

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 Australian Curriculum.

Aims

The broad goals of our EAL program 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, EAL learning at Weeroona College Bendigo 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

- All students at our school, year seven to ten, who are studying English as an additional language will have access to an EAL teacher and an EAL program as required.
- New students and families will participate in an induction/welcome to WCB program.
- An appointed EAL teacher will be responsible for coordinating all aspects of the EAL program including program budget submissions, census details, excursions etc.
- The EAL teacher will be provided with an appropriate budget and resources consistent with a high quality EAL program and the Australian Curriculum.
- The EAL teacher is required to work with other classroom teachers, literacy aides and interpreters, school teams, and learning areas to develop and implement a personalised EAL program for all students identified as 'in need' using a traffic light system.
- Student's individual abilities will be measured at the commencement of a new unit of work, and learning opportunities will be provided by classroom teachers that cater for the identified needs of each student.
- Student progress in EAL will be reported in half year and end of year academic reports.
- EAL withdrawal classes, or support programs for each identified student will occur on a graduated basis as each EAL student is identified as being competent in the EAL Stages, as per the Australian Curriculum.
- EAL activities that reflect the topics being studied at school, and that are appropriate to each child's ability, will form a regular component of each student's EAL school and homework program.
- EAL students will be placed in Learning Communities throughout the College to facilitate the opportunity for immersion in all aspects of the College curricular and co-curricular activities.
- New arrivals will have access to EAL for two half days per week for two terms as an 'intensive' language acquisition program.
- New arrival students will be placed within a Learning Community that will provide language support from peers/other students for academic, cultural and social transition.
- Students from non -English speaking backgrounds will be assessed in Reading, Writing and Speaking and Listening prior to participation in EAL classes.
- New arrivals will not require a report for English for the first twelve months they have been residing in Australia. Instead, a 'Not Assessed' and a comment on progress in relation to the EAL Standards will be entered on Dashboard.
- All EAL students will have an Individual Language Learning Plan that identifies specific, targeted language learning needs. These will be revised at the end of each semester.

- All EAL students will have a Portfolio that tracks their assessment within the EAL Standards and forms part of their Individual Language Learning Plan.