EAL STRUCTURES AT LAURISTON GIRLS' SCHOOL

Julia Lippold &

Annette Ambesi
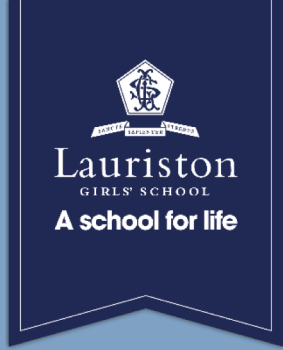
TODAY'S PRESENTATION

WHO ARE WE

BACKGROUND OF THE PROGRAM

EAL PROVISION AT LAURISTON

GATHERING BACKGROUND INFORMATION

SOCIOLINGUISTIC PROFILING AND EAL LEARNER PROFILES

ASESSMENT SCHEDULE

DATA COLLECTION

CHALLENGES

SELF-EVALUATION

QUESTIONS

EAL STAFF IN SENIOR SCHOOL

Please do not hesitate to contact us if you have any further questions.

Julia Lippold (Full Time)
EAL Coordinator (Years 7 - 12)
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Annette Ambesi (0.5)
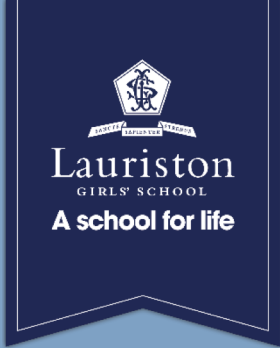EAL Support (Years 7 - 8)
ambesian@lauriston.vic.edu.au
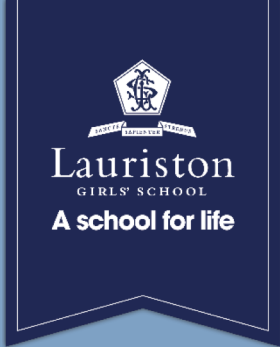
DISCLAIMER

- This is **one** model of an EAL program

- Every school's needs are different

- This program suits our context (independent girls school with 17% EAL population)

- You may need to adapt/create your own program to suit your context and cohort

- There is no panacea for EAL provision

- Change takes time

BACKGROUND TO THE PROGRAM

- Julia commenced in January 2015 (first full-time EAL teacher in the school)

- Number of EAL students had grown, Management needed support and guidance

- Initial Review and Strategic Plan was created by end of Semester 1 2015

- After three years most actions have been implemented

- Semester 2 2015, additional EAL staff employed for the Junior School

- 2015-2017 in-class support and withdrawal for years 7-9

- January 2016 – year 10 EAL elective runs for full year instead of a semester for the first time

- By January 2018 additional EAL support staff employed for the senior school

- January 2018 separate EAL classes for years 7-12 and EAL Coordination role established

- Significant curriculum development has occurred including; the introduction of the year 10 EAL course which models the Bridging VCE EAL course (rather than just a supplementary English course), Years 7 and 8 EAL classes; and a stand alone year 9 EAL class

- Greater staff awareness regarding the needs of EAL students across the school

CURRENT EAL PROVISION/STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Student Numbers	9 students (2)	14 students (8)	16 students (16)	18 students (14)	24	19
Support Teacher(s)	Julia Lippold & Annette Ambesi	Julia Lippold & Annette Ambesi	Jane Sutton	Julia Lippold	Julia Lippold	Julia Lippold
Support Structures	Language Acquisition Class (5 periods per cycle) In-class support (English) 2 periods per cycle Some in-class support in Maths Lunchtime Tutorial (2x weekly)*	Language Acquisition Class (5 periods per cycle) In-class support (English) 2 periods per cycle In-class support (History) 1 period per cycle Lunchtime Tutorial (2x weekly)*	Language Acquisition Class (1 period per week)# In-class support (English) 1 period per week Prep Support (weekly)*	EAL Class (5 periods per cycle) course models VCE Bridging EAL course (Units 1 & 2) In-class support (English) 2 periods per cycle Lunchtime Support (weekly)+	VCE EAL (Units 1&2)^ IB Language B (although a select few are undertaking Language A)^ Individual 1-1 support Lunchtime Support (weekly)+	VCE EAL (Units 3&4)^ IB Language B^ Individual 1-1 support Lunchtime Support (weekly)+

