POLICY	**CURRICULUM FRAMEWORK**
DATE	September 2022
SCHOOL COUNCIL ENDORSEMENT	NA
REVIEW DATE	September 2025

RATIONALE

The Minimum Standards for School Registration require all schools to have a curriculum framework in place.

POLICY FOCUS

Blackburn English Language School (ELS) has a number of purposes, including the development and maintenance of:

- a focused learning environment that supports all students to reach their potential in English language development and aims to prepare them for the academic, behavioural and social challenges of mainstream schools or alternative learning pathways.
- a school environment that encourages students from a range of culturally and linguistically diverse backgrounds to become confident and active participants in the wider Australian community.

The teaching and learning program at Blackburn ELS is the school-based plan for developing the English language knowledge and skill of newly-arrived students from language backgrounds other than English.

The teaching and learning program is derived from two key documents:

1. The EAL Developmental Continuum
2. The Victorian Curriculum

Regular review and evaluation is embedded in the school's culture, ensuring all programs meet the needs of changing student cohorts.

English language knowledge and skill is taught through the content areas of selected topics within the Domains of the Victorian Curriculum, as appropriate to the needs of different student cohorts.

Class timetables reflect the ongoing priority on English language learning and the amount of time allocated to the learning of language within specific topics/Domains, as appropriate to the needs of different student cohorts.

This policy forms an overview of key aspects of the school's curriculum. Elaboration is contained within further documents:

- School Strategic Plan,
- Annual Implementation Plan,
- Curriculum Statement*,
- Pedagogical Statement,
- School timetable,
- Meeting calendar, and the
- Professional Learning Plan*.

IMPLEMENTATION

SUPPORTING STUDENT LEARNING

Blackburn ELS receives students from a diverse range of cultural, linguistic and educational backgrounds, ranging from those who are fully schooled to refugees with no prior schooling. Students range in age from 5 to 18 years.

The language school provides a program to support English language development and familiarity with our system of schooling, thereby enabling successful transition into the mainstream context. For most students the language school is the first experience in an Australian school. On occasions, primary-aged students do enrol in a mainstream school prior to coming to the language school, for periods varying between days and weeks.

There is no specific enrolment date by which students must enrol and start the program each year. Families arrive in Australia, as migrants or refugees, at all times of the year. In practice, the school exits large numbers at the end of each term and enrols new students to start at the beginning of each term.

Newly-arrived students begin at the language school with no social connections or relationships.
The development of students' sense of belonging to the school, and connection with their peers and teachers, is a key focus of the program. Preparing students for learning, creating a safe and supportive environment in which they feel confident and motivated about the future, is a key feature of the school.

PROGRAM PLANNING

The school prioritises planning time for teachers to ensure program development that is responsive to regularly changing cohorts of students. In week 2 of each term all teaching teams are allocated a block of time to discuss initial assessments of students, both individual and cohort, and to plan appropriate programs. Teachers determine approaches that are consistent and targeted to specific student learning outcomes.

See 'Planning Day' outlines, primary and secondary: Appendix 1

ASSESSMENT

Diagnostic assessment is conducted in weeks 2-3 of each term.
Teachers draw from common assessment tasks and use common rubrics to identify student English language levels across the macro skills. See 'Assessment Guidelines': Appendix 2
This process is further supported through formal moderation sessions. A block of time is allocated to teachers to assess individual student's listening and speaking skills. Initial assessments for each student are recorded (Student Achievement Data).

Teachers use the standards of the *EAL Developmental Continuum* as the framework for assessing student English language levels and for planning appropriate programs.
See '*EAL Developmental Continuum'*: Appendix 3

Ongoing assessment drives the *Teaching and Learning Cycle* at Blackburn ELS.
See '*Teaching and Learning Cycle*: Appendix 4
Teachers maintain records of student assessments, including feedback from students as appropriate.
Class team meetings are regularly held during which student progress, individual and cohort, is discussed and used to inform further planning and delivery.
See sample 'Home Group Agenda': Appendix 5

Students identified as 'at risk' are placed on an Educational Management Plan (EMP). This plan is drawn up by relevant staff and reviewed informally and formally throughout the program.
See sample 'EMP': Appendix 6

Teachers assess each student's English language levels, in all macro skills, at the end of the program. This data is recorded in the Student Achievement Data (SAD) for analysis and evaluation of programs.
See sample 'SAD': Appendix 7

REPORTING

A progress report is written for each student during each term. This report is presented to parents or guardians at the Parent/Teacher Interviews, held at the end of each term.

