



Australian International School Singapore

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)



Introduction

The Australian International School Singapore provides a challenging educational program for young people of all nationalities. Whilst the majority of students are from Australia and New Zealand, there are over 40 nationalities represented at the School, reflecting the multicultural diversity of the current global community.

Established in 1993, the Australian International School Singapore (AISS) has gained international recognition as an outstanding educational institution through the delivery of the NSW Board of Studies curriculum and the International Baccalaureate Programme as a framework to drive this curriculum.

Consistent with our mission to provide an international education with an Australian ethos, AISS offers a broad curriculum accessible to students with a range of abilities. The curriculum is suitable for both students with English as their first language, as well as for those students with a first language other than English.

English as an Additional Language (EAL) Programs

For students whose first language is not English, the Australian International School Singapore (AISS) offers excellent and effective pathways through the Junior School (Prep – Year 2), Primary School (Years 3-5), Middle School (Years 6-9) and Senior School (Years 10-12).



Enrolment

Part of the enrolment process for EAL students is an English Language Entrance Test designed to ensure students are placed in appropriate EAL courses. In the Junior and Primary Schools this test determines a student's status as an EAL student and the level of English language the student brings to the classroom. At the Middle School level, this test is used to place students either in the Partial Immersion Intensive Language Centre (ILC) or mainstream classes in which English is the medium of instruction.

EAL English Junior/Primary Schools

In the Junior and Primary Schools, EAL students receive approximately 6, 40 minute periods of support per cycle. Support can include face to face teaching withdrawal classes and resourcing whereby the EAL teacher assists your child's classroom teacher to meet their learning needs. At times, support may occur within the classroom setting to assist children in managing the regular daily demands of the classroom. The degree of support on offer is at the discretion of the EAL teacher taking into account your child's needs and timetabling constraints.

Middle/Senior Schools

In the Middle School, EAL students in the mainstream are not required to take the Mainstream English course taken by students whose first language is English. AISS offers EAL students MYP English B from Years 6-9 which prepares them for the NSW Board of Studies approved subjects of Preliminary (Year 11) ESL English and HSC (Year 12) ESL English. This places the EAL students at AISS at a distinct advantage from schools in which the EAL students are required to take Mainstream English with students whose first language is English. This condition applies to those EAL students who have been in an English Medium of Instruction (EMI) school for less than five years at the end of Year 10.

ILC

Primary School

In the Primary School, ILC students receive approximately 40 minutes of support per day or the equivalent to 10 (ten) days a cycle. The aim of this program is to provide the student with enough language to begin to function socially within the school community, whilst at the same time beginning to enable the student to linguistically access the content of



mainstream classroom instruction, particularly in terms of English, Mathematics and the PYP Units of Inquiry. It should be noted that at the Junior School level, the distinction is not made between EAL and ILC students, as the students at this age tend to move very quickly in terms of language acquisition.

Middle School

In the Middle School, for a student who is placed in the ILC unit, ILC classes are taught in the curriculum areas of Science, Geography, History and Foundation English B and focus on the language of those subjects together with furthering students' skills in these subjects. The students are also immersed in some mainstream classes including a combination of Mathematics, Technology, Art, Music, Drama and Physical Education. This ensures the student's full transition into the mainstream is smooth and usually occurs each term as the students become ready. To exit the ILC program and enter the mainstream, eligible students must sit the MACII English Language Test at the end of each term. Their results from this test, together with diagnostic reports from the ILC teachers, are used to determine the student's ability to cope in the mainstream. ILC students participate fully in the Co-curricular programs (CCA) and the Pastoral Care programs including the annual school camp. These are compulsory components of the school curriculum. This ensures students have contact with mainstream students, and are able to develop friendships beyond the bounds of the ILC unit.

AISS generally does not enroll ILC students beyond June of the student's intended Year 9 year, as an EAL student to enroll after this time requires the student to sit the ACER Entrance Tests in English and mathematics and score above 70% in both of these. To enter the mainstream directly into Year 10 without this level of proficiency could put the student at risk of failure.

Mainstream

Junior and Primary Schools

In the Junior and Primary Schools, EAL assists in the development of oral, written and visual communication in keeping with literacy learning in the PYP. This is also in the context of the theories that underpin additional language learning. A particular focus is the everyday language of school, home and friendships - the language of their present life experience. The Unit of Inquiry is one of the main ways that children engage learning about the world. Being able to talk about the content using simplified vocabulary, and then building on this vocabulary with new language structures can be immensely useful in helping your child to cope in a new learning environment. At the same time they are keeping abreast of the intellectual rigour appropriate to their age. Reading and writing also form an important part of formalising the new language that the child is becoming familiar with. This is done in the context of the child's needs and the text types being studied in the classroom. The children are encouraged to select work samples that demonstrate what they can do and the development that takes place over time.

