



Victoria Park
Primary School

EAL/D Guidelines

(English as an Additional Language/Dialect)

Updated 3 June 2026

Our School Makes a **Difference**

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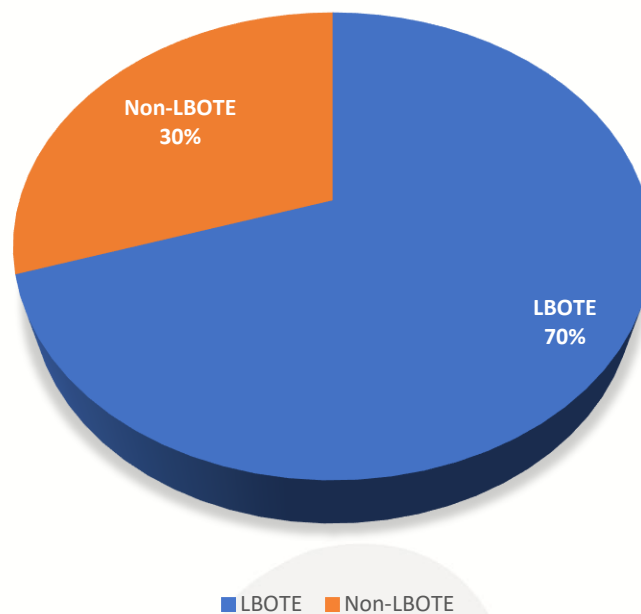
Overview

Victoria Park Primary School is located in an inner-city suburb of Perth. It is a highly multi-cultural school with approximately 70% identified as having English as an Additional Language/Dialect (EAL/D). The school has an EAL/D Lead Teacher and two Education Assistants who provide intervention and support for students learning Standard Australian English (SAE).

Current Statistics

- **School Population:** 511
- **Language Background Other Than English (LBOTE):** 70%

Language Background of Students at Victoria Park Primary School



EAL/D Program Objectives

The EAL/D Program at Victoria Park Primary School aims to:

- Develop Standard Australian English (SAE) across a wide range of school contexts, social and academic
- Develop students listening, speaking, reading, viewing, and writing skills across all learning areas
- Facilitate students' continuing conceptual development
- Build on students' linguistic and cultural identity to foster confidence and motivation
- Develop inclusive programs that recognise and value cultural diversity across all learning areas

Definition of EAL/D Students

In accordance with the Department of Education Western Australia, (EAL/D) students are those **whose first language is a language or dialect other than (SAE)** and who require additional support to assist them to develop proficiency. They include:

- Australian-born students
- Students from a humanitarian background
- Migrants
- Students living in Australia on a temporary visa
- International Fee-Paying Students (IFPS)
- Permanent residents
- Australian citizens
- Aboriginal students (speaking Aboriginal English, an Aboriginal language, or a creole)
- Students with a language or dialect background other than Standard Australian English (SAE)

Background

EAL/D students have diverse educational backgrounds. They may have:

- Schooling equivalent to their age peers in Western Australia
- Limited or no previous education
- Little or no literacy experience in their first language (or in any language)
- Excellent literacy skills in their first language (or another language)
- Learned SAE as a foreign language and have some exposure to written English but need to develop oral SAE
- Already speak one or more languages or dialects other than English
- May have good academic language skills, however, struggle with the social registers of English

The purpose of the EAL/D Progress Map is to:

- Respond to and represent all EAL/D students in Western Australia positively and equitably
- Identify EAL/D students who require EAL/D language support from Kindergarten to Year 12
- Acknowledges that EAL/D students develop SAE along different pathways and at varied rates
- Inclusion and acknowledgement of students' home language and cultural differences into the teaching and learning program will enhance their motivation to learn and develop bidialectal or bilingual competency. Aboriginal students who speak Aboriginal languages, Aboriginal English, and/or creole (Kriol or Torres Strait Creole) may experience challenges similar to other EAL/D students when learning SAE as an additional language/dialect.
- Describe student progress across listening, speaking, reading, and viewing and writing modes in four phases of schooling – early childhood, middle childhood, early adolescence, and late adolescence
- Acknowledge the existing language skills and abilities of EAL/D students
- Assist teachers to plan meaningful teaching and learning programs
- Provide explicit information for teachers to make accurate judgements about EAL/D student Progress and achievement in learning SAE
- Provide an effective and valid means of reporting EAL/D student proficiency in SAE.

Standard Australian English Language Acquisition

These rates of progression are organised through the phases in language learning development: Beginning, Emerging, Developing and Consolidating.

Phase	Description
Beginning	New to learning SAE, observes and becomes familiar with SAE and the Australian schooling context. (Progress map Levels 1 & 2)
Emerging	Begins to develop understandings of SAE with some application to learning contexts. (Progress Map Levels 3 & 4)
Developing	Demonstrates greater control and independence in understanding and use of SAE in most social and learning contexts. (Progress Map Levels 5 & 6)
Consolidating	Competent SAE user in a wide range of social and learning contexts.

Parent information

Reporting to Parents - EAL/D progress map

If a student is continuing to learn English as a Second Language or Dialect, achievement in SAE is reported against the English as an Additional Language or Dialect Progress Map.

- The EAL/D Progress Map report is available to provide an alternative to or supplementary information to the mainstream English report.
- Translated letters for parents explaining the EAL/D Progress Map report are available if required.
- Teacher judgements are made across a range of contexts to monitor student progress.
- It is important that the teachers have discussions with parents about the use of the EAL/D Progress Map for assessment and reporting purposes.