In a student's first term the progress report forms the basis for a dialogue with family about the student and how they have settled in, how they are progressing with their English and identification of areas of concern that need to be addressed. The report may initiate discussions during which a teacher may collect additional information about a student's academic background or provide parents with additional information about schooling in Victoria.

In a student's final term the progress report again identifies how the student has progressed since the first report, the status of previous areas of concern and/or identification of any new areas of concern that need to be addressed.

Where a student has a four term program the second and third reports are a continuation and consolidation of information from the first progress report.

A transition report is written for those students who are exiting at the end of the term. This report is written for the mainstream school at the end the student's program. While the report is not written to the parent, they will be emailed a copy and it will be referenced at Parent/Teacher Interviews.
The transition report indicates a student's stage of English language development against the standards of the *EAL Developmental Continuum*.

Newly-arrived EAL students are not assessed or reported against the Victorian Curriculum standards. These are not an accurate reflection of an EAL student's learning, and can indicate that there are problems in the student's learning progress, when in fact the student is actually making adequate progress learning English as their second or additional language.

APPENDIX 1

secondary example:

PLANNING DAY GUIDELINES

What you will need to do before the day:

- Collect your student data (assessment portfolio, diagnostic assessment, anecdotal records, recordings)
- Review student data, examining the rubrics provided for assessment tasks, to enable an informed discussion on language levels.
- Read these instructions.

On the day:

Identification of individual student's language levels and analysis of individual need.	• Moderate diagnostic assessments and assess each student's language level using these assessments and other formative assessments. • As a team, identify where each student is on the Continuum across the language skills • Record student levels in the **Student Achievement Data** document located in your home group folder.
Identification of cohort's language levels and analysis of cohort need.	• Identify where your students, as a cohort, are placed on the Continuum, and the next phase on the Continuum that will inform your learning program • As a group, establish the learning program and learning goals focus using the **HG Language goals template** • Each cohort should have 20-30 learning goals that you will build on from previous term, across all domains
Individual programming	• Review each student again in reference to your class learning goals • **Identify any additional goals** that each student will need to work towards.
Planning for term - Identification of key knowledge/ skills and text types	• Complete **Term Planner.** • Discuss **text choices** in English 1 and 2 classes, with reference to your learning goals. You can record your suggested text selection in your **Term Planner.** • Discuss **text types, language functions/ structures, topics** to be explicitly taught by teachers in all domains. Indicate this on document. • Determine **assessment pieces** across all domain areas, ensuring that assessments cover the language skills identified in **HG Language goals template.** • E-mail Nevine and Catherine suggested **text choice** by **end of planning day**. • Save all documents in your home group folder.
Data sharing and student portfolios	• Discuss the **student data sharing document and portfolio** provided and how you will input into it. • Discuss where t**he portfolio** will be placed and which assessments will be placed in it.

primary example:

Planning Day Structure

Session 1	**Objective:** ***Identify students' language learning needs based on the EAL Continuum.***
	- Group students into stages on the EAL continuum. - Collaborate with other teachers and highlight specific language learning needs to be focused on in the next unit. - Write EAL Development Continuum P-10 links on the unit planner. - Write a class description for your group of students.
Session 2	**Objective:** ***Develop a focus for linguistic structures and features, vocabulary and skills to be covered in the unit.***
	- Refer to the information report or description examples and identify specific linguistic structures and features, vocabulary and skills based on an information report on the units of 'House' or 'Australian Animals'. - Collaborate with other teachers on how HITS/IM strategies will be included in lesson planning.
Period 3	**Objective:** ***Sequence teaching and learning activities, create possible learning intentions and assessment.***
	- Share and develop resources that are suitable for students' language learning levels. - Sequence teaching and learning activities using the Teaching and Learning Cycle. - Create possible learning intentions (linguistic structures and features). - Identify assessment for the unit, including the TEAL oral and written assessment tasks.

APPENDIX 2

Assessment of Primary Students

Initial (diagnostic) assessment:
In the first two weeks of each student's induction a range of diagnostic tasks are applied in order to most appropriately place students in age-based and in some instances age and competency based classes. These include assessment of:

- **Phonics knowledge** - determining knowledge of the names and sounds of the letters
- **Knowledge of high-frequency words**, adapted for new-arrivals from commercial lists (M100W and DOLSCH word lists)
- **Knowledge of number words and numerals**
- **An initial writing sample** on a familiar topic - writing about self and family and/or a written response to a visual prompt (picture or video)
- **Reading assessment** - Running Records using PM Reading Scheme Benchmarking Kits against Reading Recovery levels (Marie Clay)
- **Maths assessment** - An initial maths assessment of basic operations and maths language.

