



Bletchley Park Primary School aims to provide teaching and learning programs that enable students from all cultures and communities to identify as Australians within a multicultural society and to develop the knowledge, skills and values for participation as active students.

The school ensures inclusive teaching practices which recognise and value the backgrounds and cultures of all students and promote an open and tolerant attitude towards different cultures, religions and world views.

Students who have language backgrounds other than English so that English is their second or additional language will be supported at Bletchley Park Primary School to become competent users of Standard Australian English (SAE) for interpersonal and academic purposes.

EALD students are those who have language/cultural backgrounds other than English and who are learning SAE as their second or additional language at school. These include:

- Students who meet the visa sub-class requirements
- Students, born here or overseas, who have had minimal or no exposure to Standard Australian English
- Students with no previous, or limited formal schooling in any country
- Students re-entering Australia after overseas schooling in another language

Stages

Stage 1 student- First year of arrival in Australia

Stage 2 students- Second year of arrival in Australia

Stage 3 students- Third year of Australia

At the school level the EALD program aims to:

- Develop students' ability to function effectively in SAE in a wide range of school contexts, social and academic
- Develop students listening, speaking, reading, viewing and writing skills across all learning areas
- Facilitate students' continuing conceptual development
- Build on students' linguistic and cultural identity to foster confidence and motivation
- Develop inclusive programs that recognise cultural diversity across all learning areas.

Procedure

The EALD teacher will work collaboratively with mainstream teacher to decide the most effective way of supporting the educational development of the EALD child. After joint planning and consultation with the classroom teacher a variety of approaches for example, one-to-one, small group work, whole class or the withdrawal of students may be used. The classroom teacher is ultimately accountable for the student's progress.

In the withdrawal program the EALD teacher withdraws groups of children from their classroom on a regular basis at a set time. These children will have been identified by their teacher in collaboration with the EALD teacher, as requiring further language development.

The progress of the student in this program is closely monitored by the EALD teacher and the classroom teacher. They are exited from the program when their proficiency has been evaluated to be Stage 5 in all components on the Progress Maps or there are other students with greater needs. Parents will be notified via case conference by the EALD teacher and the classroom teacher when this is going to happen.

The progress of students in the EALD program is monitored by the EALD teacher and the classroom teacher. At the end of each semester EALD students will receive an EAL report (Progress Map) which must be completed in collaboration by both the classroom teacher and the EALD teacher. This is supported by the EALD Progress Map

documents and will show the student's English language proficiency and comment on how they are performing in the EALD program.

Procedure and Identification of Students

The DET Enrolment Policy (2008) lists the visa sub-class numbers of students eligible to be enrolled in different programs and in addition Australian Citizens and Permanent Residents living, returning or arriving in Australia may also be eligible for EAL/ESD support.

On application for enrolment at Bletchley Park PS, the school will collect information on visa sub class numbers and Australian Citizenship and Permanent Resident status. The school will also require the date of arrival in Australia if applicable. Information on the students' language background and the main language spoken at home will be gathered. The collection of this data is mandatory for enrolment.

Students may also be flagged for observation by the classroom teacher in collaboration with the EALD teacher from information supplied on the Enrolment Form which indicates:

- That they were born here or overseas but have had minimal or no exposure to Standard Australian English.
- No previous, or limited formal schooling in any country
- That they are re-entering Australia after overseas schooling in another language
- That they meet visa sub-class requirements

The school will ensure that interpreter services are provided where needed. Where it is believed that a student fits these criteria and is at risk of not reaching their full potential because of them, the EALD teacher and the classroom teacher will discuss with the parent the most suitable support options for the child.

The Principal and school administration will determine if the student can receive EALD new arrival support based on their visa number and date of arrival in Australia.. This support may be within the school from the specialist EAL teacher or at an Intensive English Centre. Students will only be included in the EALD program after the parent has been fully informed of the available options and agrees. The school will ensure that interpreter services are provided where needed.

Students with a language background other than English bring to our school a huge variety of experiences, strengths and skills, but they will also need support to cope with the curriculum and school structure of their adopted country, as well as the social /emotional problems they face until they become proficient in using the English language.

Enrolment Checklists

On enrolment parents should be given some information about the school to read before the interview. It is important to either encourage the parents to bring a bilingual person or organise an interpreter for the interview. It is an opportunity to exchange information that will assist the teacher, parent and the student in facilitating the student's transition to Bletchley Park Primary.

What parents need to know

- Bell times
- Homework expectations (no homework)
- How to buy lunches : Canteen Days
- Uniforms
- Car parking
- Other daily routines of the school : assemblies/ awards
- How to meet with the principal and teachers
- Absence and Late notes
- Parent involvement in the school

Ideas for assisting parents' understanding

- Provide a booklet that explains the school's procedures. Ideally the booklet will include photographs and be bilingual. (tap resources we have perhaps from the parent community)
- Have a teacher or senior student with the same ethnic background take the family on a tour of the school.
- Provide bilingual enrolment forms/ organise for a translator to explain the forms

What teachers need to know

- Educational background of the child
- Special skills and interests
- Health needs
- Country of birth
- First language
- Level of literacy in the child's first language
- Level of proficiency in English
- Contact phone numbers
- Parent's concerns

Supporting Teachers with EAL/D students

- EAL New Arrivals resource kit
- Progress Map for Dummies
- Access to EALD teacher for support/planning/assessment
- Information Folder/ Handbook
- Professional Development

Translations /Interpreting services

A range of useful documents for teachers, parents and caregivers, translated into over 40 languages can be accessed.

You can also view a complete alphabetical listing of translations by document name, excluding document description: www.schools.nsw.edu.au/languagesupport/documents

Telephone Interpreting – Cost are incurred by the Department and not the school

On-site Interpreting – 08 92257788 (fax 48hours before)

Supporting a New Student

- There will be a silent period when, no matter how hard you try; you seem to get little response. This period is a natural part of the learning process.
- The EALD child always understands but just does not have the confidence to try speaking and writing. After all, who wants to fail? Be patient and encouraging.
- Encourage them to read, write and speak in their first language, it helps with the transitioning process.
- It is important to consider similar ethnic grouping to initially help with peer tutoring/ mentoring. Older students may assist as mentors around the school.

Practical suggestions for the first week

- Find a buddy for the child who is of the same sex and if possible, has the same language.
- Take the student on a tour of the school; draw a map with label if possible in the child's first language.
- Label objects in the classroom in English and in the child's first language.
- REPETITION – There is great value in going over the same words and sentences again both spoken and written
- Explain no homework policy; culturally there may be an expectation. If you send a reader home wherever possible preferably use non-fiction texts, which tend to be more readily understood by children of any culture.

Assessment ideas

- Bletchley Park Assessment Package(Primary)/ SOCSs Test (Earl Years)
- Simple Recounts
- Fontas Pinellie Benchmark Kit
- Letters and Sounds
- Alphabet knowledge - focussing on matching capital and lower-case letters, and alphabetical order
- Words to Sentences – placing basic words into sentences
- Initial Sounds – name the object in a picture; identify its initial letter then finding the whole word that matches it.
- Consonant Blends – say a consonant blend, find a word that starts with the blend, match it to a picture

For more advanced learners

- Recounts/ Diary Writing – simple recounts one or two sentences if possible
- Picture Dictation - Listening to a word picture and drawing their own representation
- What are they doing? - Students observe an action presented on cards then describe the action orally describe the action in the present tense using the pronoun “he” or “she”
- Readers - Include some emergent and early non-fiction readers’ students might attempt them. Dandelion readers/ Elf readers