

# Reporting on students with EAL/D

## video transcript

Hi parents, thanks for joining. This video explains EAL/D teaching and learning and how this is now reported on academic reports.

We have introduced changes to the way we report to parents for EAL/D students. In keeping with NSW education guidelines, students from a language background other than English who also receive English language support at school, will now have additional information included in their semester reports.

EAL/D students will have their overall phase of English language proficiency shown in a new section on their school report.

First we will look at what EAL/D learning is. What is EAL/D? This acronym stands for English as an Additional Language/Dialect.

EAL/D learners are students whose first language is a language other than English (LBOTE) and who may need support to learn Standard Australian English.

At Carlingford Public School, 84% of our students are EAL/D. Many of us use English at home, though we have different language backgrounds. The English required at school for learning can often be different to the English used at home and has greater academic demands.

Here is our 2020 team of EAL/D specialist teachers.

Our EAL/D team work closely with classroom teachers to ensure that multilingual children are being supported to develop their English language skills and knowledge.

Classroom teachers and EALD specialist teachers track students and monitor their English language development in speaking, listening, reading and writing whilst encouraging them to maintain their first language.

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The Australian Curriculum, Assessment and Reporting Authority, also known as ACARA provides an EAL/D learning progression to track student progress in learning English. Classroom teachers and EAL/D specialist teachers monitor students English language development, whilst continuing to encourage them to maintain their first language.

On to school reports. If your child is EAL/D, their report will include a description of each phase of English language proficiency. The 4 phases are: **Beginning**, **Emerging**, **Developing** and **Consolidating**. It is common for students to remain on the same phase for a number of years.

Please note that the phase is not a reflection of your child's academic results in Key Learning Areas.

On semester reports your child's current phase of English language proficiency will be highlighted. The class teacher will write a comment on how your child's English language development has been supported.

Some students at the beginning and early Emerging phases may also have a supplementary comment from the EAL/D Specialist teacher providing additional information on your child's language progress.

Our EAL/D Specialist teachers design language instruction for EAL/D students and assist in the delivery of programs. This can involve:

1 to 1 instruction, small group work, in-class support, whole class instruction, and cooperative teaching with the classroom teacher.

Our EAL/D Specialist teachers work collaboratively with classroom teachers, school leaders and other specialists to provide high quality support for all English language learners. Specific strategies and practices are embedded in teaching and learning programs to support EAL/D students at each phase of the English language proficiency.

If you need any further information, please speak with your child's classroom teacher. The best way to do this is through the Class Dojo app.

Further information is available on the Carlingford Public School website under the *EAL/D* tab in the *Learning at Our School* section.

A translatable transcript of this video is available on the school website.