Purpose:
To develop students ability to communicate effectively, through speaking, reading and writing at the highest level of competence.

Aim:
- To provide relevant support for EAL students to enable them to reach their highest competency in English.
- To enable EAL students to reach their full potential in all areas of the classroom curriculum.
- To develop purposeful means of interaction within the wider community.

Basic Principles of second language acquisition/learning:
The EAL learners already 'know' a language; they know how to communicate and how to use language for social purposes. They know about learning a language and, depending on age and experience, may be literate in their first language.

The school's role is to:
- Assess new arriving EAL students, to find their entry level of learning and provide shared learning experiences and continue to build on them.
- Ensure that students understand the support that CGPS provide for them (e.g. the use of visuals, ICT and graphic organisers).
- Provide opportunities for comprehensive output in real life situations.
- Recognise that students need to be encouraged and adequately supported to become independent in literacy and numeracy.

Factors affecting the learners:
Many students begin school with minimal or no exposure to English, whether born overseas or in Australia to parents with language backgrounds other than English. Therefore, some students have schooling equivalent to that of their chronological peers have in English, but with little or no exposure to English. Other students may have had disrupted education or experience learning difficulties. Some students may have experienced trauma of varying nature, which may have a significant impact on their learning.

The school is aware that:
- A range of abilities may occur within any one classroom.
- Ethnic based issues are addressed within the curriculum.
- A transient population exists within the international student community.
- That gap in a student's learning experience can exist within any one strand within the curriculum.
- A language background does not necessarily provide an understanding of instruction in English.
- The social standing of a student in the classroom, their self-esteem and peer interaction can impact on success.
- Self-motivation is a factor for the successful acquisition of English.
- Cultural belief systems have a role to play in successful learning outcomes.

Guidelines for student identification:

EAL students will be identified through a formalised process that includes:
- Determining proficiency in English using a list of documented indicators.
- Creating a student profile, considering key points in cultural, educational and first language proficiency.
- Pursuing further assessment that involves compiling information on an anecdotal and observational level.

Implementation:
Carlton Gardens Primary School provides a whole school approach that focuses on program options and a school organisation that facilitates effective EAL teaching and learning. The latest DEECD directives are incorporated into the program.

1. Teaching
The teacher will facilitate an inclusive educational setting that promotes excellence in teaching and learning and professional practice.

The role of the EAL coordinator/classroom teacher will include:
- Developing an EAL Assessment Package- new arrivals program for identified ESL students.
- Facilitating different methods of teaching students- withdrawal program parallel teaching, team teaching and grouping students with similar needs,
- Ensuring EAL activities are available for teachers to integrate into their classroom programs.

The ultimate responsibility for the student lies with the classroom teacher. However, the EAL coordinator will liaise between parents, teachers and students. As well as this, planning programs that are age appropriate, link in with class programs and are meaningful and well resourced are important aspects of the coordinator's role.

2. Teaching strategies and curriculum
As part of the whole school approach to inquiry learning, a focus on the development of critical thinking skills will be incorporated into the EAL classroom-learning environment. An inclusive curriculum that is readily accessible to all students and links in to the EAL Continuum will underpin teaching and learning.
Strategies:
- Withdrawal of students with similar needs in Reading, into small focused groups of a maximum of four students (Levelled Literacy Intervention).
- Inclusion of the latest educational directives into the program.
- Use of ICT.

3. Assessment and reporting of language development
EAL reports will be linked with the class reports as directed by DEECD guidelines.
Other assessment/reporting methods:
- Parent/teacher interviews.
- EAL students midyear and end of year results for literacy, will be assessed against the EAL Continuum rather that the Australian Curriculum
- Parent information sessions.
- Documentation of relevant information in the native tongue of students and their families.

4. Role and responsibilities at the school level
- School staff will support EAL learners within the classroom. The administrator will provide the necessary learning tools to support beginning classroom teachers.
- To develop an inclusive curriculum using a range of resources.
- To recognise the needs of a range of different cultural groups through the monitoring and modification of the curriculum.
- To seek Professional Development and support form outside agencies such as LMERC and Foundation House.

Evaluation
This policy will be reviewed as part of the school's three-year review cycle.