



# English as an Additional Language/Dialect

- Hurstville Public School -




# Acknowledgment of Country



We acknowledge the Traditional Custodians of the land on which we meet today and pay our respects to their Elders past and present. We extend that respect to Aboriginal and Torres Strait Islander peoples here today.



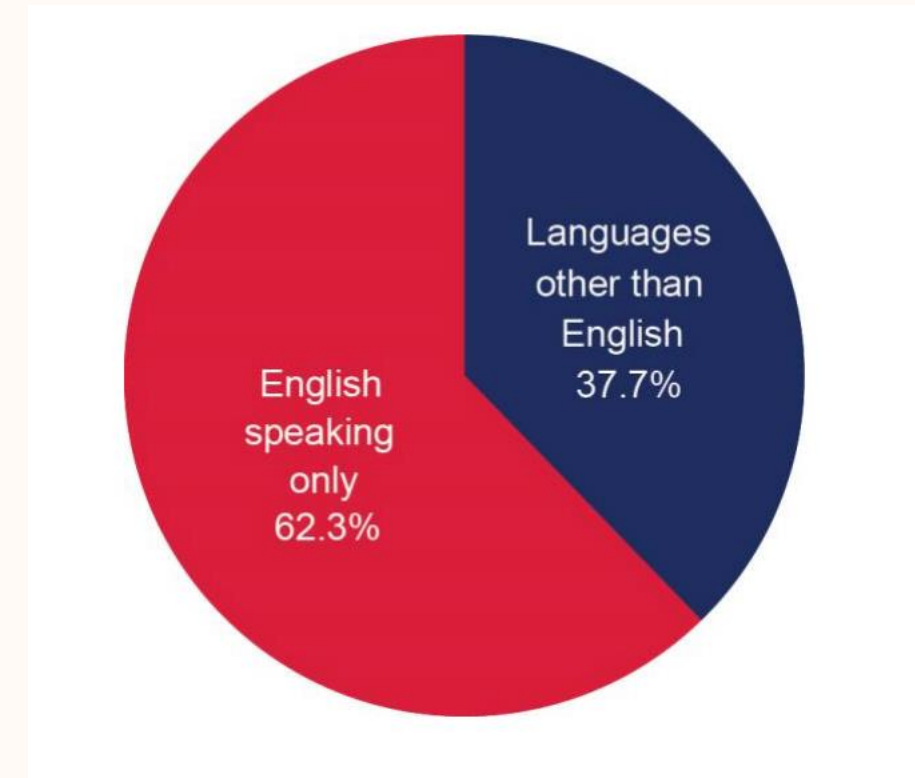
# Multicultural Education Policy

- 1.4 Schools help EAL/D students to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.
- 1.5 Schools deliver differentiated curriculum and targeted teaching and learning programs to address the specific learning and wellbeing needs of students from culturally diverse backgrounds, including newly arrived and refugee students.
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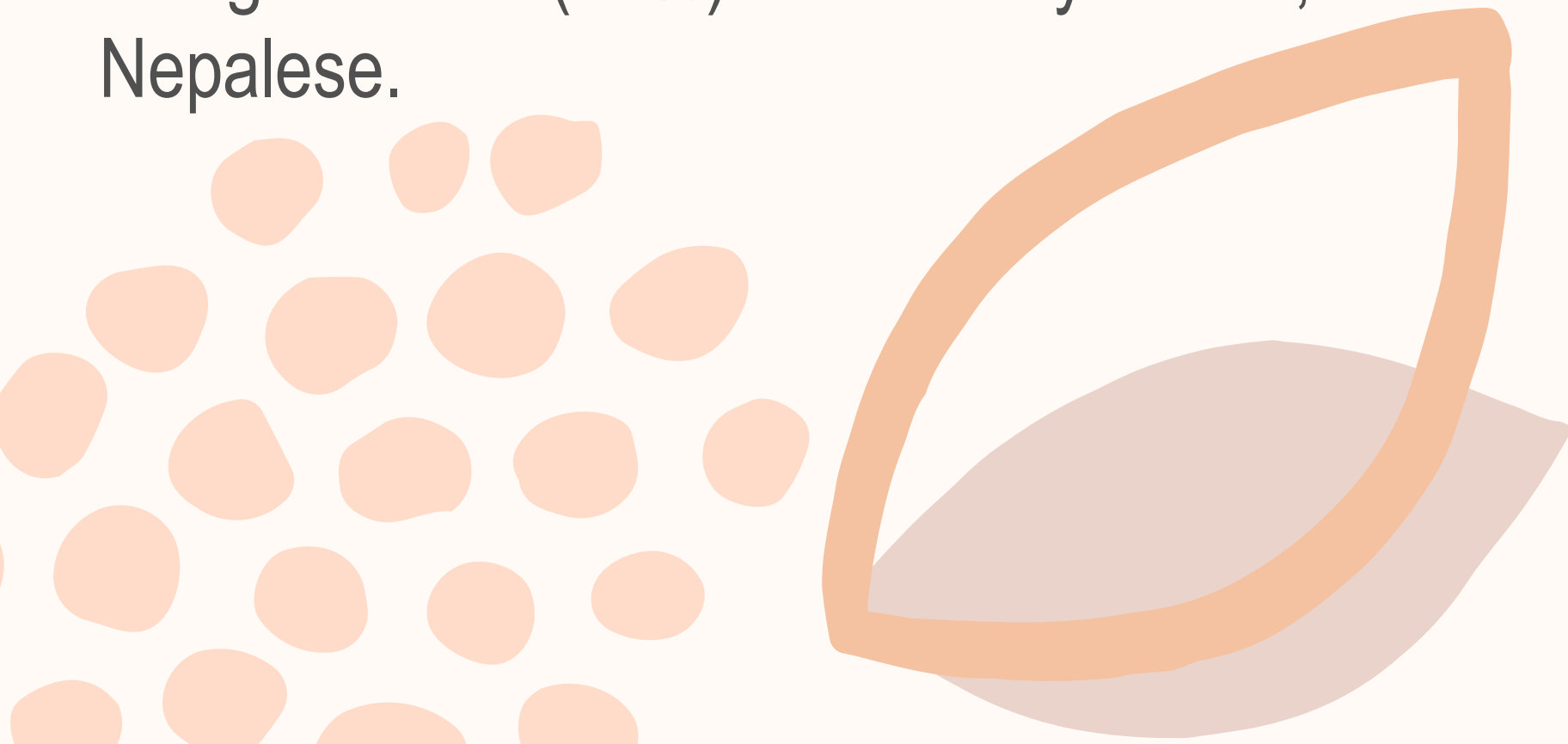
# Who are EAL/D learners?

EAL/D learners are students whose first language is a language or dialect other than Standard Australian English. They require additional support to assist them to develop English language proficiency.

This year, 96.9% of HPS students are from language backgrounds other than English - the largest percentage being Chinese (70%) followed by Arabic, Indian and Nepalese.



2022 Language diversity in NSW schools by CESE



# English language proficiency

## EAL/D Learning Progression

English language proficiency is identified by the English as an Additional Language or Dialect (EAL/D) Learning Progression. It is described as one of the four phases of learning:

Phase	Average time
Beginning	6-9 months (< 1 year)
Emerging	1-2 years
Developing	2-5 years
Consolidation	5-7+ years



# What is the role of an EAL/D specialist teacher?

EAL/D specialist teachers are responsible for:

1. Identifying and supporting EAL/D students' language and literacy needs
2. Co-planning and co-teaching with classroom teachers
3. Assessing and reporting on EAL/D students' English learning progress
4. Maintaining accurate EAL/D student language background and phase data
5. Providing professional learning to classroom teachers on principles and practices of second language acquisition and differentiation



## Application to enrol in a NSW Government school

Thank you for your interest in seeking enrolment in a NSW Government school.

This application to enrol form is to be completed in English. If you need an explanation of any of the questions or help in completing this application, please ask for assistance from the school staff. You are welcome to provide further information on an attached sheet.

