

Mount Ridley P12 College

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) ASSESSMENT AND REPORTING



Help for non-English speakers

If you require assistance with understanding this policy, please do not hesitate to contact the College and someone will organise a multicultural aide or the relevant person to assist you.

PURPOSE

This policy outlines the assessment and reporting processes for students who are identified as English as an Additional Language (EAL) learners.

SCOPE

To ensure that English staff at Mount Ridley P-12 College are aware of their responsibilities for assessing and reporting the progress of English as Additional Language (EAL) learners.

EAL students should be assessed against the EAL standards for all three modes:

1. Speaking and Listening
2. Reading and Viewing
3. Writing

Schools are required to report teacher judgments to the Department of Education (DE) for students' achievement against the Victorian Curriculum F-10 achievement standards. For EAL students whose English proficiency is not yet described by the English standards, teacher judgments for achievement should be reported against the EAL standards.

POLICY

At Mount Ridley P-12 College students who are reported against the English as an Additional Language (EAL) reporting descriptors are identified to ensure eligibility and categorised into a tiered support structure to ensure the appropriate support is provided to all individuals.

Student eligibility for EAL reporting is when a combination of the following criteria are met:

- date of arrival is within the last 7 years;
- no more than 7 years of cumulative schooling in English at VCE level
- English is not the first language at home
- they have experienced disrupted schooling (travelling back and forth between countries / affected by trauma).
- they have no formal schooling prior to arriving in Australia.

Once students have been identified of their EAL eligibility, students are categorised into three tiers to offer the best support within classes. The classification system ensures a targeted and immediate support to students who are in most need of language acquisition support to successfully participate within the classroom. The classification system is as follows:

Tier 3: These are Refugee status students who have all been in the country for less than 7 years. These are further broken into three categories:

- **Priority A:** Students who have had little to no schooling in previous settings. They may have also experienced significant trauma.
- **Priority B:** Students who have had some schooling, usually more than 2 years, however most years have had significant interruption.
- **Priority C:** Students who have a refugee status, however, have had consistent educational experiences (although quality of instruction maybe inconsistent). These students may also have a refugee background, fall within the 7 years of eligibility, however have undertaken the majority of their education in Australia. This category takes into account students who may require slightly

Tier 2: These are migrant families who have moved to Australia within the past 7 years. These students generally have had a consistent educational experience in their home country, however, not all experiences may have been within an English school setting. These are further broken into two categories:

- **Priority A:** Students who have not had an Educational Experience within an English school setting. These students generally may require assistance in language acquisition, verbally first, prior to moving into written.
- **Priority B:** These are students who have migrated to the country; however, they may have had partial or complete Educational Experience within an English school setting. These students generally are verbally competent, however, they require supports to assist with reading comprehension and developing cohesive written responses.

Tier 1: These students are acknowledged as having a Language Background Other than English (LBOTE). These students have resided in Australia for more than 7 years and have predominately had an education within Australia. This tier acknowledges that these students speak a second language outside of school, with their families.

EAL programs at Mount Ridley College

The preferred learning environment for EAL students at Mount Ridley P-12 College is to be part of the mainstream class with in-class support. However, the structure of their learning may change dependent on cohort need. Below are the models used to support EAL Learners at Mount Ridley P-12 College.

Withdrawal classes

1. Withdrawal classes to occur where appropriate
2. Eligible students list will be sent out to teachers based upon language background, interrupted schooling and other factors as mentioned previously
3. Students identified by teachers, tested by the EAL team and grouped if needed

In-class support

1. EAL teachers to provide in-class support to mainstream classes as determined by the Director of EAL Curriculum Strategies and Assistant Principals Curriculum Programs (Years Prep – 6 and 7 – 12). Support will be tailored to individual class needs.

2. Multicultural Education Aides (MEAs) to provide in-class support to mainstream classes as determined by the Director of EAL Curriculum Strategies and Assistant Principals Curriculum Programs (Years Prep – 6 and 7 – 12)

Mainstream EAL classes

1. List of student dates of arrival taken from CASES 21
2. Students who have resided in Australia for less than 7 years are identified to be grouped into EAL classes for Years 10 – 12 by the Director of EAL Curriculum Strategies and Assistant Principals Curriculum Programs (Years Prep – 6 and 7 – 12)
3. Multicultural Education Aides (MEAs) to provide in-class support to EAL classes as determined by the Director of EAL Curriculum Strategies and Assistant Principals Curriculum Programs (Years Prep – 6 and 7 – 12)

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes and staff training
- Discussed at staff briefings/meetings, as required
- Hard copy available from school administration upon request

POLICY REVIEW AND APPROVAL

Created date	2021
Updated	2024
Endorsed by	Principal
Next review date	2027