Middle/Senior Schools

In the Middle School, upon entering the mainstream, students continue to receive in-class support as deemed necessary by mainstream and EAL teachers. The EAL elective is offered in Years 9 and 10 to provide students further language learning experiences and extra support when completing assignments for their mainstream courses. An English Support course is offered in the Preliminary and HSC years. EAL students complete English B Standard or Advanced (Years 6-9), English A in Year 10 and Preliminary and HSC (Year 11-12) ESL English in place of the mainstream English taken by students whose first language is English. EAL students are eligible to take ESL English in Year 11/12 only if they have studied

in an English medium of instruction (EMI) school for five years or less. Students in Year 11 and 12 also attend ESL Support classes.

Depending on language acquisition rates which vary from student to student, some EAL students will be offered a place in mainstream English (English A) classes during Years 6-9. These students are provided the opportunity to sit the School Certificate Exams in core subjects at the end of Year 10.

The School will provide advice on options for English B students to study their mother tongue where applicable to enable eligible students to receive the MYP Certificate. It should be noted that neither the School nor MYP Certificates are pre-requisites for Year 11 and 12 studies at AISS, nor are they necessary if you wish to apply to another school or return to the student's home country. AISS provides co-validated reports which are used for this purpose.

All EAL students at AISS sit the annual EAL Progress Test during Term 3 or 4. This provides students with feedback as to the ongoing development of their English language skills.





NSW Board of Studies HSC Requirements Senior School

It is important that both EAL students and their parents understand the requirements for Year 12 HSC graduation from AISS. It is a requirement that students in the Preliminary Year (Year 11) study a minimum of six subjects and the HSC Year (Year 12) five (5) Board registered subjects, one of which must be ESL English. The Preliminary Year (Year 11) can be likened to a preparatory year for the HSC (Year 12) year. A combination of the student's HSC Year (Year 12) school based assessment, together with their results on the HSC externally set examinations taken by all HSC students in Term 4 of the HSC year, are used to determine a student's UAI, which in turn determines their eligibility for universities and courses throughout the world.

PLAGIARISM

Rationale

The Australian International School Singapore (AISS) is committed to the achievement of academic excellence and the fostering of civil and social responsibility in our students. Part of this process is recognising the intellectual property rights of others, and accepting that the act of plagiarism is academic dishonesty as well as an ethical offence which undermines a trusting educational environment and impedes students' personal growth and development. A student who

plagiarises is dishonest with their teacher, their peers and themselves. AISS wishes all students and parents to know that plagiarism is NOT acceptable behaviour at this school.

Policy

All students are expected to adhere to the highest standards of personal honesty and integrity in their work. Submissions to teachers must be original, and any violations of this policy will have serious consequences. The policy which includes a definition of plagiarism, examples of plagiarism, how to avoid plagiarism and the consequences of plagiarism is contained in Student Assessment Booklets available on our website. www.ais.com.sg

Definition of Plagiarism

Plagiarism is defined as stealing and passing off the ideas and words of another as one's own, when it actually comes from another source. This source may be written, oral or electronic, and includes copying/pasting from the Internet and the retrieval of research papers from the Internet.

Conclusion

This policy has been developed for the protection of the vast majority of AISS students who observe the guidelines for honest authorship, and for the protection of our academic community's integrity.



It is very tempting for all learners, but particularly for learners whose first language is not English to plagiarise when given research tasks to complete at school. The highly qualified staff at AISS will quickly recognise plagiarism and will refer students who choose to plagiarise directly to the Head of School. It is a shared role among students, staff and parents/guardians to ensure our students are well equipped so as to not have the need to plagiarise.

Pastoral Care

The Australian International School Singapore prides itself on an excellent pastoral care program which ensures all students are developed in body, mind and spirit. The program is designed to ensure the students develop knowledge and understanding of themselves, other people and the global environment around them.

Junior /Primary

From Years P-5 a Year Coordinator has the task of overseeing the pastoral care of that student group. The classroom teacher provides a significant adult who works with the students in the pastoral and core areas of the curriculum. The Year Coordinator and your child's classroom teacher work closely together in the pastoral care of students. The goals of pastoral care at AISS are to develop mature, community minded, enquiring global citizens who understand their own strengths and weaknesses and appreciate the talents of others and understand that those from different cultures and beliefs can also be right.

An integral part of pastoral care at AISS is the outdoor education experiences. These camps are expected to be attended by all students and have many educational facets closely aligned with the curriculum and the IBO philosophy.

For EAL (particularly ILC) students these programs are crucial to facilitating their social integration into AISS mainstream student body.

Middle/Senior School

Years 6-8 have a Teaching Team Leader, and from Years 9-12 a Year Coordinator whose task it is to ensure the Personal Development Program offered to that year level meets the needs of that student group. Each year level has home group teachers/ significant adult teachers who work with the students in the Personal Development Program and the core areas of the curriculum to those students. The goals of the Personal Development Program at AISS are to develop mature, community minded, enquiring global citizens who understand their own strengths and weaknesses and appreciate the talents of others and understand that those from different cultures and beliefs can also be right.

An integral part of the Personal Development Program at AISS is the outdoor education experiences. These camps are expected to be attended by all students and have many educational facets closely aligned with the curriculum and the IBO philosophy.

For EAL (particularly ILC) students the Personal Development Program is crucial to facilitating their social integration into AISS mainstream student body.

