

## **POLICY: ADDITIONAL ASSISTANCE & ENGLISH AS AN ADDITIONAL LANGUAGE**

### **PURPOSE**

The Additional Assistance program provides individual/small group instruction to students who have been identified as requiring additional assistance in the curriculum. The program assists students to further develop their literacy skills, knowledge and understanding of oral language, reading, writing and spelling.

The EAL (English as an Additional Language) program assists students who have a limited knowledge of, and experience in the English language. Learners of EAL are students whose first language is a language other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

Both programs help these students to build a sound foundation for learning and to achieve educational standards commensurate with their peers.

### **AIMS**

- To plan appropriate individualised challenging programs to support each student's progress
- To support and develop the student's ability to participate in classroom programs confidently and independently
- To provide students with effective learning strategies to achieve at their optimal level
- Enable teachers to identify the language level of the EAL learners and address specific learning requirements ensuring equity of access to the English learning area
- To encourage home-school partnerships to promote and increase parental understandings and involvement in both programs
- To continually evaluate the effectiveness of both programs

### **IMPLEMENTATION**

- As a result of benchmark testing, students at risk (those at six months or more below the expected level) will be placed on a tentative selection list for the Additional Assistance program.
- A review of benchmark testing coupled with the language skills of a student whose first language is a language other than standard Australian English, will be used to identify students who would benefit from the EAL program. These students are not achieving their potential due to their lack of expertise and experience in the English language.
- The students will be actively involved in fifty-minute sessions on an individual/small group basis.
- The progress of these students will be monitored on a regular basis.
- The parents of the students on the Additional Assistance program will be informed of their child's inclusion in the program and will be encouraged to actively support their learning.

- To continually collect, analyse and review benchmarking data throughout the program.
- The content of the programs allows for a diversity of activities including ‘hands on’ and written work based on speaking, listening, reading, reading comprehension, writing and spelling. A variety of resources and tools are incorporated into both programs (e.g. THRASS, Oxford Words, The Big Six).

## **REVIEW**

Policy to be reviewed as necessary.

**Approved by School Council 8/5/2018**