

EAL Policy

2025-2028



Help for non-English speakers

If you need help to understand the information in this policy please contact Hampton Park Secondary College on 03 8795 9400.

Purpose

Australia is a culturally and linguistically diverse nation, yet successful participation in many areas of Australian society relies on the ability to communicate effectively in Standard Australian English. In the context of Australian secondary education, English is not only the primary medium of instruction but also how student achievement is assessed.

Each learning area within the Victorian Curriculum has its own language features and subject-specific vocabulary. These language demands are best addressed within the context of each subject, and as such, all teachers have a responsibility to explicitly teach the literacy and language skills relevant to their disciplines, to all learners – which includes those from an EAL background.

The Victorian Curriculum F–12 highlights that “English is ultimately the same for all students,” however, students who are learning English as an additional language (EAL) face the dual challenge of acquiring English language skills while simultaneously engaging with the content and skills of the broader curriculum. These students require targeted support, additional time, and teaching approaches responsive to their developing language proficiency. Assessment practices must also reflect their stage of English language development.

Hampton Park Secondary College serves a diverse and multicultural community, with a significant proportion of students coming from language backgrounds other than English (over 60%). Supporting our EAL learners is essential to ensuring equitable access to education and enabling every student to thrive. As such, our college is committed to providing inclusive and informed teaching practices that address the unique language learning needs of our EAL students, empowering them to fully engage with the curriculum and succeed in their learning.

Scope

This policy applies to:

- All staff/responsible persons involved in the development and delivery of teaching and learning programs for EAL students
- All teaching and learning programs, including specialised EAL support programs as well as all other programs in which EAL learners participate

Definition of an EAL student

EAL Students:

- Come from a language background other than English
- Speak a language other than English at home
- Have been enrolled in an Australian school for less than 5 years
- Attract Student Resource Package [SRP] funding based on length of time in an Australian school and their stage of schooling.

To be eligible for a funded place in an EAL program the student must meet the appropriate visa, residency or citizenship requirements and be recognised as a minor who has arrived in Australia within 6 months prior to the commencement of the program. See [DET Student Resource Package – Equity Funding \(Student Based Funding – EAL\)](#)

An English as an Additional Language (EAL) student at Hampton Park Secondary College is a learner whose first language is not English and who requires additional language support to access and succeed in the mainstream curriculum. This includes newly arrived students who transition from a language-focused setting, such as Noble Park English Language School, to continue their education at HPSC.

At the College, EAL students follow a curriculum that is closely aligned with the mainstream English curriculum. The same set of core skills—reading, writing, speaking, listening, and critical thinking—are explicitly taught and practised. However, classes provide enhanced language support, including scaffolding, vocabulary building, and a focus on functional and academic language. This support ensures students can better understand and engage with content across subjects.

The goal is to empower our EAL students with the linguistic tools and confidence to thrive in both their English studies and across the broader curriculum, ultimately supporting their successful integration into mainstream learning and pathways.

Provisions

As an EAL-index funded school, we offer comprehensive EAL instruction designed to develop English proficiency across reading, writing, speaking, and listening. Our teaching is tailored to meet the varying needs of EAL learners, ensuring they can access the full curriculum and participate fully in school life. EAL learners at Hampton Park Secondary College learn their English through specialist support in the Literacy classroom, as well as through EAL-informed classroom support through all teaching domains.

To support the needs of EAL students, Hampton Park Secondary College provides:

- A specialised literacy program, with specialised teachers, that reflects each student's needs at key points along the EAL continuum. The Year 7 to 12 programs are based on the Victorian Curriculum 2.0 and the VCE and have been developed following the guidance provided by the Department of Education - [English as an Additional Language \(EAL\) | schools.vic.gov.au](https://schools.vic.gov.au/english/eal).
- English classes are created at each Year Level on a 'needs' basis. The preference will be for our skills and support classes, which is primarily where our EAL learners are positioned, to be kept below the College average where reasonable and within resourcing constraints.
- EAL will be incorporated into the standard timetable, with students being supported in our specialised English classes, to be taught at their point of need by a specialist
- The College will employ suitably qualified staff to deliver EAL
- A transition and orientation program is developed to meet the special requirements of EAL students, and to support a smooth transition
- Extra support will be provided by learning support officers where possible and required
- EAL students will have an educational assessment on arrival at Hampton Park Secondary College to determine their learning needs
- Professional development programs will be delivered to staff to enable them to meet the special learning needs of all EAL students. This will ensure teachers are aware of the learning needs of the EAL cohort and the strategies most effective to engage EAL learners and support their learning growth
- Strategies will be developed to communicate and engage with the parents or guardians of EAL students and to meet the welfare needs of these students.
- Interpreters will be used as required when working with parents or guardians.
- Learning programs in all learning areas will be formulated and implemented with the language learning needs of all students in mind and with an emphasis on building student language acquisition across all modes: speaking, listening, reading, viewing and writing.
- Learning Areas and subject teachers will adopt a range of strategies, focused on good teaching practices for all students. Examples of such practices include:
 - developing consistent approaches to teaching and learning in literacy
 - building increased awareness of existing language knowledge that pupils bring to lessons
 - using speaking and listening strategies to develop subject learning
 - planning for teaching and learning of subject-specific vocabulary
 - developing active reading strategies to increase pupils' ability to read for a purpose
 - engage with a variety of text

