



# Establishing an EAL program in a mainstream primary school.

VicTESOL Symposium 2019

Bastow Institute of Educational Leadership

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# A snapshot of Newbury Primary School



Newbury P.S is located in the North West suburbs of Melbourne in the rapidly growing area of Craigieburn.

We opened in 2017 and currently have 832 enrolments, consisting of 39 classes (possibly 48 next year).

83% of our children have a background other than English (LBOTE).

We have 42 refugees and 20 new arrivals that arrived to Australia in the past 12 months.

We have 33 different languages spoken at home within our families.





# Newbury Primary School

We have refugees, new arrivals along with second and third generation children that have only spoken their first language with little exposure to English.

We have children come from war torn countries, skilled migrants and many have a low socioeconomic status.

We have children that have come from traumatic backgrounds.



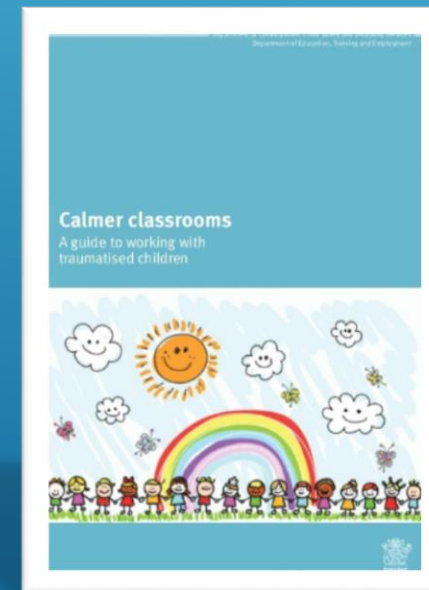
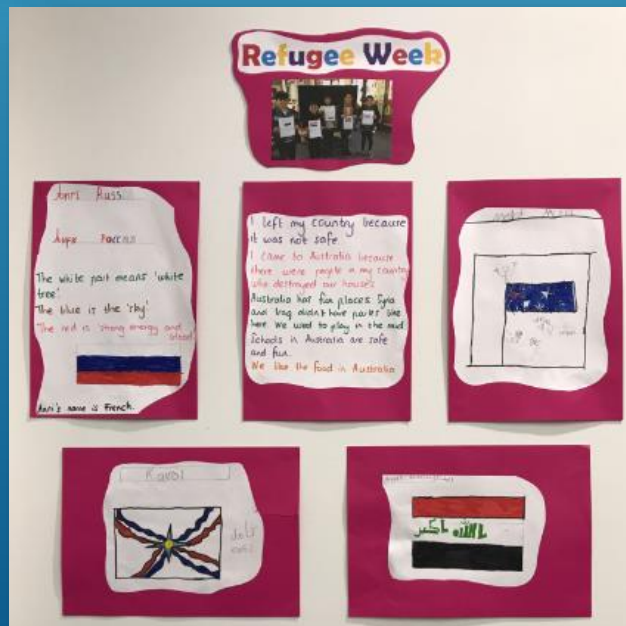