Ongoing Assessment-

- Continuous against learning.
- Formative based on teacher observations.
- Based on achievement against the EAL standards in EAL Developmental Continuum.
- Follows assessment schedule.
- Judgements informed through ongoing, in-class activities.
- Some ongoing assessment against initial tasks, ie: word identification and familiarity with naming and pronouncing letters as necessary, numbers, etc.
- Maintain information in assessment records and adhere to recording guidelines.
- Video recording of reading from a speaking sample and a reading sample.
- Moderation activities on all macro skills.
- No formalised regular spelling program
- Genre based writing.

Assessment of Secondary Students

Purpose
The purpose of the assessments of listening, speaking, reading and writing skills contained in this booklet is:

- to determine students' initial level of language proficiency,
- to collect data on students' language levels at initial point of entry, which will be used to compare with subsequent assessment data,
- to use this data to moderate with teachers to make informed judgements about student placement, and
- to assist teachers to understand student needs in order to inform program planning.

When should assessments be conducted and by whom?
Initial assessments will be completed by Home Group teachers in week 2, prior to the moderation and placement meeting in week 3.

Conditions of Assessment
To ensure assessment tasks lead to reliable and valid information it is necessary to have a consistent approach in the way tasks are conducted. Please see individual assessments for more details on conditions for each task.

Choice of Assessment Tasks
Teachers are to determine students' initial English language knowledge and skill levels and decide on the appropriate assessment, selecting either Stage 1 or Stage 2.
Please notify the curriculum leader by the Wednesday of week 1 which tasks have been identified as appropriate for the class and the number of copies required of each.

Writing Assessments

- Writing assessments will be conducted on the Monday of week 2, in periods 1 and 2.
- S1 students will complete a story based on a set of pictures.
- S2 students will write a persuasive piece.

Listening and Speaking Assessments

- Listening and speaking assessments will be conducted by Home Group teachers over two periods in Week 2. A detailed timeframe will be provided to staff.
- All listening and speaking assessments will begin with general conversation.
- S1 students will speak about the same set of pictures as their written assessment.
- S2 students will retell a familiar story.

Reading Assessments

- Reading assessments are to be conducted by English 1 or 2 teachers any time that is suitable in Week 2.
- Teachers may listen to students read the text and ask them to give answers orally or students may provide written answers in the space provided.

Please file all assessment rubrics and tests in individual student files.

If students arrive after Week 2, complete assessments at a suitable time.

APPENDIX 3

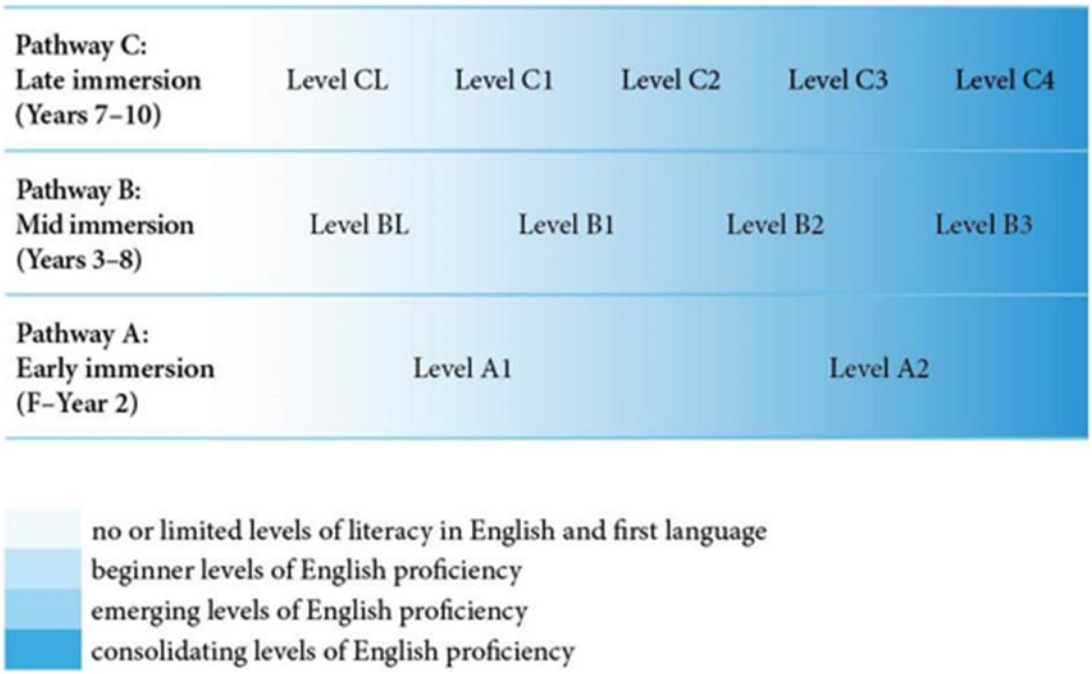
The **English as an Additional Language (EAL) F-10 Curriculum** describes the diversity in our EAL students' backgrounds and their varying points of entry to school by describing stages of EAL learning within three broad bands of schooling. These are:
A Stages: EAL learners in Foundation to Year 2
B Stages: EAL learners in Year 3 to Year 8
C Stages EAL learners in Year 7 to Year 10

