

TEAL EAL report template

**Name of school [insert school logo]
Address and contact details**

Report for Parents or Guardians of EAL students

Reporting period: _____

Student name: _____

Student class/year level: _____

Student background information:

Age: _____

First language and other languages spoken:

Date of arrival in Australia (month/year):

Date of commencement in the school (month/year):

Number of days missed in the reporting period and reasons for absence:

Days late: _____ Days missed: _____

Reasons for lateness or absences:

[Insert a brief reason for absence, such as 'illness' or 'family travel' etc. Use this information to have a *sensitive* discussion with parents and guardians about the impact absences may have had on the students' work.]

Learning processes and goals in EAL

Learning EAL involves your child going from not knowing or knowing very little English to being as competent in English as English-speaking children of the same age and year level in school. This is a long-term process that takes a number of years. Children in lower years take less time than children in higher years, as the standard they need to reach increases as children get older and move to higher levels of school.

In EAL children learn the language they need for daily interaction with teachers, other staff, and other children in the school, as well as in the

community outside the school. They also need to develop competence in English as it is used in academic study at their year level, including the language used in classroom discussions and activities, in the books and learning materials they will use, and the language they are expected to use in discussing and completing school work.

[Insert a concise statement about the goals, content and nature of EAL learning at student's year/class level.]

General stage of EAL learning

The overall level of the student's progress through stages of EAL learning when this report was prepared was:

[Delete the tables that *do not* apply, and highlight the relevant stage]

Lower primary

	AusVELS EAL Stages	
Prep to Year 2	A1	A2

Middle to upper primary

	AusVELS EAL Stages			
Years 3 to 6	BL	B1	B2	B3

Secondary

	AusVELS EAL Stages				
Years 7 to 10	SL	S1	S2	S3	S4

Student progress and current stage of learning in language skills:

EAL learning involves three major skills and areas of learning:

- speaking and listening skills
- reading and viewing skills
- writing skills.

It is not unusual for EAL learners to be at slightly different stages of learning in different language skills.

[Instructions: Delete the tables that *do not* apply. Use one symbol or colour to indicate where the student was at the beginning of the report period and another to indicate their level at the end of the report period. Mark these in the legend below.]

Student stage at beginning of report period:

Student stage at end of reporting period:

Lower primary AusVELS stages

Speaking and listening	A1	A2
Reading and viewing	A1	A2
Writing	A1	A2

Middle to Upper Primary AusVELS stages

Speaking and listening	BL	B1	B2	B3
Reading and viewing	BL	B1	B2	B3
Writing	BL	B1	B2	B3

Secondary AusVELS stages

Speaking and listening	SL	S1	S2	S3	S4
Reading and viewing	SL	S1	S2	S3	S4
Writing	SL	S1	S2	S3	S4

Approach to learning and participation in class:

	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Usually</i>	<i>Always</i>
Attends class and arrives on time					
Arrives at class with necessary books and equipment					
Shows interest in class and learning activities					
Works cooperatively with other students					
Participates in class discussions					
Completes all work, even if this involves out of class work					
Asks questions and checks if unsure					
Makes appropriate connections between English and other language(s) spoken					

Comment about student approach to learning and participation in class

[Instructions: optional- add any specific suggestion about ways in which student could improve on these areas]

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Student achievement in EAL learning:

[Instructions: Insert description of the nature of student progress in the report period. Relate comments to goals explained in the statement of learning goals in EAL above. Give examples of specific work completed to support general comments. Use plain English, and avoid technical terms or jargon.]

Student achievement and learning across the curriculum:

[Instructions: insert description of the nature of student progress in the report period in subjects or areas of learning that extend beyond EAL e.g. language for Maths, Art or PE. Comment on learning in the relevant learning area and language specific to that learning area. Give examples of specific work completed to support general comments. Use plain English, and avoid technical terms or jargon.]

Future learning:

Future learning needs:

[Insert a general comment about the next steps in EAL learning in relation to Speaking and listening, Reading and viewing, Writing. Add any specific areas that the student needs to focus on, as appropriate.]

How the school plans to extend the student's learning:

[Briefly state how the school will be supporting future learning in the next reporting period. Include a brief description of planned EAL and mainstream class support.]

Suggestions for strategies to use at home to support student learning:

[Make some suggestions (2 to 4) about specific ways family members can support the child's learning at school and bilingual EAL development.]

Name of teacher(s) preparing the report:

Signature: _____ Date: _____

Principal/Coordinator Signature: _____ Date: _____

If you have any questions about this report please contact:

[Insert name, telephone, email contact details as appropriate].

Follow up to the report:

Student acknowledgment and response to the report: [The report should be discussed with the student in the presence of a parent or guardian. The student is requested to make a brief written response, including any proposed actions they may take to address any issues identified in the report.]

Student signature: _____ Date: _____

Parent or guardian response to report: [Invite parents and guardians to write a brief response to the report, including any follow up action they may plan.]

Parent or guardian signature: _____ Date: _____

Response from school:

[As a result of discussions with the parent or guardian and the student, the relevant teacher(s) should make a brief comment about how the school can follow up parents' and student's responses.]

Teacher signature: _____ Date: _____

This report should be translated into the language preferred by the parent or guardian.