# Our vision for EAL at Newbury

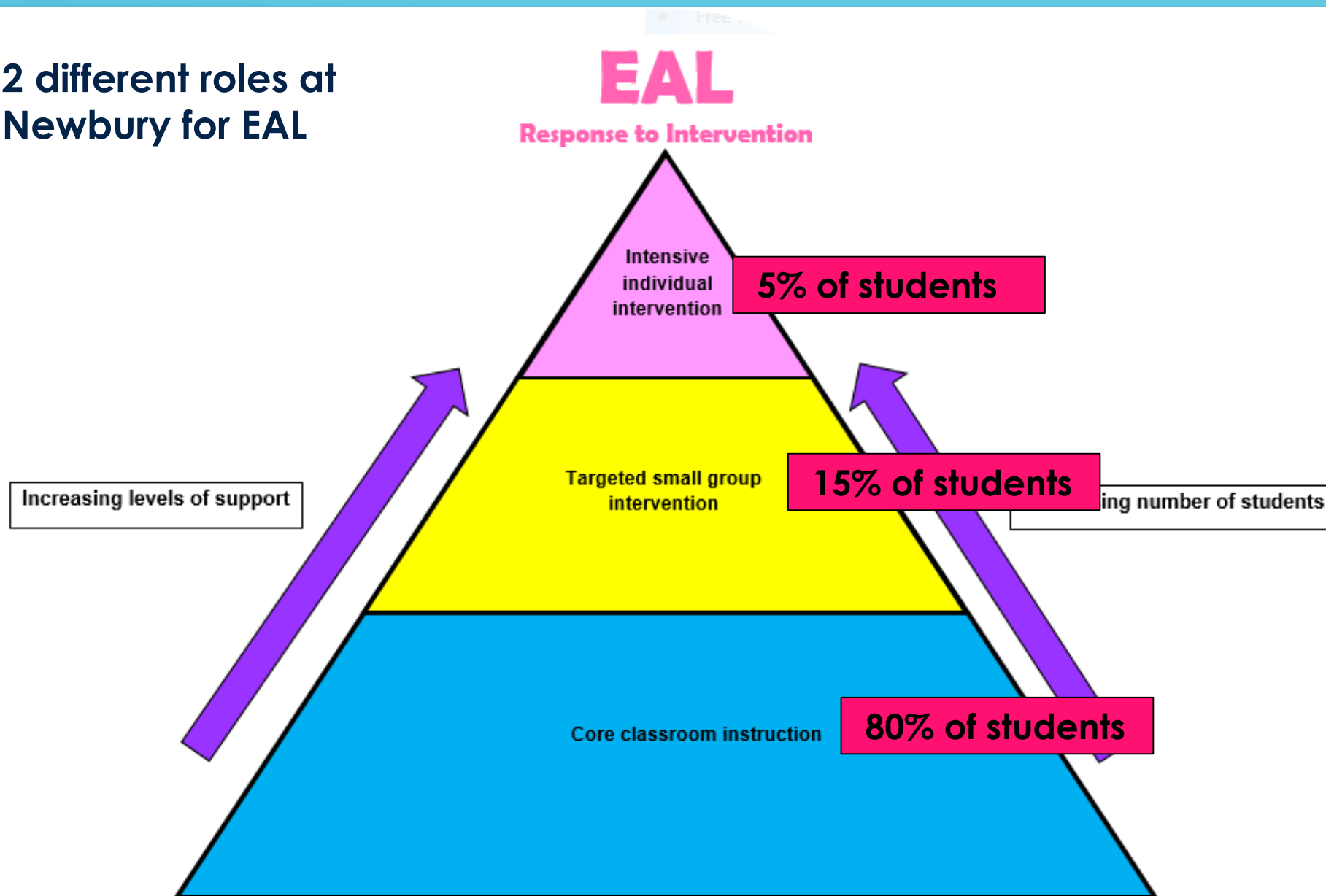
Student well being is at the forefront of everything we do and is part of our mission.

## Our mission at Newbury Primary School:

At Newbury Primary School we are committed to creating a safe, secure, educationally stimulating, calm and nurturing learning environment underpinned by high expectations and the recognition of effort. We focus on the emotional, social and academic development of every student as an avenue of developing confident, creative, compassionate and informed citizens who are actively engaged in their community. The strong sense of community is evident in the continuous, honest and open dialogue between all stakeholders. Newbury Primary School has commitment to zero tolerance of child abuse.





## 2 different roles at Newbury for EAL





# How do we decide who requires intervention?



 EAL 31.7.19.xlsx 116 KB	 LBOTE 31.7.19.xlsx 142 KB
 Refugee 31.7.19.xlsx 26 KB	 ST21031_New Arrivals Data Collection.pdf 15 KB

