

EAL – ASSESSMENT AND REPORTING FOR ENGLISH AS AN ADDITIONAL LANGUAGE

Preamble

The English language learning progress of EAL students should be assessed and reported against the EAL standards rather than the English standards.

Rationale

The English language proficiency of EAL students should be assessed against the EAL standards found in the Victorian Curriculum until their proficiency allows them to be assessed against the English curriculum.

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

Schools are required to report teacher judgements to the Department 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.

Guiding principles

To ensure that schools are aware of their responsibilities for assessing and reporting the progress of students learning English as an Additional Language (EAL).

Student eligibility for EAL reporting when:

- 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.

IMPLEMENTATION

Mainstream teachers to be provided with EAL Professional Development opportunities throughout the academic calendar.

EAL teachers to assist mainstream teachers with student assessment on the P-10 EAL Curriculum during the reporting period.

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 from P-4
2. Eligible students list sent out to teachers based upon language background, date of arrival less than five years, 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 Student Support and Enrichment Programs Assistant Principal. Support to be tailored to individual class needs
2. Multicultural Education Aides (MEAs) to provide in-class support to mainstream classes as determined by the Student Support and Enrichment Programs Assistant Principal

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 at course counselling time by the Student Support and Enrichment Programs Assistant Principal
3. Multicultural Education Aides (MEAs) to provide in-class support to EAL classes as determined by the Student Support and Enrichment Programs Assistant Principal
4. In line with additional EAL funding provided by the Department of Education and Training, Mount Ridley College will aim to provide tailored support to EAL students, in the form of reduced class sizes.

Evaluation

As part of the College review cycle, this policy will be reviewed every three years.

Date Ratified: June 2021

Date of next review: 2024