These stages describe the development of students who are literate in their first language and who have had educational experiences similar to those that would be expected for their age group.
This development is described through strands in each language mode (Speaking & Listening, Reading & Viewing and Writing) and at each level within the three pathways. An achievement standard is provided at each level on each pathway.

Two additional stages are also included, to describe the initial learning of students who commence school in Australia after normal starting age, and who have little or no literacy in any language. These are:
BL Stage: EAL learners in Year 3 to Year 8
CL Stage: EAL learners in Year 7 to Year 10

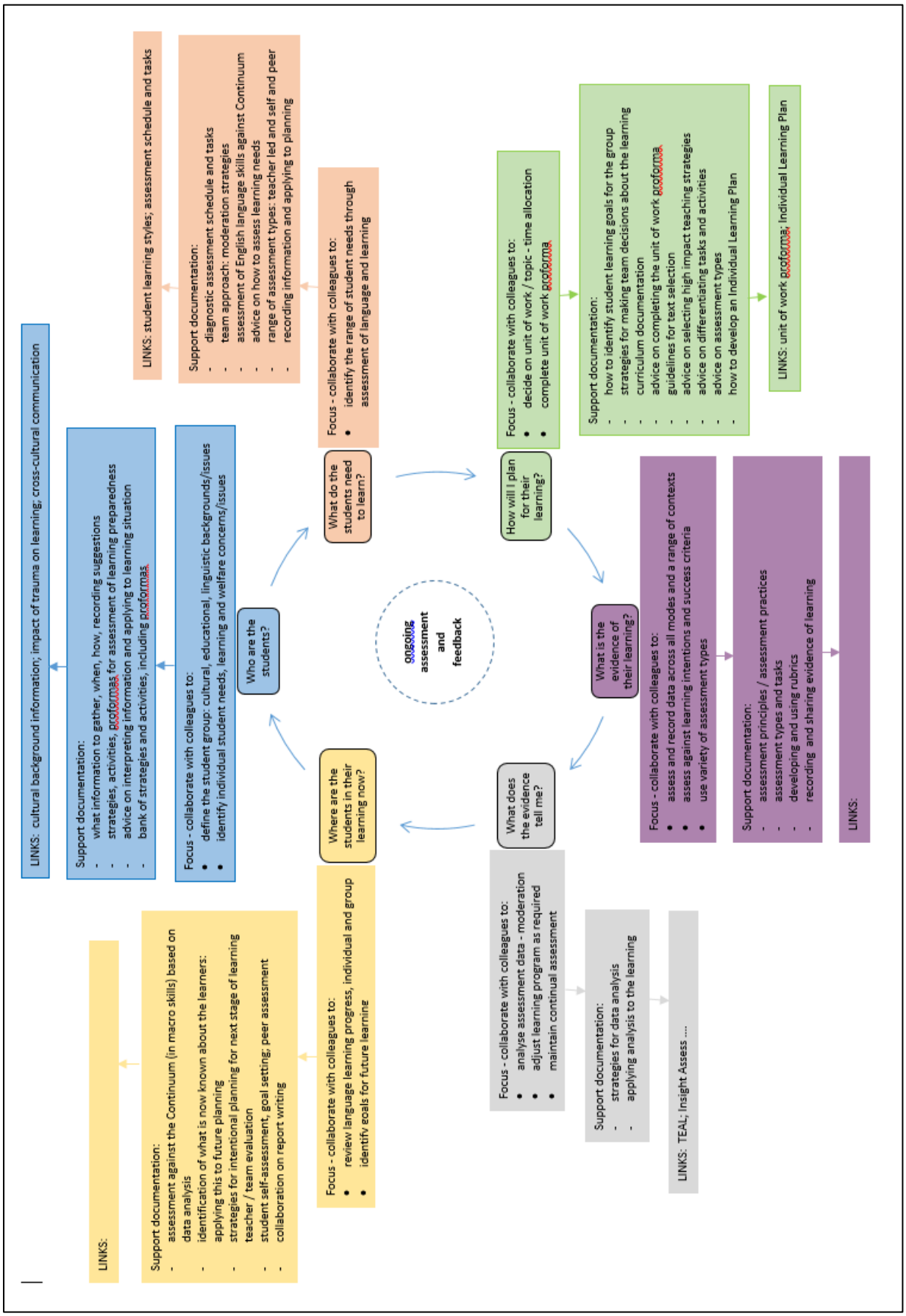
Pathways and levels in the EALF-10 Curriculum