SURNAME	FIRST_NAME	SCHOOL_YEAR	HOME_GROUP	GENDER	BIRTHDATE	VISA_SUBCLASS	ENTRY	ARRIVAL	BIRTH_COUNTRY
Aleena	Saleh	01	1H	F	13/02/2013		22/08/2018		1101
Mohammad	Nadia	02	2C	M	11/03/2011		29/01/2019		1101
Aytunc	Zerrem	00	00D	M	3/01/2014		29/01/2019	18/05/2014	7106
Ebrar	Alisha	06	56B	F	26/03/2008		29/01/2018		1101
Arnav	Armaan	04	34A	M	28/09/2009		8/10/2018		1101
David	Andrian	05	56A	F	8/05/2008		8/10/2018		1101
Reetjot	Akshara	02	2G	F	31/08/2011		30/01/2017		1101
Aeshaan	Gurshan Singh	02	2F	F	18/09/2011		30/01/2017		1101
Savannah	Erdem	04	34D	M	6/04/2010	189	5/03/2018	25/05/2017	7103
Irvan	Hunar	06	34E	M	3/08/2009	202	24/07/2019	7/06/2019	4204
		04	34E	M	21/09/2007	202	24/07/2019	7/06/2019	4204
		05	56C	F	6/12/2008	186	30/01/2017		1101
		04	34E	F	27/09/2009		27/03/2019	16/11/2011	7103
		02	2G	M	26/04/2012	885	30/01/2017		1101
		06	56A	M	28/02/2008		16/07/2018	23/09/2012	7103
		01	1E	F	22/11/2012		29/01/2018	11/11/2013	1201
		03	34C	M	25/09/2010		30/01/2017		1101
		05	56C	F	3/02/2009		30/01/2017		1101
		01	1A	F	6/03/2013		29/01/2018		1101

New Arrivals Data Collection														
From 1/01/2018 To 30/06/2019														
M/F	Yr Lvl	Time Frac	Home Lang	Birth Country	SRP Fund	Res Stat	Res Base	Visa Code	Visa Stat	Birthdate	Arrival Date	Date of 1st Aussie Sch	Enrol Date	Exit Date
M	05	1.00	4202	New Zealand	Y	P	E			27/10/2008	13/04/2018	16/04/2018	30/07/2018	21/12/2018
M	06	1.00	4202	New Zealand	Y	P	E			01/06/2006	13/04/2018	16/04/2018	30/07/2018	21/12/2018
M	00	1.00	5212	Pakistan	Y	P	P	189		20/08/2013	03/12/2018	29/01/2019	29/01/2019	
M	02	1.00	5212	United Arab Emirates	Y	P	P	175		02/02/2012	26/02/2018	16/04/2018	16/04/2018	
M	05	1.00	4202	Iraq	Y	P	P	200		14/09/2008	15/05/2018	01/06/2018	15/07/2019	
M	02	1.00	4202	Syria	Y	P	P	200		15/01/2012	15/05/2018	01/06/2018	15/07/2019	
F	03	1.00	4202	Iraq	Y	P	P	202		31/07/2010	30/12/2017	19/03/2018	29/01/2019	
M	05	1.00	4202	Iraq	Y	P	P	202		24/04/2008	30/12/2017	19/03/2018	29/01/2019	
F	06	1.00	5212	United Arab Emirates	Y	P	A			08/04/2007	08/08/2018	22/08/2018	22/08/2018	21/12/2018
F	01	1.00	5203	India	Y	P	P	189		08/07/2012	05/12/2017	29/01/2018	29/01/2018	
M	04	1.00	3402	Russian Federation	Y	P	P	801		16/03/2009	12/02/2019	01/04/2019	01/04/2019	
F	02	1.00	5203	India	Y	P	P	155		29/06/2011	21/12/2018	06/02/2019	06/02/2019	
F	05	1.00	5102	England	Y	P	A			04/06/2008	20/01/2018	29/01/2018	29/01/2018	



# EAL Assessment Kit

P-2

Com

See

Position

Sounds – beg

Vocab -

L

V

R

Date:	
Age:	
Grade:	

1. Teacher conversation  
Discussion about the weekend, family, etc.

Checklist (Tick if observed)

Student engagement	(
Eye contact	(
Fluency	(
Vocabulary	(
Answering questions	(

7. Picture Chat (show the student a picture of a group of children in the rain)

Can name the things and people in the picture?	Yes / No
Can name the action?	Yes / No
Can discuss in full sentences?	Yes / No
Can make predictions about what is happening and why they might be doing what they are doing?	Yes / No

8. Questions about the picture

Teacher Comment

Who is in the picture?  
What is happening in the picture?  
Where are they?  
What time of day is it?  
Are the children having fun?  
Where are they going to?

