English as an additional language or dialect.

Aim:

The purpose of this Policy is to:

- Communicate the EALD support process to students, teachers and parents/carers.
- Obtain permission from parents/carers for the inclusion of identified EALD students.

Implementation:

Eligible EALD students are identified upon enrolment. Family details and educational history are assessed; students may belong to one or more of these Non English Speaking Background (NESB) groups:

- Aboriginal student speaking an Aboriginal language;
- Permanent resident or Australian citizen students with at least one parent/carer from NESB;
- Students born overseas with at least one parent/carer from NESB;
- Students who are temporary residents in Australia with NESB (subject to visa).

An EALD teacher and /or Bilingual School Services Officer (BSSO) works in collaboration with classroom teachers to determine a student's English achievement and proficiency levels using Language and Literacy Levels assessment data (LEAP levels). The LEAP tool is used by teachers of EALD learners to formatively assess the Standard Australian English.

LEAP Levels (1-10) in the Primary Years describe the development of language needed across the year levels to access and demonstrate curriculum knowledge, skills and understandings for all learning areas. This information is used to address inclusivity, and assess a student's English language and cultural needs, to be able to make meaning in different contexts.

EALD support includes:

- in-class support for individuals or small groups about culture, language and literacy, and assessment tasks;
- small group/individual instruction to focus on explicit teaching of the productive aspects of language and literacy (spoken, written and multi-modal texts);
- teacher mentoring (advice, joint planning and resource development);
- team teaching with the classroom teacher (EALD teacher models teaching a text type; supports with moderation of a written/oral work sample; helps the classroom teacher with assessment of reading and comprehension; analyses student data to inform student's learning goals and next steps in teaching and learning English).

Parents/carers provide permission to the school for their child's participation in the EALD intervention program.

English as an Additional Language or Dialect (EALD) Support

Dear parents/carers,

Your child has been identified as being eligible to receive targeted English support from our EALD teacher Maria Miranda. In collaboration with the classroom teacher, the EALD teacher assess your child's language competencies through The Learning English: Achievement and Proficiency (LEAP) Levels to determine the appropriate support to learn English.

Teachers work with individuals, small groups of students and in class to develop our students' speaking, reading, writing skills and to create their English LEAP level goals so that they are becoming more competent English speakers, readers and writers.

At the end of Term 2, the classroom teacher and the EALD teacher moderate more writing samples to record your child's Leap level and to provide a progress report to the Department of Education.

Students access weekly support through a variety of learning tasks:

- Oral language activities;
- Explicit grammatical feature tasks: involving identifying specific grammar and punctuation features;
- The Teaching and Learning Cycle (writing cycle) for text types e.g. Recount, Narrative, Procedure, Persuasive, Information Report;
- Reading and Comprehension assessments (Running Records, Lexiles, Quizzes).

Students who achieve their English LEAP language goals celebrate their achievements and continue to learn English with their classroom teachers.

Through this collaborative EALD intervention process we support our students to build their capacity to communicate confidently and effectively. This learning also strengthens their understanding of the nature of the English language and culture, and the way that language changes according to the context, purpose, form and audience. Students receive this intervention until they achieve their personalised EALD LEAP goals.

Please read the RPPS EALD Policy, Permission note and return the signed form to the Front Office.

Your childhas been identified as being eligible for EALD support at school. Please provide your permission for access to this support.

I do/do not give permission for.....to engage in EALD support program.

Parent Signature:.....Date:.....

Kind Regards,

Maria Rebecca Miranda
EALD teacher

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