



PARRAMATTA EAST PUBLIC SCHOOL

EAL/D Procedure

1. Our School Context

Parramatta East Public School is committed to providing all students learning English as an additional language or dialect (EAL/D) with the support to acquire English language proficiency and the skills necessary to function effectively as 21st Century learners.

Parramatta East Public School incorporates direct, collaborative, and parallel (team-teaching) modes of delivery to meet the linguistic and educational needs of all students who are learning English as an additional language/dialect. EAL/D students are further supported by the creation of a safe and supportive environment, to meet their social, emotional, and behavioural needs.

At Parramatta East Public School, we currently have an allocation of 4.4 EAL/D teachers. Additional 'New Arrival Program' funding can also be applied for to provide extra support (specialist teaching time) for students who have arrived in Australia less than twelve months ago. Newly arrives students assessed as Beginning and Emerging English Language learners are eligible for the additional support.

Approximately 83% of our students come from a Language Background other than English (LBOTE) and 76% of these students require EAL/D support. These students come from numerous cultural and linguistic backgrounds. There are at least fifty-eight different languages and cultures represented at Parramatta East Public School.

2. Identifying EAL/D Students

The EAL/D program at Parramatta East Public School is designed to cater for all students at various stages of the EAL/D Learning Progression.

Some EAL/D students have been born in Australia, however their first language is a language other than English, while others have been born overseas and then move to Australia, either permanently or on temporary visas.

EAL/D students come to school with different experiences and expectations of education, as well as previous schooling experiences, including interruption to school because of trauma. EAL/D students may have some print literacy skills in their first language, while others have little or no experience with print.

EAL/D students include:

- Aboriginal and Torres Strait Islander students
- Students on temporary visas in Australia
- Students born outside of Australia whose first language is not English
- Students who were born in Australia, but are exposed to languages other than English at home
- Students born on Australia but have spent a significant amount of time overseas in countries where English has not been spoken

EAL/D students may have other challenges, such as emotional and social difficulties, learning difficulties, PTSD and behavioural issues. EAL/D students may also be gifted and talented learners.

On enrolment, students who indicate that they speak a language other than English are assessed by an EAL/D specialist teacher. This assessment includes English oral, reading and writing proficiency.

The student's phase is then recorded, and their progress is assessed, monitored, and updated accordingly. (in alignment with NSW Department of Education [EAL/D Advice for Schools 2020](#))

3. Teaching and Assessing EAL/D Students

EAL/D students are simultaneously:

- ✓ Learning English
- ✓ Learning about English
- ✓ Learning through English

EAL/D students need to both learn English and learn through English to participate effectively in the classroom, in the playground and in society. EAL/D students require the implementation of quality teaching and learning programs to build their knowledge of the English language and provide them with the skills to achieve academically.

At Parramatta East Public School, classroom and EAL/D specialist teachers collaboratively plan teaching and learning programs that incorporate language and cultural considerations. Teachers strive to immerse all students in EAL/D pedagogy, to best support and engage EAL/D students in quality learning experiences.

4. The EAL/D Learning Progression

(in alignment with NSW Department of Education, [EAL/D Advice for Schools, 2020](#))

The EAL/D Learning Progression describes phases of English language development and students can be classified into phases that correspond to their level of their level of language proficiency. The characteristics of the EAL/D learner at each of the phases are explained below. The guidelines indicate an average range of time students can be working at each of the phases of the progression, however individual students move through each of the phases at different rates. Students can also be at different phases, across different modes (listening, speaking, reading/viewing, and writing).

Beginning Phase

Students are learning English for the first time and rely on visual clues and gestures to gain understanding and to engage in simple classroom routines and activities. The focus of teaching and learning is developing foundational skills in English. Students in the beginning phase of learning English can fall under two sub-categories:

BLL - Students who have limited or no exposure to print literacy in their first language

BSL – Students who have an age-appropriate understanding of print literacy in their first language.

Emerging Phase

Students can speak one or more languages, including basic English, and have a developing knowledge of print literacy in English. They understand and participate in classroom activities and routines. The focus of teaching is assisting students to engage with grade appropriate curriculum and content.

Developing Phase

Students can speak one or more languages, including functional English. They have a developing knowledge of print literacy in English and are active participants in class routines. Students can produce increasingly extended pieces of spoken and written English. They are developing their use of English grammar and vocabulary. The focus of teaching is assisting students to begin to meet grade appropriate outcomes.

Consolidating Phase

Students can speak one or more languages and have a sound knowledge of English. They are increasingly independent participants in classroom and school routines. Students understand and can produce spoken and written texts for a range of specific purposes. They have acquired the language skills in English to meet most learning outcomes for their year level. Consolidating does not mean that students are proficient.

Average time to progress through the EAL/D Learning Progression phases

Phase	Average time
Beginning	6-9 months (< 1 year)
Emerging	1-2 years
Developing	2-5 years
Consolidating	5-7+ years

At Parramatta East Public School, EAL/D students are monitored, and their progress is documented using the 'EAL/D continuum'. This continuum is based on the ESL Scales and the EAL/D Learning Progressions. This platform facilitates an accurate collection of data on students' English language proficiency incorporating the four strands of reading, listening, writing, and speaking.