9. Can the student ask questions about the pictures? (Record the student's attempts)

13. Writing

Write your name: \_\_\_\_\_

Trace these words:

mum dad school

Copy these words:

boy \_ \_ \_ \_ girl \_ \_ \_ \_

baby \_ \_ \_ \_

Copy this sentence:

I like school in Australia.

\_\_\_\_\_

14. Write the word:



Does the student:

- |  |          |
|--|----------|
| • Have a suitable pencil grip?         | Yes / No |
| • Copy / write own name?               | Yes / No |
| • Start letters at approximate places? | Yes / No |
| • Size letters correctly?              | Yes / No |
| • Copy the sentence correctly?         | Yes / No |
| • Space letters / words?               | Yes / No |
| • Write on the lines?                  | Yes / No |

15. Student writes about something familiar, such as favourite toy or their family.

16. General Behaviour / Engagement (tick where relevant)

Concentration / Focus	<input type="radio"/>	Enthusiasm	<input type="radio"/>
Initiative	<input type="radio"/>	Confidence	<input type="radio"/>



# Response to EAL intervention model

**5% of students**

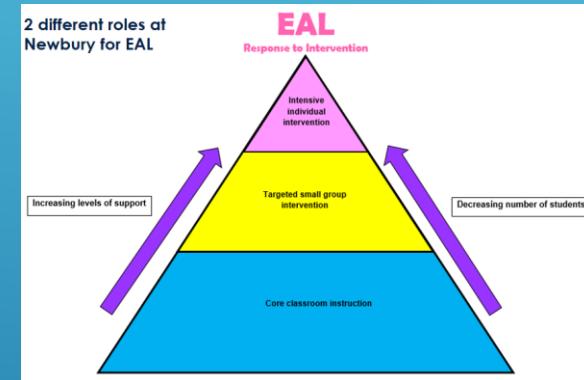
Small group intervention prioritising from Year 6 down. Work for these children is based on their language proficiency and specific English skills needed. This is a mixture of explicit instruction, language experience and teaching through the teaching and learning cycle (Beverly Derewianka). The sessions are always based on developing their oral language and vocabulary.

**15% of students**

With the middle tier children we do a lot of Language Experience. This approach promotes reading and writing through the use of experience and oral language.

**80% of students**

Classroom teachers are given professional learning on how to cater for the EAL learners in their classroom. We also have an EAL support teacher that works with teachers on specific areas of need.





# EAL professional learning



**VICTORIA**  
State Government

Education and Training

Early childhood

Home > School >

**English as an Additional Language**

EAL Learners in Mainstream Schools

Newly Arrived Students

Support for refugee students

**The EAL Developmental Continuum P-10**

Lower Primary Years P-2

Middle/Upper Primary Years 3 - 6

Secondary Years 7-10

Curriculum and Program Planning

## EAL Developmental Continuum P-10

The EAL Developmental Continuum provides a framework for the development of effective learning strategies for students learning English as a second or third language. It highlights a learning continuum that highlights the progression from basic communication to more complex language use.

### Stage A1 – Speaking and listening

STAGE	Standards and progression
<b>A1 beginning (A1.1)</b>	<b>Students beginning to work towards the standard at A1</b> have limited understanding of English. They will join in activities, watch and listen to the classroom but may not speak. They may spontaneously respond to understanding their meaning. They may not speak in the classroom.
<b>A1 progressing towards (A1.2)</b>	<b>Students progressing towards the standard at A1</b> are settling into the dominant language. They begin to understand that communication is conducted in English. They begin to learn the very basic oral English language resources to respond to new communication. They begin to understand the importance of non-verbal communication. They begin to understand the importance of non-verbal communication. They begin to understand the importance of non-verbal communication.
<b>A1 Standard (A1.3)</b>	<b>At Stage A1</b> , students communicate in basic English in routine situations. They follow and give simple instructions, exchange basic personal information in predictable activities and contexts. They begin to modify their responses to match the responses of others, and to the context. They use simple sentence structure, simple subject/verb/object construction and overgeneralise communication and learning strategies to participate in and sustain communication. They use comprehensible pronunciation, stress and intonation. They use comprehensible pronunciation, stress and intonation. They use comprehensible pronunciation, stress and intonation.