Co-curricular Programs

The CCA program at AISS offers two types of activities to the students from Years 2-12, sporting and enrichment activities. All students are expected to enrol in at least one and preferably two CCA activities each semester. Attendance at these CCA activities which normally run after school once each week and occasionally on weekends is compulsory. A signed note from parent or guardian needs to be given to the teacher in charge if a student is absent from a CCA session.

For EAL students the CCA program is crucial to facilitating their social integration into the AISS mainstream student body.

International Baccalaureate

The Australian International School Singapore is an authorised IBO World School which offers the Prep-Year 5 Primary Years Programme (PYP) and the Year 6-10 Middle Years Programme (MYP). It should be noted that both programmes provide AISS an engaging framework in terms of approaches to teaching and learning which allows the teachers to deliver the NSW Board of Studies curriculum in a unique and culturally diverse fashion.

AISS was authorised as an IB World School in September 2007. In brief, MYP uses Guiding Questions to drive the curriculum and the following areas of interaction underpin all that occurs in the classroom, and the PYP uses Units of Inquiry to drive the curriculum. See this web site for more details : (www.ibo.org)



Approaches to Learning (ATL)

Through ATL, teachers provide students with the tools to enable them to take responsibility for their own learning, thereby developing an awareness of how they learn best, of thought processes and of learning strategies.

Community and Service

This component requires students to take an active part in the communities in which they live, thereby encouraging responsible citizenship.

Homo Faber

Students explore in multiple ways the processes and products of human creativity, thus learning to appreciate and develop in themselves the human capacity to influence, transform, enjoy and improve the quality of life.

Environment

This area aims to develop a student's awareness of their interdependence with the environment so that they understand and accept their responsibilities.

Health and Social Education

This area deals with physical, social and emotional health and intelligence—key aspects of development leading to complete and healthy lives.

If an EAL student has been in an English Medium of Instruction school for less than five years, English will be classified as



Language B. Students may be referred to providers for maintenance of their mother tongue (Language A) in accordance with the MYP programme.

2009 EAL Staff Contacts

The EAL staff at AISS collectively has many decades of experience in working with EAL learners in many parts of the world including P.R. China, Malaysia, Japan, Korea, Europe and Australia. It is a highly qualified team which has a proven track record of success in facilitating learning for EAL students at AISS. Not only the EAL specialists listed below, but all staff at AISS are considered EAL teachers and are regularly provided with training and strategies to assist them in planning their classes to cater for our growing EAL student body.

EAL students are valued highly by the AISS community due to the cultural diversity and richness these students bring to our school, and in doing so make our school a truly international school.

Curriculum Leader EAL (P-12):

Mr. Tim Hudson

tim_hudson@ais.com.sg

International Student Coordinator
(Years 7-12 only):

Ms. Johanna Nuttall

johanna_nuttall@ais.com.sg

EAL Middle/Senior School Teachers
(Years 6-12):

Ms. Lynne Halliwell

lynne_halliwell@ais.com.sg

Mrs. Mini Menon

mini_menon@ais.com.sg

Mr. David Schneer

david_schneer@ais.com.sg

Ms. Barbara Angell

barbara_angell@ais.com.sg

Ms. Kate Hollywell

kate_hollywell@ais.com.sg

EAL Primary School Teachers
(Years 3-5):
Ms. Kate Bedwell
kate_bedwell@ais.com.sg
Ms. Natalie Conwell
natalie_conwell@ais.com.sg

EAL Junior School Teacher
(Years P-2):
Miss Bianca Chapman
bianca_chapman@ais.com.sg

EAL Teaching Assistant:
Ms. Marion Veness
marion_veness@ais.com.sg

List of Acronyms and Abbreviations

AISS : *The Australian International School Singapore (sometimes also AISS)*

NSW: *New South Wales – a state of Australia whose capital is Sydney*

BOS: *Board of Studies – NSW curriculum regulating body*

EAL: *English as an Additional Language*

ESL: *English as a Second Language (a subset of EAL)*

ILC: *Intensive Language Centre*

HSC: *Higher School Certificate (refers to Year 12 in NSW curriculum and related external examinations)*

Preliminary: *Refers to Year 11 in NSW curriculum*

UAI: *The Universities Admission Index (UAI) is a numerical measure of a student's overall academic achievement in the NSW Higher School Certificate (HSC) in relation to that of other students used to rank and select school leavers for admission to university.*

UOI: *Units of Inquiry which drive the curriculum in the Junior and Primary years.*

CCA: *Co-curricular Activities (Sporting and Enrichment are the 2 types offered at AISS)*

IBO: *International Baccalaureate Organization*

PYP: *Primary Years Program (IBO program at AISS from Years P-5)*

MYP: *Middle Years Program (IBO program at AISS from Years 6-10)*

ATL: *Approaches to Learning*

LOTE: *Languages Other than English*

EMI: *English as the Medium of Instruction (School) – term often used in the Hong Kong school system.*





**AUSTRALIAN
INTERNATIONAL
SCHOOL SINGAPORE**

1 Lorong Chuan Singapore 556818

Tel: (65) 6883 5155

Fax: (65) 6285 5255

www.ais.com.sg