*The overlap in year level ranges allows for teacher discretion in considering the individual experiences and circumstances of each student when locating them on a particular pathway.



APPENDIX 4

The *Teaching and Learning Cycle*



APPENDIX 5

sample secondary

Home Group Meeting- Agenda 3

Focus:

- To discuss/analyse student progress in language skills, and learning how to learn skills.
- To share data on student progress in relation to language goals, using portfolios of student work.
- To input data into chart on strengths/weaknesses and areas for target focus.
- To discuss what genres/language features - students as cohort and individuals need.
- To discuss students at risk and review strategies to support them.
- To evaluate resources used.
- To discuss Book Week and how we can encourage student involvement.

Goal	Comments
1. Discuss student progress. Patterns?	
2. Share Data on individual student progress	
3. Input into data chart analysing student assessments/observations.	
4. Establish further focus for learning- cohort and individual. • Genres/Language Features	
5. Discuss students needing further support/referral • What issues are affecting them? • What strategies have worked/not worked? • How can we support the student further? • Is there a new seating plan we could adopt? • Learning strategies/activities? • How can we better use our MEA'S to support these students in the class?	
6. Resources • Which resources have been effective in meeting their needs? Why?	
7. Book Week • Please see information below from Suvie • How can we encourage/ involve our students? • Please ask students if they would like to help make bookmarks with primary students on Monday, Wednesday and Thursday?	

APPENDIX 6

sample primary

Education Management Plan Meeting Date: ----------

Previous meeting dates: _____, _____, _____

Student Name: _____ HG: ____**Enrolment Date: _____First Language: _____**

Support Group Members: Class Teacher, Sector Coordinator, Curriculum Coordinator, Student Wellbeing Coordinator

Plan Developed by Classroom Teacher: _____

Student Strengths/Social Skills that have shown development during term two:

Student:

- has generally stopped touching other students and teachers
- can sit still in his designated place on the mat for 15 minutes and not annoy others, with some attention to teacher and subject matter e.g. a Big book
- has begun to show interest in print, choosing favourite books from small selection, reading after teacher, listening to other students read to him, saying 'good boy' mimicking teacher's responses
- can sit still and listen to a story read by the teacher and look at the pictures when coaxed by the teacher
- smiles and initiates a small amount conversation with other students and teachers using very simple English and Chinese. Best example was in relation to work on Australian animals where he was able to use animal names and gestures to create meaning.
- Uses and recognises greetings in English such as thank you, excuse me, you're welcome, uses teachers and students' names
- Makes eye contact with teachers, greets teachers each morning, seems happy to be in class
- has begun to follow printed words with his finger and adopt early reading behavior
- compliant in sitting at this table to commence his tasks and remaining in his seat as directed
- able to join in outside games by following other students' behavior
- prefers to work unaided once task is explained
- generally completes task if coaxed or threatened
- realises there is benefit for him in obeying teachers' instruction i.e. he can remain in the classroom
- can match letters and words and find words that are missing with pictorial assistance
- can add, subtract and count to 20
- can copy accurately and handwriting size and form has improved significantly
- has begun to do some drawing
- can stay engaged on task with Hema for up to 15 minutes
- gross motor skills have shown improvement: holding his pencil, cutting with scissors, throwing and catching balls.