- o liaising with DE and private provider Language Centres as required
- o reporting progress by the standard mechanisms used for the general student population

Structure

Teaching and Learning of EAL at HPSC

Hampton Park Secondary College structures its curriculum into three stages or 'programmes':

- Explore (Year 7)
- Enhance (Year 8 and 9), and
- Excel (Year 10, 11 and 12)

Each programme recognises the unique needs of students as they engage in their secondary education and allows for learning to be transformative, dynamic, and focused on learning growth across the developmental stages. In Years 7-10, students undertake a combination of core subjects, guided choice (where they are required to choose a subject from a specified domain area) and free choice subjects (except in Year 7), where our focus is on building a strong transition into the College and building skills across the curriculum areas.

Teachers use departmental tools to plan a comprehensive curriculum and to ensure all required skills are sequentially taught and assessed. Our Teachers use the Understanding by Design (UbD) framework to backwards plan their curriculum, where they look at the desired outcomes and skills required for success, at the end of the unit of study, to design curriculum units, assessments, and classroom instruction that caters for the identified skills across the years.

Hampton Park Secondary College has a Connect Program for students in Years 7-10, that aims to provide students with opportunities for increased connectedness and a deeper understanding of self. The Connect Program runs for one period a week and focusses on the important areas of:

- Self-reflection and goal setting (Learning)
- Careers Education (Pathways)
- Social and Emotional Learning (Wellbeing)

The **structure of our learning program** is included below, for Years 7-10.

Year 7				Year 8			
	Semester One	Semester Two	Period Count P/W		Semester One	Semester Two	Period Count P/W
Subject / Line 1	English/EAL		4	Subject / Line 1	English/EAL		4
Subject / Line 2	Maths		4	Subject / Line 2	Maths		4
Subject / Line 3	Humanities- Year long		4	Subject / Line 3	Humanities- Core	Humanities- Elective	4
Subject / Line 4	Science- Year long		4	Subject / Line 4	Free Choice- Elective	Science- Core	4
Subject / Line 5	Health/PE- Year long		4	Subject / Line 5	Health/PE- Core	Health/PE- Elective	4
Subject / Line 6A	STEM/Arts- Elective	STEM/Arts- Elective	2	Subject / Line 6	STEM/Arts- Elective	STEM/Arts- Elective	4
Subject / Line 6B	STEM/Arts- Elective	STEM/Arts- Elective	2	Mentor/Connect	Mentor/Connect- Year long		1
Mentor/Connect	Mentor/Connect- Year long		1				Total = 25
			Total = 25				
Electives- Note: interchangeable across Semesters				Electives- Note: interchangeable across Semesters			
Year 9				Year 10			
	Semester One	Semester Two	Period Count P/W		Semester One	Semester Two	Period Count P/W
Subject / Line 1	English/EAL		4	Subject / Line 1	English/EAL		4
Subject / Line 2	Maths		4	Subject / Line 2	Maths		4
Subject / Line 3	Free Choice- Elective	Humanities- Core	4	Subject / Line 3	Health/PE- Core	Health/PE- Elective	4
Subject / Line 4	Science- Core	Science- Elective	4	Subject / Line 4	Science- Elective	Humanities- Elective	4
Subject / Line 5	Health/PE- Core	Health/PE- Elective	4	Subject / Line 5	STEM- Elective	Arts- Elective	4
Subject / Line 6	STEM/Arts- Elective	STEM/Arts- Elective	4	Subject / Line 6	Free Choice Elective	Free Choice Elective	4
Mentor/Connect	Mentor/Connect- Year long		1	Ment/Conn	Mentor/Connect- Year long		1

The **delivery of our curriculum** is outlined on our school website, including:

- Whole School Curriculum Map
- Curriculum Area Maps
- Year Level Maps
- Units and Lesson Maps (UbDs)
- Assessment and Reporting Policy

Delivery of EAL through our curriculum structure

All students who enrol at Hampton Park Secondary College and are identified as an EAL learner, engage in a series of screeners, to fully determine their eligibility for EAL instruction and to determine their learning acquisition/needs/skill.

Students are placed into the most suitable English class, designed to meet their identified needs. Specialist teachers are assigned to the various classes, allowing students to develop their skills in a highly scaffolded and supported way.