(2) = number of students in EAL class
+ = optional
• = mandatory
^ = taught by other members of English/LOTE faculty at present
# = more time will be allocated in 2019

Lauriston GIRLS' SCHOOL
A school for life
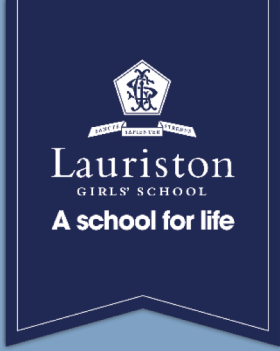
ADDITONAL EAL PROVISION

1-1 (targeted support)

Small group withdrawal (targeted support)

Collaborative planning

Pastoral care

Differentiating the curriculum

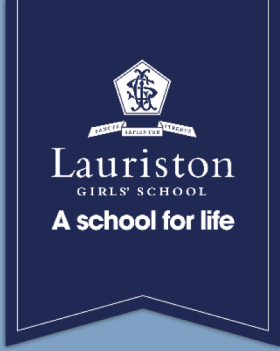Professional development for staff

Supplementary resources for students (across domains)

Resources for staff

Bi-annual EAL Reporting for Parents (Terms 2 & 4)

Assessment of potential new students

Personalised Plans for Higher needs students

GATHERING BACKGROUND INFORMATION

Admissions, Sociolinguistic profiling and flagging

An EAL Learner Profile is intended to provide an opportunity

to document specific behaviours of the EAL Learner, in order to be explicit

where areas of need lie.

It is important to identify student needs, learning strengths and styles,

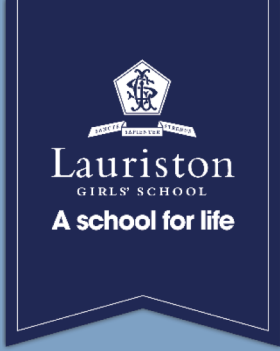within the context of the Sociolinguistic and Overall Student Profile.

Aim: to support mainstream teachers to gain insight into students' needs and

backgrounds and provide recommendations for further learning.
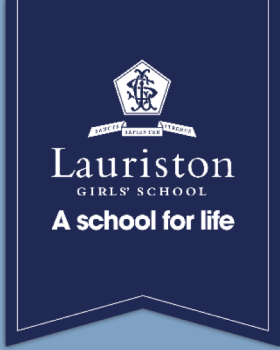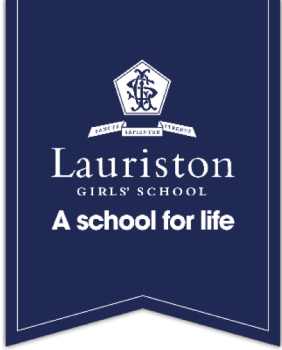
EAL LEARNER PROFILES

- All EAL students in years 7-10 have an EAL profile which is housed electronically on the School's database (when a staff member searches for a student their profile is attached to their information)

- Photo

- Case Manager

- Sociolinguistic Profile (especially important to gather arrival in Australia date)

- Support Services accessed

- English Language Proficiency (AEAS results, Naplan, Alwell Testing Scores and Stanines, S Levels)

- Student's strengths

- Recommendations for Future Learning/Strategies to Support the Student (L&S, R and W, Personal and Interpersonal Learning, Homework and Organisation)

EAL LEARNER PROFILES

- Profiles reviewed at the end of the semester and updated accordingly

- Staff can read profiles at the commencement of the academic year

- Profiles follow the student throughout their time at the school

- Structure of Profile mirrors and ILP/IEP so staff are familiar with the format\

- We use our own diagnostic tests and some TEAL assessments

- 24 hour turn around for new students

- Overall big picture of student is given

Year 7 and 8 EAL Assessment Schedule

Lauriston GIRLS' SCHOOL — A school for life

Summative Assessment tasks completed in EAL class

EAL Specific Assessment conducted by Julia and Annette

Reports

Data entry

Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec

An interactive oral task

Initial EAL Learner Profile

S Levels

TEAL Assessment (Writing)