5. Reporting to Parents

All EAL/D students' phases according to the EAL/D Learning Progression are documented on the students' school report each semester. As well as their current phase, information is also provided about their progress in learning English, in addition to how the student's English language learning has been supported.

At Parramatta East Public School students who are included in the NAP (New Arrivals Program) receive an additional report from an EAL/D specialist teacher with specific information about their child's English language proficiency.

Children who have been assessed as Beginning or Emerging English language learners and receive in-class, small group intensive support from an EAL/D specialist teacher, also receive an additional report each semester with specific information about their English language proficiency progress.

6. Organisation of EAL/D Program

EAL/D students at Parramatta East Public School are supported through specialist EAL/D programs delivered through:

In Class Support (Collaborative & Parallel instruction) – This mode of support is the way the majority of students receive EAL/D instruction at Parramatta East Public School.

The classroom and EAL/D specialist teacher collaboratively plan and deliver the content of lessons. This mode of instruction allows for each teacher's ideas and expertise to be shared among all students in a class. In class support may be implemented through the EAL/D teacher working intensively with an identified small

group of students. The content of the lesson is differentiated to help support the vocabulary and English needs of the EAL/D students.

Withdrawal (Direct instruction) – students are withdrawn from their mainstream classroom to work intensively with an EAL/D specialist teacher. Survival and functional English are the focus of these withdrawal lessons. All students who are classified as New Arrivals and are at the Beginning Phase of the EAL/D Learning Progression (arrived in Australia for less than twelve months), attend withdrawal lessons for an hour a day.

7. Allocation of EAL/D Teaching Time

Each semester, the EAL/D allocation of teaching time for each class is reviewed and adjusted, if necessary. Each EAL/D student is given 'points' according to their phase on the EAL/D Learning Progression. These points for each class are calculated and then divided by the total number of EAL/D teaching minutes available. New Arrivals and students in the Beginning Phase receive more points than other EAL/D students.

The EAL/D program is a whole school needs-based program. This means that the EAL/D timetable needs to be flexible to accommodate changes in:

- Enrolments and transfers
- The number of EAL/D students in the program
- Students' English language abilities and needs
- The distribution of EAL/D students and teachers

8. The Role of EAL/D

(in alignment with NSW Department of Education, [EAL/D Advice for Schools](#), 2020)

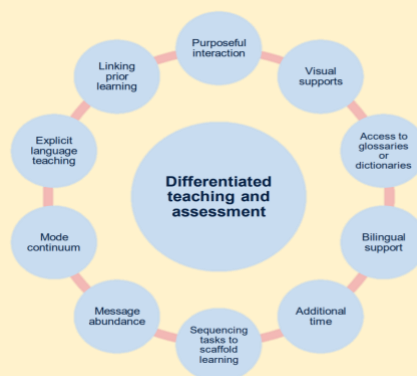
The role of the EAL/D specialist teacher is to support language learners in developing important English language skills needed to access curriculum and participate effectively in the classroom, school and the wider community. EAL/D teachers focus on curriculum outcomes relating to English language and literacy skills and knowledge that meet the learning needs of EAL/D students.

Classroom Level

- Assess the English language proficiency of multilingual and students with a language background other than English.
- Assist classroom teachers to cater for the specific needs of students learning English as a second language.
- Promote a positive attitude for EAL/D students towards school and to encourage success.
- Help EAL/D students to make positive contributions to classroom/school activities and routines.
- Collaboratively plan and implement programs with classroom teachers to support all EAL/D students.

- Create a supportive, non-threatening environment where students are encouraged to celebrate cultural and linguistic differences.
- Report on EAL/D students English language proficiency progress.
- Provide differentiated lesson content appropriate to students' stage/age level while being suitable to EAL/D students' phase of English language development.

Examples of EAL/D Differentiated Teaching and Assessment Practices



School Level

- Maintain and monitor EAL/D students Phase level.
- Strive to maintain school targets for EAL/D using the whole school EAL/D evaluation framework.
- Collaboratively plan with grades and stages.
- Promote language/vocabulary development in all areas of the curriculum K-6.


Community Level

- Promote and advocate the cultural diversity of Parramatta East Public School.
- Assist teachers with home/school communication.
- Where necessary, work with the Community Liaison Officer to assist with the needs of EAL/D students.

9. The Role of EAL/D Assistant Principal

(in alignment with NSW Department of Education, [EAL/D Advice for Schools](#), 2020)

- Provide leadership and supervision to support EAL/D teachers in effective planning, programming, and teaching.
- Supporting the professional development of EAL/D teachers.
- Completing the EAL/D annual survey.
- Allocation and prioritising of EAL/D resources using EAL/D funds/budget.
- Representing EAL/D program issues to the school executive.

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- Apply for additional 'New Arrival Program' funding when applicable.
 - Negotiating priorities for EAL/D program support across the school
 - Ensuring the EAL/D program is included in whole school programming and programming.
 - Advocating for the needs and interests of the EAL/D students and staff community to the school executive