<b>A Stages</b>
Lower primary – Foundation
Stage A1 .....
Stage A2 .....
<b>B Stages</b>
Middle/Upper primary – Years 3-6
Stage BL .....
Stage B1 .....

Each stage has three levels

**Example**

A1.1 – beginning

A1.2 – progressing towards

A1.3 – at standard

A2.1 - beginning


### SPEAKING AND LISTENING

#### Stage A1: Texts and responses to texts

At the end of Stage A1, students can routinely use spoken English to do the following things:	Dates
<b>Receptive</b>	
display attentive listening behaviour, i.e. sit on floor and listen for sustained periods with some visual support	
follow simple instructions in familiar school routines, relying on key words, non-verbal language and context	
respond appropriately with simple non-verbal language to comments, or indicate non-comprehension, e.g. smile when greeted, shake or nod head	
participate in simple, familiar songs, rhymes and chants	
check on understanding of simple, familiar instructions and routines, e.g. T: It's playtime. S: Go outside?	
identify single items of information from short spoken texts, pictures or diagrams in a known context, e.g. number, colour, name, 'Point to the three little pigs.'	
<b>Productive</b>	
give some basic personal information, using learned formulas or brief answers, e.g. My name is ..., I'm a boy/girl ...	
expand on basic personal information when prompted, supported and given adequate time	
make simple requests or express basic needs using learned sentence patterns or 2-3 word utterances, e.g. May I have a drink, please?, It's home time, Go now?	
use learnt phrases in play, e.g. give me, stop it, I don't like	
usually respond to questions with a single word or phrase, but can make longer utterances by substituting words in known sentence patterns	
negotiate simple social or learning activities by suggesting, initiating or directing, e.g. Play football? Stop that!	



# The **POWER** of **WAIT TIME**



@ValentinaESL

**Why Should I WAIT?**

**WAIT 1:**  
The time between asking the question and the answer.

**WAIT 2:**  
The time after the student answers the question. This wait time allows for an extended response.

Students need to listen to the question.

Students may need time to build up courage for responding.

Students need to process what they've heard.

Students raise their hand in an effort to be heard.

Students may need to translate from one language to another.

Clear and explicit instructions are needed. It may seem obvious, but at the beginning of a task, it is imperative the EAL learner understands what they have to do. One of the hardest things an EAL learner is to understand and remember a string of instructions. A single instruction may be no problem, however a sequence of steps may prove too difficult. Check back on their understanding and provide visual support if needed for them to refer to.

**Pauline Gibbons**

When ELs...	Teachers can...
don't understand the text...	allow ELs to form small groups to collaboratively construct meaning.
are unengaged...	present a problem for ELs to solve.
use social language in writing	provide language mini-lessons.
struggle to complete a task	differentiate the outcome (video vs. essay; infographic vs. report).
struggle to understand abstract concepts	chunk information by teaching one idea at a time.
encounter an unfamiliar word	honor home languages by allowing ELs to translate words & phrases - never complete sentences.

EmpoweringELLS.com/blog

Education should promise opportunity. We cannot confuse language proficiency with a capacity to learn grade level content.

