

Reporting for English as an additional language or dialect (EAL/D)

Information for parents and carers

As part of the student progress reports we provide each semester, schools are required to indicate the phase of English language proficiency for all students identified as speaking English as an additional language or dialect (EAL/D).

If your child is learning English as an additional language or dialect, the report will show your child's progress against the NSW English syllabus outcomes as well as their current phase of English language proficiency. The phases for English language proficiency are **Beginning**, **Emerging**, **Developing** or **Consolidating**. The phase is **not a grade**, it only indicates a child's proficiency in English. Descriptions of these phases have been provided below.

Students who demonstrate English proficiency at a **Beginning** or **Emerging** phase receive intensive intervention to build their oral language skills. This ensures that students at the Beginning and Emerging phase can access curriculum learning in a successful manner aligned with their English language capability.

Students who have been assessed with an English proficiency at **Developing** or **Consolidating**, access in-class support through a range of teaching approaches which could include the support of an EAL/D specialist teacher in the classroom at different times in the week. This ensures that students have the opportunity to strengthen language competencies they have already developed and can apply their skills with classroom learning activities, with the guidance of their class teacher or specialist EAL/D staff.

English Language Proficiency Phases	
Beginning	Students at the beginning phase are starting to learn English. They can speak one or more languages other than English and may have an age-appropriate level of written literacy in their first language. These students are starting to engage with simple language tasks of the curriculum.
Emerging	Students at the emerging phase have a growing knowledge of English. These students can speak one or more languages including basic English, and have a growing knowledge of written English. These students are able to participate in classroom activities and engage with learning when provided with suitable language teaching and additional time to complete classroom activities
Developing	Students at the developing phase can speak one or more languages, including functional English, and have a developing knowledge of written English. These students are active participants in classroom and school routines, and are able to engage with learning tasks with increasing success. Their first language continues to be a valuable support while they are developing control over English grammar and building their vocabulary.
Consolidating	Students at the consolidating phase can speak one or more languages, including English and have a sound knowledge of written English. These students are independent participants in classroom and school routines, and have an increased ability to use English to engage in learning with general success. They understand and produce spoken and written texts for a range of specific purposes but still require focused language teaching and strategies supportive of EAL/D learners, as the academic language of subject disciplines increases.

Telephone Interpreter Service

If you would like more information please contact the school. If you need an interpreter to assist you to contact the school, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language. The interpreter will call the school and will stay on the line to assist with the conversation. You will not be charged for this service.

Please use the following link to access the information in your preferred language

https://education.nsw.gov.au/public-schools/going-to-a-public-school/translated-documents/eald-written-reports#sidenavigation_auto