- English Skills – Foundation to Grade 2
- English Support – Grade 3-5
- CORE English – Grade 6-10
- Transition EAL classes – suitable for those who are coming from the Noble Park English Language School (for 6 months), or who have had significant gaps in their learning and language instruction

To allow students to continually be stretched and taught at their point of need, half the cohort is blocked at once, so when students develop, they can transition into the next level of learning seamlessly. Learning Support Officers and EAL qualified Teachers are placed into classes where EAL learners are

prevalent – mostly in Skills and Support – to further help students develop their language proficiency.

When students move into Year 11 and 12, based on eligibility, they will either study English or EAL, again supported by a highly skilled teacher.

Noble Park English Language School, Transition Program

Hampton Park Secondary College offers a dedicated Transition Support Program for newly arrived students who have completed their initial English language education at the neighbouring Noble Park English Language School. This targeted program is designed to bridge the gap between foundational English learning and successful transition into full participation in the mainstream high school curriculum.

Upon enrolling at the College, students are placed in a specialised transition class for one semester before joining regular classes. The program focuses on strengthening their general command of English and equipping them with the academic language skills required across key subject areas. Emphasis is placed on vocabulary development, grammar, sentence and paragraph structure, and subject-specific terminology to prepare students for the demands of mainstream learning.

The subjects' students engage with are:

- English (EAL)
- Math
- Science
- STEM
- Health and PE

The Transition Support Program provides a safe environment where students can continue developing their English language proficiency while gaining confidence and independence in a new educational setting. The aim is to empower students with the language tools they need to succeed in both EAL and mainstream classrooms across the college.

The role of Teacher in instructing EAL and supporting our EAL Learners

At Hampton Park Secondary College, the EAL teacher plays a vital role in supporting students from diverse linguistic and cultural backgrounds as they develop the English language skills necessary to access and succeed in the mainstream curriculum. The EAL teacher is not only an instructor but also a facilitator, mentor, and advocate who works to ensure equitable learning opportunities for all EAL students.

EAL teachers explicitly teach and model the four macro language skills—reading, writing, speaking, and listening—alongside vocabulary, grammar, and sentence structure. These are embedded within tasks that reflect the requirements of the Victorian Curriculum, mirroring the English curriculum in focus and skill development, but with added language scaffolds.

Instruction is delivered using the *Gradual Release of Responsibility* (GRR) model, moving students from teacher-led instruction ("I do") to guided practice ("We do"), collaborative learning ("You do together"), and finally independent application ("You do alone"). This structured approach ensures that students first see the skill modelled, then practise it with support, and eventually apply it independently, building confidence and competence in using English for academic purposes.

EAL teachers differentiate instruction based on students' English proficiency levels, providing multiple entry and exit points into learning and using visual aids, sentence starters, model texts, and structured frameworks. These scaffolds are gradually reduced as students grow more independent in their language use.

Professional Learning of our staff at HPSC to support the teaching of all EAL learners

At Hampton Park Secondary College, we understand it is not only the role of EAL qualified teachers to support the learning of our EAL students and to use proven strategies that support EAL learning. All teachers are teachers of EAL. That is why we are committed to providing ongoing support and professional learning to our staff to ensure an inclusive classroom for all students.

We work with Regional staff to support us to identify our professional learning needs and opportunities for mainstream teachers, EAL specialists and MEAs.

Our professional learning, supports teachers to develop an understanding of:

- how an additional language is learnt
- the teaching and learning conditions that best promote the learning of English as an additional language
- the language and literacy demands of classroom activities
- EAL teaching strategies they can use in their classrooms
- the stages of EAL learning as described in the EAL Companion to the AusVELS and the EAL Developmental Continuum P-10
- the learning needs of the full range of EAL learners.

We also support our staff to develop an understanding of:

- working effectively with interpreters
- cultural background information sessions
- developing intercultural understanding
- cross-cultural competency training
- understanding the refugee experience
- information sessions about situations in students' countries of origin.

Engaging our EAL families at HPSC

At Hampton Park Secondary College, we pride ourselves on being inclusive and supporting the language needs of our students, as well as our families. We understand and appreciate the important role that parents/guardians play in supporting the engagement, learning and attendance of all our students. In an environment like Hampton Park, it can however be complex when we have significant language barriers within our parent/guardian population.

To bridge this gap, we:

- Regularly translate important material, sent home to families, in our top languages
- Have translation options on Compass and our College website
- Run Parent Connect Sessions whereby we support, with translators, our parents to understand aspects of school life and education in Australia
- Use professional and DET approved interpreting services when required, including for all parent information evenings, parent teacher interviews and student led conferences
- Run English classes for our parents, so they can improve their English Language skills

Further information and resources

- [English as an Additional Language \(EAL\) | schools.vic.gov.au](https://schools.vic.gov.au)
- [EAL – Provision for Newly Arrived Students: Policy | VIC.GOV.AU | Policy and Advisory Library](#)
- [EAL Support and Funding: Policy | VIC.GOV.AU | Policy and Advisory Library](#)
- [The EAL Handbook](#)

Policy review and approval

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Approved by	Principal
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