*'No more low expectations for English learners' 2016*



# Strategies for the classroom

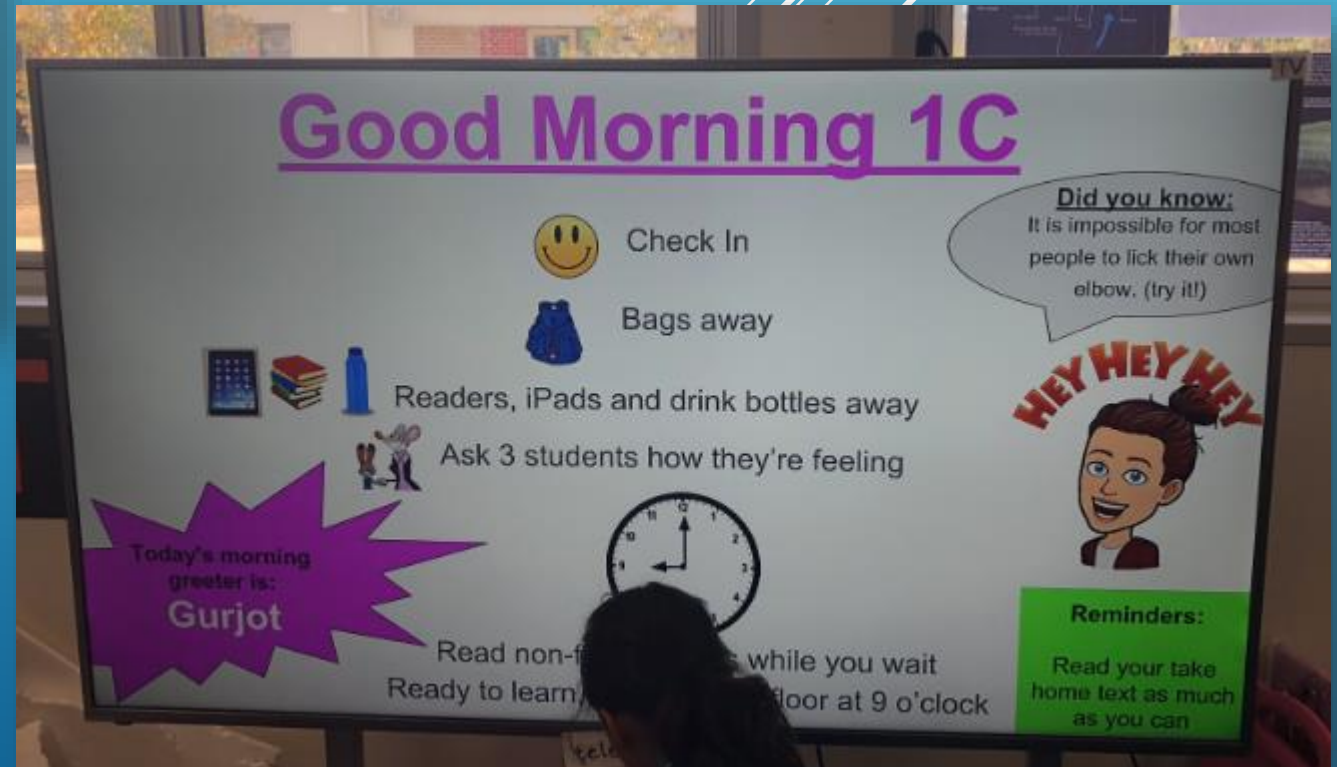
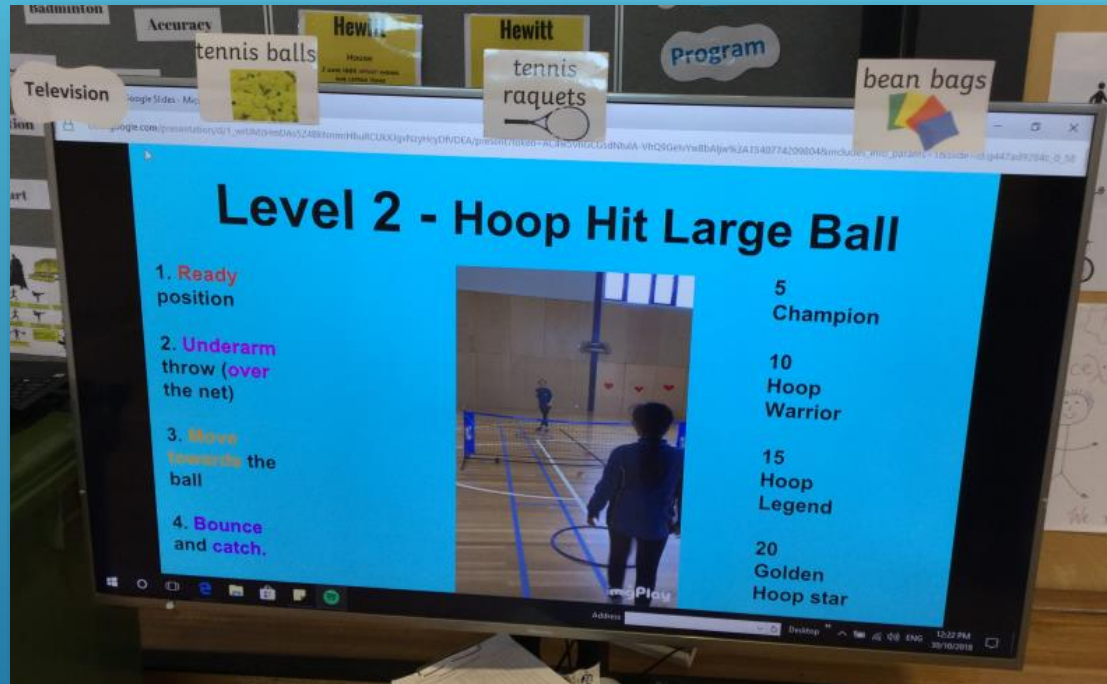
## Reduce the cognitive load