Student's achievement is reported in the four language modes of *Listening, Speaking, Reading, and Viewing, and Writing*. A **tick (✓)** is placed against the level achieved.

Please take the opportunity to arrange a meeting with your child's teacher to discuss this report. Interpreters can be arranged if required.

Student achievement:

1. **1a/1b New to Standard Australian English (SAE):** The student is new to English and new to school in Australia.
2. **Beginning SAE:** The student is beginning to understand and use short, simple English sentences.
3. **Experimenting SAE:** The student is gaining confidence in using English to understand, read and write simple words and sentences of their own.
4. **Developing SAE:** The student is beginning to use English for academic purposes.
5. **Extending SAE:** The student is using English in different subjects and situations.
6. **Consolidating SAE:** The student is gaining confidence and skills in using English in different subject areas and social situations.
7. **Control of SAE:** The student is more independent in using English for social and academic purposes.
8. **Content in SAE:** The student confidently uses English independently and competently in all situations.

EAL/D Parent Information Sessions

EAL/D Parent Information Sessions are held in Term 1 and Term 3. All parents and caregivers are encouraged to attend. The EAL/D teacher also meets with parents upon request or can assist with email queries throughout the year.

These sessions aim to provide you with an overview of the following:

- Information about acquiring a second language.
- Support systems provided at school.
- Reporting and progress monitoring processes.
- The MultiLit suite of programs implemented at Victoria Park Primary School.
- Strategies to assist your child at home.
- Meet the VPPS EAL/D Lead teacher and Executive leadership.

Parent/Teacher interviews

Parent/Teacher interviews are held twice a year, in Week 8 of Term 1 and Term 3.

If required, language interpreters can be organised for this meeting to assist parent and teacher communication.

What are Intensive English Centres?

Intensive English Centres (IEC's) specialise in teaching English as an Additional Language or Dialect (EAL/D) to newly arrived students who are eligible to enrol in a public school in Western Australia.

IEC students come from a range of countries with diverse languages and cultures. Attendance at an IEC is for up to 12 months (or 24 months where students hold a humanitarian visa) depending on the student's visa and needs.

Intensive English Centre's are located within mainstream schools. Parkwood Primary School is the IEC intake area that VPPS students attend.

IEC programs encourage integration with the whole school community through participation in school wide events that include educational incursions and excursions, sports carnivals, social events and assemblies.

Victoria Park Primary School

EAL/D Procedures



Admin - EAL/D Deputy initially assesses a new arrival.
Determine if Victoria Park Primary School or the IEC is the best placement.

Placement Location:
Victoria Park Primary School

Any new EAL/D student remains in the classroom for three weeks before intervention is considered outside of the classroom. This is to allow a period of adjustment and a settling in time.

Teachers consider the needs of students based on EAL/D identification, previous data, diagnostic assessments & previous reports. Teacher implements whole class teaching and intervention approaches and caters for students according to their Progress Map Levels.

A student identified as requiring EAL/D support is discussed with the EAL/D teacher.

EAL/D teacher refers the student to EAL/D classes or MiniLit/MacqLit or Language Lift programs. Parents are informed of attendance at these classes.

EAL/D teacher consults with classroom teacher on progress of the student.

At the end of Semester One and Two the EAL/D teacher meets with the classroom teacher to assist with plotting the student on the Progress Map levels for reporting.

Placement Location:
IEC

If the parents have approved, the EAL/D Teacher prepares a referral.

Student attends Parkwood IEC

EAL/D Progress Map Information Helpcards

[EALD Progress Map information for parents helpcard - English](#)
[EALD Progress Map information for parents helpcard - Afrikaans](#)
[EALD Progress Map information for parents helpcard - Arabic](#)
[EALD Progress Map information for parents helpcard - Amharic](#)
[EALD Progress Map information for parents helpcard - Dari](#)
[EALD Progress Map information for parents helpcard - Burmese](#)
[EALD Progress Map information for parents helpcard - Dinka](#)
[EALD Progress Map information for parents helpcard - Farsi](#)
[EALD Progress Map information for parents helpcard - Hazaragi](#)
[EALD Progress Map information for parents helpcard - Indonesian](#)
[EALD Progress Map information for parents helpcard - Hindi](#)
[EALD Progress Map information for parents helpcard - Karen](#)
[EALD Progress Map information for parents helpcard - Korean](#)
[EALD Progress Map information for parents helpcard - Lingala](#)
[EALD Progress Map information for parents helpcard - Malay](#)
[EALD Progress Map information for parents helpcard - Oromo](#)
[EALD Progress Map information for parents helpcard - Punjabi](#)
[EALD Progress Map information for parents helpcard – Simplified Chinese](#)
[EALD Progress Map information for parents helpcard - Swahili](#)
[EALD Progress Map information for parents helpcard - Tagalog](#)
[EALD Progress Map information for parents helpcard - Thai](#)
[EALD Progress Map information for parents helpcard – Traditional Chinese](#)
[EALD Progress Map information for parents helpcard - Tigrinya](#)
[EALD Progress Map information for parents helpcard - Turkish](#)
[EALD Progress Map information for parents helpcard - Urdu](#)
[EALD Progress Map information for parents helpcard - Vietnamese](#)

Acronyms and Abbreviations

- **EAL/D** - English as an Additional Language & Dialect
- **LBOTE** - Language Background Other Than English
- **SAE** - Standard Australian English
- **IFPS** - International Fee-Paying Students
- **WARN** - Wheldall Assessment of Reading Nonwords
- **WARL** - Wheldall Assessment of Reading Lists
- **WARP** - Wheldall Assessment of Reading Passages
- **IEC** - Intensive English Centre