Areas of concern include:

- short concentration on task and lack of motivation to complete task unless strongly coaxed by teacher
- cannot complete tasks on his own, finding it difficult to maintain focus for more than 10 minutes
- limited progress across learning areas
- inability to write a sentence or indeed a phrase
- Little retention of concepts
- Lack of participation during whole class focus
- Still reluctant to engage with reading at the level needed to make progress
- Still has trouble writing his name
- Tends to play beside younger children in the playground
- Tiredness
- his oral ability and understanding in his home language
- does not seem to connect the work he is doing with learning

sample primary continued

Reading A1.1

To practise:

- matching letters and words, recreating sentences from models, simple innovation of text with pictorial clues. e.g. This is my car, This is my bike, This is my house. Recycle topic language throughout the week, cloze activity, cut and remake, personal books
- Sequence events in a simple narrative using pictures, then pictures and words, encourage retelling
- learning initial sounds, particularly vowel sounds, word-building, pronunciation
- joining in lower guided reading group twice a week for 10 minutes with support
- recognising some high frequency English words by sight
- reading his take home book to teacher and simple guided reading texts associated with topic
- having a shared reading time of 10 minutes per day with another student in the class

Student Learning and Goals: EAL Stages of Learning

Goals:

- to sing alphabet song pointing to letters as he sings
- to name all capital letters
- to name all lower case letters
- To learn sounds for j, a , s, o n and then other letter/sound relationships
- To recognise some high frequency English words including number words one to ten.
- To join in whole class shared reading with teacher and student support
- To work with another student on a reading task
- to read in a guided reading group with teacher assistance
- to talk about a chosen text expressing his own likes, dislikes

Writing A1.1

To practise each day

- Handwriting: day, date, weather sentence
- writing his name and surname
- To write his own sentence using familiar vocabulary and illustrate

Goals:

- to write his full name fluently and without referring to name card
- to write day and weather sentence each day. Today is..... It is .....
- using weekend vocab cards, write a weekend sentence each Monday morning.

Speaking and Listening A1.1

Goals:

- Please and thank you when appropriate (without prompting)
- Ask for help when needed (Help, please + teacher name) without prompt
- Use more complete sentence when asking to go to the toilet: Can I please go to the toilet? Can I get my lunch?
- Use classroom learning language (finished, yes, no, do you understand, okay)
- Put up hand when finished work or for teacher assistance and not call out
- No humming or singing while others are working
- Ask other students to help him or Please can I have a rubber, ruler, book etc
- Using simple English to say how he is feeling: I am hot, I am sad, I am happy, too hard, too easy
- Look at the Big book or picture book being read and use words that relate to the topic
- Repeating vocabulary in reading book after teacher each day
- Listen to other students reading to him

Classroom Behaviour Goals:

- Sitting and listening for full 20 minutes without interrupting or touching other students
- Maintain eye contact with teacher and learning resource for longer than 5 minutes
- Complete set tasks with greater independence, with minimal support and coaxing/threatening, maintaining focus for longer before needing teacher intervention
- Use English to talk to teacher and students, asking for help, to leave the room, to describe his feelings
- to be able to work with a partner or in a group on a task
- to be able to select another appropriate activity once he has completed his work and not just wander around the room e.g. to pick up a book, select a puzzle, engage in a good way with another student

sample sec

STUDENT ACHIEVEMENT DATA

Please check with your sector coordinator for the due date

Blackburn English Language School

Term: 3 Year: 2018	Home group: 3A	Teacher's name: _____

					LISTENING/ SPEAKING					READING					WRITING				
SURNAME	FIRST NAME	PREFERRED NAME	EXIT DATE	*Category	Entry	Start of 2nd Term	Start of 3rd Term	Start of 4th Term	Exit	Entry	Start of 2nd Term	Start of 3rd Term	Start of 4th Term	Exit	Entry	Start of 2nd Term	Start of 3rd Term	Start of 4th Term	Exit
KILIC	Arda	Arda	21/09/2018		S1.2	S1.3				S1.2	S1.3				S1.2	S1.2			
KUANG	Zelong	Danny	21/09/2018		S1.2	S1.3				S1.2	S1.3				S1.2	S1.3			
KU	Junyao	Michael	21/09/2018		S1.2	S1.2				S1.2	S1.3				S1.2	S1.2			
ZHAO	Wang	Wendy	21/09/2018		S1.3	S1.3				S1.3	S2.1				S1.3	S1.3			
ZHU	Jiahui	Angel	21/09/2018		S1.3	S1.3				S1.2	S1.3				S1.2	S1.3			
JALHOOM	Fatma	Fatma	21/12/2018		S1.2	S1.2				S1.1	S1.2				S1.1	S1.2			
JI	Tianyu	Jayden	21/12/2018		S1.2					S1.2					S1.2				
LIN	Jingwen	Jingwen	21/12/2018		S1.2					S1.2					S1.2				
LU	Jiacheng	Martin	21/12/2018		S1.3					S1.3					S1.3				
LUO	Peixuan	Samuel	21/12/2018		S1.2					S1.2					S1.2				
LAN	Yanhao	Oscar	21/12/2018		S1.2					S1.2					S1.2				
SUN	Dingwei	Wilson	21/12/2018		S1.2					S1.2					S1.2				
ZHANG	Zhan	Zhan	21/12/2018		S1.2					S1.2					S1.2				
ZHEN	Xifan	Xifan	21/12/2018		S1.2					S1.3					S1.3				

