

Written reports for students learning English as an additional language or dialect K-10

Information for parents and carers

Dear parents and carers

You receive two written reports from your child's school each year. These reports will help you understand how your child is progressing and how your school is supporting your child's learning. Each report will show your child's progress in all subjects.

Reports for students learning English as an additional language or dialect

If your child is learning English as an additional language or dialect (EAL/D), the report will explain how their English language development has been supported and your child's progress in learning English language. For students in Year 1 and above the report will also include their current phase of English language proficiency. The phases are beginning, emerging, developing or consolidating. Please see overleaf for descriptions of these phases.

Reports for newly arrived EAL/D students

If your child is in an EAL/D program and has been in an Australian school for four terms or less, your child's written report may include comments about their progress in subjects they are learning rather than a grade.

Reports for newly arrived EAL/D students in Intensive English Centres or the Intensive English High School

If your child is enrolled in an Intensive English Centre or the Intensive English High School, you will receive a written report about their progress in learning English. In addition, the report will show progress in all subjects studied in preparation for high school.

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.