



# RESERVOIR WEST PRIMARY SCHOOL

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## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY 2024

### **Purpose**

Reservoir West Primary School is committed to providing a supportive and inclusive learning environment for all students, recognising the diverse linguistic and cultural backgrounds within our school community. This policy outlines our approach to English as an Additional Language (EAL) education to ensure that all students, including those with English as an additional language, have equal access to a high-quality education.

### **Guidelines**

EAL learners are a diverse group, with many variables effecting their learning. EAL learners include students:

#### **Born in Australia or Overseas:**

Students may have been born in another country where English is not the first language, or they may have been born in Australia to families that speak a language other than English in their home.

#### **At any Year Level:**

Students may begin their schooling in Australia in Foundation or may have arrived in Australia recently and are beginning in years 1 - 6.

#### **With or Without Previous School Experience:**

Students may have extensive experience in formal school settings, particularly if they have recently arrived in Australia and are in the upper years of primary school. However, some students may have little or no previous schooling experience. This also applies to Foundation students who may or may not have attended any education institution prior to commencing school.

#### **Without English Language Experience:**

Students who do not speak English at home as their first language, may not have English modelled for them correctly and consistently. They may not have had the worldly experiences, such as going to the beach, forest, zoo, city, outback etc. that their similar aged peers have had, which can have an effect on students' language comprehension.

#### **As refugees, migrants, and generational immigrants:**

Students and/or their families may have experienced some huge life changes when coming to Australia such as leaving behind family members, moving house, travel etc. These changes can be (though not always) traumatic or upsetting and can also affect students whose families moved before they were born. These changes may or may not affect a student's learning.

Catering for the language and literacy development of EAL learners is a long-term, shared school and community commitment. This means that EAL learners and their families are acknowledged, consulted, included, and active participants in the school community.

It also means:

- targeted intervention programs are provided for students with the greatest learning needs
- all teachers are aware of the learning needs of the EAL cohort
- strong EAL pedagogy is evident in classroom programs, planning, teaching, and assessment practices
- EAL learners' progress is evaluated and reported against the EAL standards in the Victorian Curriculum Foundation-10 English as an Additional language (EAL)

### **Identification and Assessment**

- A. The school will conduct a thorough language assessment for all students upon enrollment to identify those who require additional support in English language development.
- B. Ongoing assessments will be conducted to monitor the progress of EAL students and adjust support strategies accordingly.

### **Staff roles in EAL provision**

All members of our school community have a role to play in the development and delivery of the school's EAL program. Staff roles may vary to meet the needs of the EAL learner cohort at Reservoir West Primary School. The following support strategies include:

### **Support Strategies**

- A. **In-Class Support:**
  - Collaborative planning between mainstream teachers and EAL specialists to ensure the integration of language support within the regular curriculum.
  - Differentiated instruction strategies to accommodate diverse language proficiency levels in the classroom.
- B. **Withdrawal Support:**
  - Small-group or one-on-one support sessions with EAL specialists.
  - Targeted language intervention programs focusing on listening, speaking, reading, and writing skills.
- C. **Cultural Support:**
  - Integration of multicultural resources and perspectives into the curriculum.
  - Encouragement of cross-cultural interactions among students to promote understanding and appreciation of diverse backgrounds.

### **Professional Development**

- A. Ongoing professional development opportunities will be provided for teachers to enhance their understanding of effective strategies for teaching EAL students.
- B. Collaboration with external EAL specialists and professional organizations to stay updated on best practices in language acquisition and cultural competence.

### **Communication with Parents and Guardians**

- A. Regular communication with parents and guardians of EAL students to discuss progress, set goals, and provide resources for language support at home.
- B. Translation services will be made available for important school communication to ensure that parents with limited English proficiency are well-informed.

### **Monitoring and Evaluation**

- A. Regular reviews of the EAL program to assess its effectiveness and make adjustments as needed.

- B. Gathering feedback from teachers, students, and parents to ensure that the program meets the evolving needs of the school community.

**Policy Review**

This policy will be reviewed in September 2026 to ensure its relevance and effectiveness in meeting the needs of EAL students at Reservoir West Primary School.

This English as an Additional Language (EAL) policy is aligned with our commitment to providing a high-quality education that values diversity and fosters an inclusive learning environment for all students.