.1 = Beginning .2 = Progressing Towards .3 = At Standard

* AE = Age Equivalent
* INT = International Students (Only full fee paying students)
* NS = No Schooling
* IS = Interrupted Schooling of 2 years or more

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WHOLE SCHOOL CURRICULUM PLANNING

four interrelated layers

Layer 1: School
This includes a summary of the coverage of EAL teaching and learning, reflecting the school's goals, vision and areas of specialisation, EAL.

Layer 2: Curriculum Area – English as an Additional Language
This layer illustrates the sequencing of topics used to frame the development of English language knowledge and skill across the stages of the EAL Developmental Continuum.

Layer 3: Stage of EAL development
This outlines the English language learning used to structure the teaching and learning program for the school's diverse cohorts of learners.

Layer 4: Units and Lesson Plans
This includes a number of exemplar units of work, covering a wide range of English language levels and topic/Domains. It also contains an exemplar lesson plan for each unit. These units and plans are linked to the EAL Developmental Continuum and the Victorian Curriculum, as appropriate.

Layer 1: *School*

Blackburn English Language School (ELS) is part of the **New Arrivals Program** within the Victorian government education system. The school supports eligible students to access intensive EAL support in preparation for transition to a mainstream primary or secondary school.
The school is committed to the provision of high quality programs for newly-arrived students from language backgrounds other than English. The school has an established safe, supportive and inclusive environment for all students, staff and members of the community.

Blackburn ELS has three campuses: Whitehorse in Burwood East, Maroondah in Croydon North and Wodonga at the WMYC. The Whitehorse campus comprises 11 primary classes and 8 secondary with 92% from a Chinese background and fully schooled, commensurate with their age group. The Maroondah campus comprises 2primary classes and 2 secondary with the majority being refugee students from Burma. The Wodonga campus has two primary and one secondary class with most students originating form the Democratic Republic of Congo.

Blackburn ELS' **vision** is to provide opportunities that maximise students' English language learning and empower them to become confident and active participants in Australian society.

The school's **mission** is to provide students with the best possible foundation for life in Australia through a well-designed education program.

Our **objective** is to ensure all students leave the school with confidence and competence in their English language knowledge and skill, transitioning to a mainstream school with a positive mindset.

Blackburn ELS has at its foundation three core values:

Future making ensures the school provides educational experiences that enable students to develop optimism, resilience and a belief in their ability to succeed in life.

Embracing diversity is an opportunity for development of personal insight and growth that benefits both individuals and society. Our newly-arrived students and their families are supported to negotiate a present life that is a complex hybrid of cultures.

Building communities provides educational opportunities that encourage students' sense of social responsibility, one that embraces ideas not only about the valuing of diversity but also about community, social justice, a democratic society and the obligation to contribute to the wellbeing of others.

Blackburn ELS prioritises **teacher expertise in EAL** and recruits those appropriately qualified and experienced. The school invests in a strong team of Multicultural Education Aides to support student learning in the classroom and to facilitate communication between members of the school community.
Small class sizes (average 13) support student learning.

The **Victorian EAL F-10 Curriculum** provides the framework for **planning, development and delivery** of programs.

The school has a structured approach that ensures effective learning programs are provided to students. Teachers plan in teams for specific cohort needs and consistently monitor and update these programs. Common documentation and understanding and shared pedagogical beliefs maintain the focus on the needs of newly-arrived students.

The **Victorian EAL F-10 Curriculum is used** for **assessing student English language learning** and **reporting student progress.**
Evidence-based indicators provide the focus for the teaching and learning programs. Students are assessed against these indicators both summatively and formatively. Teachers moderate student work to ensure accuracy and consistency, and to inform further planning.
Students are reported against the age-appropriate stages of the **Victorian EAL F-10 Curriculum**

Blackburn ELS maintains strong working relationships with a wide number of **educational providers** in the eastern suburbs to which our students transition, including primary and secondary schools and TAFE's.
Strong partnerships with multiple agencies and services support the school to cater for the settlement and wellbeing needs of newly-arrived students and their families.

Layer 4: *Units and Lesson Plans*

This layer will include a number of exemplar units of work, covering a wide range of English language levels and topic/Domains.