Diagnostic Grammar test

A written comprehension task comprising written and visual text

Summative Grammar Test

Data entry (S levels and TEAL)

An aural comprehension task comprising spoken and visual text

Semester 1 Report (Parent)

TEAL Assessment (Speaking)

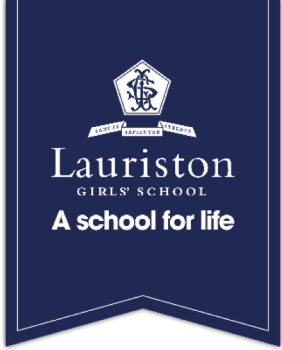Update EAL Profiles (include current Allwell and Naplan results)

S Levels

Writing Task – Formal Letter and Analysis of Visual Text

Semester 2 Report (Parent)

TEAL Assessment (Writing)

Data entry (S levels and TEAL)

Year 10 EAL Assessment Schedule

Lauriston
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Summative Assessment tasks completed in EAL class

EAL Specific Assessment conducted by Julia and Annette

Reports

Data Entry

Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec

Initial EAL Learner Profile

S Levels

TEAL Assessment (Writing)

Diagnostic Grammar test

Summative Grammar Test

Formal Interview – (Speaking Assessment)

Data entry (S levels)

Text Response Essay

Semester 1 Report (Parent)

TEAL Assessment Listening)

Update EAL Profile (include current Allwell and Naplan results)
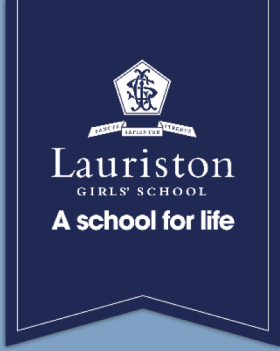
S Levels

(Listening Test and Point of View/Persuasive Text

Text Response (Creative)

Semester 2 Report (Parent)

TEAL Assessment (Writing)

Data entry (S levels and TEAL)
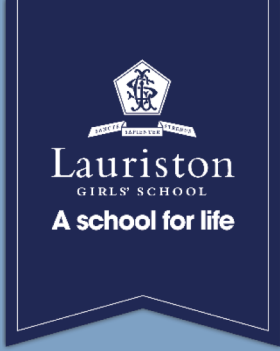
DATA COLLECTION

- Aim is for 0.4% growth (Hattie)

- S levels recorded by School's Data Consultant from Melbourne University (Jesus Camacho) at the start of the year

- Levels will then be compared at the end of the year

- Identical TEAL assessment given to students at start and end of year for accurate comparison and consistency

- Hopefully the data will be evidence to support the importance and effectiveness of our program

- S levels are only ONE indicator of progress but are one of the few quantitative methods of assessment we use with EAL students

- You could, for example, use reading levels instead
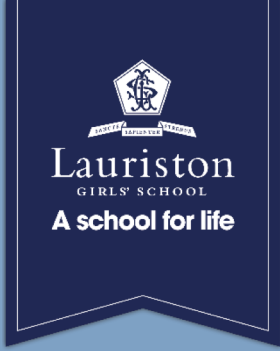
CHALLENGES

- Solo teaching

- Working within the English Faculty

- Effectiveness of in-class support model

- Being the educator to the 'educators'

- Advocating for the needs of a minority group

- Lack of planning time

- Following up on student needs

- Working across the curriculum

- Timetable changes – making your own support timetable

SELF EVALUATION

- What are your students' needs?

- What challenges are you facing?

- How do you gather background information on your students?

- Can you prioritise your needs in order?
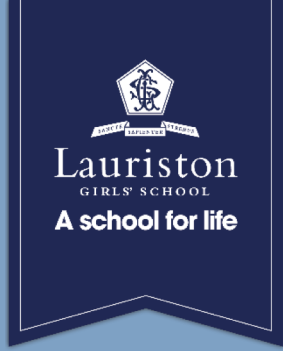
QUESTIONS?

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EAL Support (Years 7 - 8)
ambesian@lauriston.vic.edu.au

THANK YOU

2019 Foci
- Consolidation of structures from 2018 incl. curriculum

- Developing differentiation at class, planning and faculty level

- Pursuing professional learning for staff i.e. comprehension strategies, EAL for the domains