- Routines
- Time
- Natural, clear and simple language
- Scaffold
- READ
- Down time





# Visual support







# SOCIOLINGUISTIC

New arrival families  
Meet with the family  
Gain as much information  
Relay that information to the  
teacher so they can support  
wellbeing, academic

## Sociolinguistic Profile – Newbury Primary School



Date: \_\_\_\_\_



### Student details

Family name: \_\_\_\_\_ Given names: \_\_\_\_\_

Preferred name: \_\_\_\_\_ Sex: \_\_\_\_\_ Age: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Date of arrival in Australia: \_\_\_\_\_

Country of birth: \_\_\_\_\_ Nationality: \_\_\_\_\_

Mother's name: \_\_\_\_\_ Father's name: \_\_\_\_\_

Mother's occupation here and home country: \_\_\_\_\_

Father's occupation here and home country: \_\_\_\_\_

Has your child lived in another country? If so, for how long? \_\_\_\_\_

Is refugee status applicable? Details: \_\_\_\_\_

### Language background

What language(s) is mainly spoken at home? \_\_\_\_\_

	Language/s spoken	Language/s read and written
Mother / Guardian		
Father / Guardian		
Student		

Do you need an interpreter when speaking with the teacher? \_\_\_\_\_

Is there someone who can translate for you if needed? \_\_\_\_\_

### Schooling

Years of previous schooling? \_\_\_\_\_ Age when started school: \_\_\_\_\_

Language of previous schooling? \_\_\_\_\_

Had the child been to an English Language School? \_\_\_\_\_

Any other relevant information about the child's previous schooling? (Was their schooling interrupted?) \_\_\_\_\_

### Family information

Has the child got any siblings? \_\_\_\_\_

Is there any other family living with you? \_\_\_\_\_

Does the child have any dietary requirements? \_\_\_\_\_

Does your child have any medical issues? \_\_\_\_\_

What does your child play any sports or have any particular interests outside of school? \_\_\_\_\_








### Additional Information

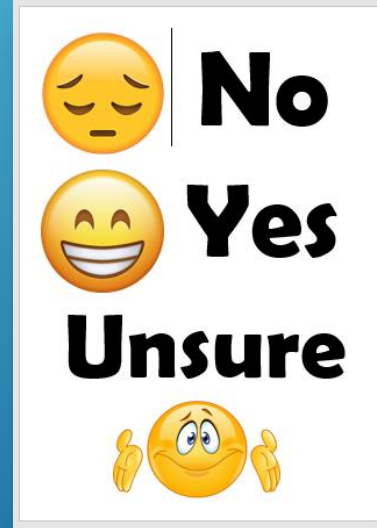
Is there anything else you can think of that may affect your child at school or learning?











Has there been any experiences that may affect your child's happiness at school?

# New arrival families and students



School starts at 8:50am	
In class from 9:00 – 11:00	
Recess 11:00 – 11:30	
In class from 11:30 – 1:40	
Lunch 1:40 – 2:10	
In class from 2:10 – 3:10	
School finishes at 3:10	



Passport	Immunisation Certificate	Visa Grant Notice	Immi Card	Centrelink / Medicare
				
School starts at 8:50am	School finishes at 3:10pm	Uniform	Recess	Lunch
				



# WHEN WE ARE TEACHING EAL LEARNERS, WE NEED TO SCAFFOLD THEM UP TO SUPPORT THEIR LEARNING, NOT DUMB THINGS DOWN.