It will also contains an exemplar lesson plan for each unit. These units and plans are linked to the EAL Developmental Continuum and the Victorian Curriculum, as appropriate.

Currently this layer contains three exemplar units of work: two primary and one secondary. The proforma is newly modified. The intent is for teachers to update their units of work throughout semester one 2019. Exemplar units, across a wide range of language levels and Domains, will then be included in this layer.

Currently there are no exemplar lesson plans. These will be developed in line with the updated proforma and included in this document by the end of semester one 2019.

Layer 3: *Stage of EAL Development*

This layer outlines the English language learning used to structure the teaching and learning program for the school's diverse cohorts of learners.

The layer illustrates the structure of the two term program at the Whitehorse campus and the four term program at the Maroondah campus.

This layer will undergo significant review, redesign and development in 2019.

WHOLE-SCHOOL PREVENTION STATEMENT

The school has a vibrant and positive learning culture with a commitment to the provision of high quality programs for newly arrived students from diverse linguistic and cultural backgrounds. Student engagement and inclusion are whole-school priorities, thereby ensuring the provision of a strong foundation for student learning.

There is a clear understanding that engagement through the social and emotional wellbeing of students underpins effective student learning. Newly arrived students enter a school population of huge diversity, and subsequently meet a range of unique challenges. The school's support of individual and whole-group needs has a strong foundation in shared values and pedagogical beliefs about newly-arrived EAL student learning. Curriculum programs are regularly reviewed and adapted to provide learning opportunities for cross-cultural awareness, social skill development and emotional health, as well as academic achievement in an Australian school.

The teaching staff is conversant with the Victorian Curriculum structure and guidelines and engage in professional learning to ensure comprehensive and shared understandings of the documents and effective implementation within a New Arrivals Program. The curriculum engages students through programs that are relevant to the language, literacy and learning challenges of the mainstream curriculum.

The school engages students in their learning whilst preparing them, not only for life in Australian schools, but also for life in the Australian society. A comprehensive series of incursions, excursions, local area and city familiarisation programs as well as residential camps introduce students to aspects of Australian culture, where they develop awareness of society's values and the knowledge and skills to become active participants in their new country.

The school provides programs and activities for the specific learning needs of those students who have had severely interrupted schooling, or no schooling, prior to coming to Australia. Early intervention and inclusion in literacy support programs provides targeted, individual responses to the needs of individual students.

Different cultural and linguistic backgrounds are acknowledged and valued in ways that allow families and students to be confident, active members of the school community. Effective communication is facilitated through the employment of Multicultural Education Aides (MEA's) with language backgrounds reflecting the school population. MEA's provide valuable support to families by facilitating communication with the school on a range of matters pertaining to students as well as the Australian schooling system and its expectations and requirements. MEA's have an active role to play in the professional learning of teachers with regard to a range of cultural matters; and they have a pivotal role in the communication between teachers and students, actively supporting learning within the classrooms.

The school acknowledges that effective student learning is underpinned by a strong connectedness with the school. Students' engagement with their learning and sense of wellbeing at school leads to positive, healthy behaviours; all of which lead to improved student learning. The sense of a strong relationship with the school is a priority for all family members, the students and their parents. Opportunities for students and families to celebrate our collective diversity are a regular feature of the calendar.

The school has Home Group teachers who take responsibility for the learning and welfare needs of students in their class, on a daily basis, referring matters to Sector Leaders, Student Wellbeing Coordinators, Assistant Principals or the Principal where appropriate. The school provides a Student Wellbeing Coordinator (SWC) at each campus to support students and their families in a range of health and welfare matters. The SWC organises eyesight and hearing tests for all primary students on arrival and coordinates the immunization program with local councils. The SWC is actively involved in supporting curriculum program development relating to health and nutrition, delivering intervention programs and activities to students and parents as appropriate. The SWC coordinates the educational assessment of students identified by teachers as having possible learning disabilities and is actively involved in identification of appropriate pathways for these students.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes
- Included in our staff handbook
- Included on school website?

FURTHER INFORMATION AND RESOURCES

VCAA website:

- Curriculum Planning Resource
- Examples of Whole-School Curriculum Plans
- Curriculum Planning - By School page for Templates (in Excel and Word)

The Department's Policy and Advisory Library:

- Curriculum Programs Foundation to 10
- Framework for Improving Student Outcomes (FISO)
- Assessment of Student Achievement and Progress Foundation to 10
- Digital Learning in Schools

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2022
Approved by	Principal
Next scheduled review date	September 2025