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### LANGUAGES OTHER THAN ENGLISH SPOKEN AT HOME

Does the student speak a language other than English at home?

No, English only     Yes

If yes, what language(s) other than English are spoken at home?

*Please write the actual language(s) used, for example, Swahili (not African), Punjabi (not Indian), Auslan, Aboriginal English, Torres Strait Creole.*

**Main language other than English spoken at home by the student**

**Other language(s) spoken at home**

# EAL/D teacher support models

- Co-teaching – All classes K-6 and Support Unit are co-taught between 2-4 hours by EAL/D and classroom teachers
- Small group withdrawal support - Students targeted by EAL/D LP phases and withdrawn twice or more a week (note sent home). They receive an individualised report comment.
- New Arrival program - intensive English tuition for newly arrived students. Students are withdrawn in small groups for upto 5 hours per week (note sent home). They receive an individualised report comment.



# Communicating with the EAL/D teacher

- Meet the Teacher Night
- Parent Teacher interviews Term 1 - Parents, carers and community members can request an interpreter be available at a meeting or interview.
- New Arrival Parent Workshop
- Telephone Interpreter Service

If you have difficulty understanding this document or would like further information please ring the Telephone Interpreter Service on 131 450 and ask them to telephone the school.

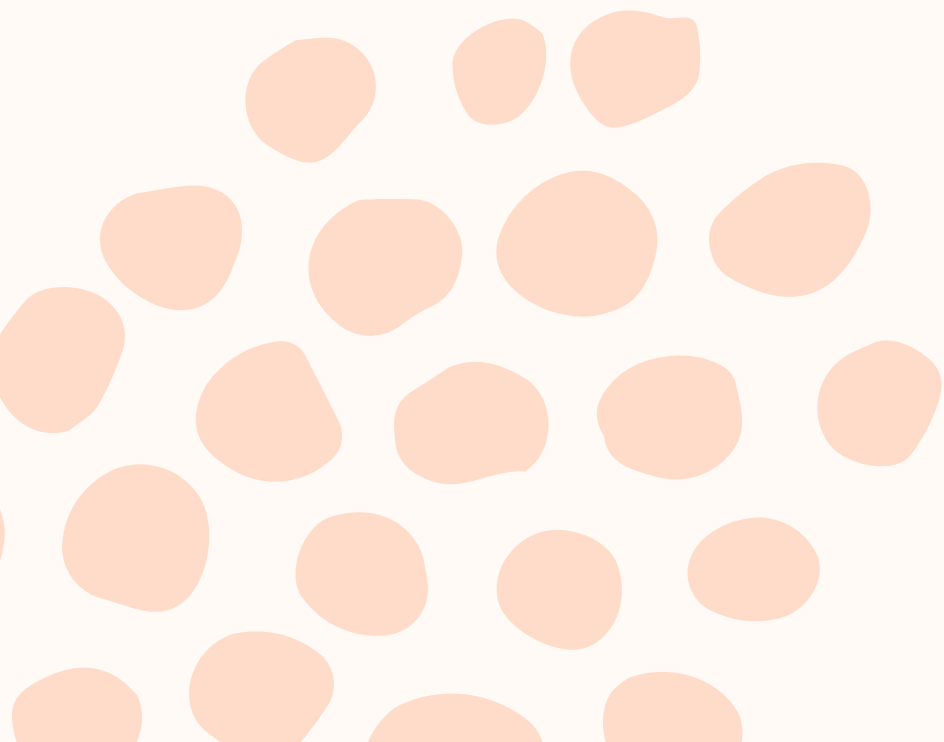
This service will be free of charge to you.

Telephone Interpreter Service 131 450

# How do I support my child at home?

- Continue to develop your first language at home
- Interact with your child in English, when possible
- Read in your first language and English to your child every night
- Encourage your child to join the local library or a new team sport
- Explore the local community and beyond using public transport
- Take photos and discuss with your child to encourage language development

Questions!







*Thank  
you*