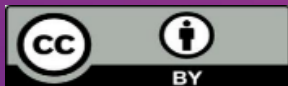




ACT
Government

Education

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D) LEARNER SCHOOL PROCEDURES



© Australian Capital Territory 2020. This work is licensed under a [Creative Commons Attribution 4.0 licence](https://creativecommons.org/licenses/by/4.0/) and subject to the terms of the license including crediting the Australian Capital Territory Government as author and indicating if changes were made.

English as an Additional Language or Dialect (EAL/D) Learner School Procedures

This procedure must be read in conjunction with the *English as an Additional Language or Dialect Learner Policy (2022) 00079*.

Table of Contents

English as an Additional Language or Dialect (EAL/D) Learner School Procedures.....	2
1. Overview	2
2. Rationale	2
3. Procedures for schools.....	2
4. Procedures for Introductory English Centres (IECs)	8
5. Contact	9
6. Feedback	9
7. References	10

1. Overview

- 1.1. This procedure relates to the *English as an Additional Language or Dialect Learner Policy (2022) (the EAL/D Learner Policy)*. This document describes the procedures ACT public schools follow in implementing the *EAL/D Learner Policy*.

2. Rationale

- 2.1. The purpose of these school procedures is to support ACT public schools to ensure EAL/D learners receive an equitable education. Schools create inclusive learning environments for all students to participate successfully in a society which is culturally and linguistically diverse (*CALD*).
- 2.2. These procedures outline school responsibilities and actions to implement the *EAL/D Learner Policy*.

3. Procedures for schools

Information to support the implementation of the *EAL/D Learner Policy* is outlined below:

3.1. **Implementation Documents include:**

- 3.1.1. *Australian Curriculum, Assessment and Reporting Authority (ACARA) EAL/D Learning Progression: Foundation to Year 10 (the ACARA EAL/D Learning Progression)* is the framework ACT public schools use to describe the phases of English language proficiency for EAL/D learners
- 3.1.2. The *ACARA EAL/D Teacher Resource: EAL/D Overview and Advice* directs teachers to additional, relevant and useful support for teaching EAL/D learners.

- 3.1.3. The *ACT EAL/D Student Observation Guide (the Observation Guide)* is the tool used by ACT public schools to assess and track language proficiency against the *ACARA EAL/D Learning Progression*.
- 3.1.4. *The Introductory English Centre (IEC) Handbook* outlines administration procedures and processes for IECs.

3.2. *The role of the EAL/D Teacher includes:*

- 3.2.1. Identifying students with a language background other than English who meet the eligibility requirements for EAL/D support.
- 3.2.2. Implementing explicit and targeted EAL/D teaching and learning that meets the needs of the schools EAL/D learners. EAL/D learners are identified through the enrolment process and language proficiency assessment using the *Observation Guides*. EAL/D support at schools may include collaborative planning, team or parallel teaching, flexible and targeted grouping and/or specialist language instruction.
- 3.2.3. Implementing the Board of Senior Secondary Studies (BSSS) English as a Second Language courses at secondary colleges to meet the needs of EAL/D learners.
- 3.2.4. Supporting classroom teachers with advice on EAL/D learner's needs and evidence-based teaching practices.
- 3.2.5. Promoting cultural inclusivity and awareness of the CALD school community.
- 3.2.6. Ensuring ongoing student assessment using the *Observation Guides* to monitor and report EAL/D learner's proficiency and progress in English.
- 3.2.7. Completing the February and August EAL/D Census in an accurate and timely manner.

3.3. *The role of the Principal includes:*

- 3.3.1. Ensuring school practices are consistent with the *EAL/D Learner Policy* and implementing the school procedures as described in this document.
- 3.3.2. Ensuring the February and August EAL/D Census is completed accurately and in a timely manner.
- 3.3.3. Allocating *EAL/D School Resource Allocation (SRA)* and international fee-paying students' annual tuition fees to support students in the school who are learning English as an additional language or dialect.
- 3.3.4. Appointing EAL/D teacher/s with TESOL postgraduate qualifications and/or specialised training, experience and expertise.
- 3.3.5. Identifying an EAL/D Coordinator (likely the EAL/D teacher) as a point of contact for the school to communicate with the ACT Education Directorate.
- 3.3.6. Facilitating EAL/D teaching and learning that meets the needs of the school's EAL/D learners as they are identified through assessment and the *Observation Guides*.
- 3.3.7. Ensuring equity in accessing the Australian Curriculum for EAL/D learners and promoting intercultural understanding within the school community.

- 3.3.8. Ensuring school staff are adequately supported to be attentive and responsive to the unique social, cultural, emotional and psychological needs of EAL/D learners. These may include challenges in communicating in a new language and culture, being misunderstood by others, the various displacements experienced in migrating, and the effects of torture and trauma.
- 3.3.9. Ensuring school staff can access professional learning focussed on supporting EAL/D learner needs.
- 3.3.10. Ensuring school staff can access accredited translating and interpreting services for families of EAL/D learners as required.
- 3.3.11. Providing and supporting early access to preschool for EAL/D learners who meet the eligibility criteria outlined in the *Early Entry for Children with English as an Additional Language or Dialect Procedure*.
- 3.3.12. Providing and supporting access to primary and secondary Introductory English Centres (IECs) for students with beginning English language proficiency as described by the *ACARA EAL/D learning progression*.
- 3.3.13. Ensuring CALD students and families feel welcomed to participate in the life of the school and are respected, supported and valued in their school community.

3.4. *The role of the ACT Education Directorate includes:*

- 3.4.1. Ensuring school practices are consistent with the *EAL/D learner policy* and the procedures within this document.
- 3.4.2. Assisting and advising schools on the implementation of these procedures.
- 3.4.3. Providing research and evidenced based professional learning for schools, promoting system wide leading EAL/D practice and innovation.
- 3.4.4. Collaborating with government agencies and a range of community services to advocate, support and respond to CALD student need.
- 3.4.5. Organising, supporting and promoting the effective assessment of EAL/D learner English language proficiency and the moderation of consistent teacher judgement.
- 3.4.6. Collecting and managing system data recorded by schools on EAL/D learners in the *School Administration System (SAS)*.
- 3.4.7. Distributing EAL/D SRA and international fee-paying students' annual tuition fees to schools.
- 3.4.8. Supporting schools to access EAL/D teachers with TESOL postgraduate qualifications and/or specialised training, experience and expertise.
- 3.4.9. Providing information to schools on accessing the government approved translating and interpreting services.

3.5. *Translating and Interpreting Services*

- 3.5.1. Schools may access ACT Government approved translating and interpreting services for parents/carers of EAL/D learners when necessary.
- 3.5.2. For translating and interpreting purposes schools use: the National Translating and Interpreting Service (TIS), National Auslan Interpreter Booking Service (NABS), the National Relay Service (NRS), and the ACT 24 Hour Emergency Interpreter Service (EIS).
- 3.5.3. Schools are required to display the National Interpreting Symbol to meet the requirements of the *ACT Government Language Services Policy*. Schools will

ensure the symbol can be seen by staff, parents/carers and students. The symbol is available on the *EAL/D Service Portal* page.

3.6. **Enrolment**

- 3.6.1. The documents outlining the enrolment requirements for students in ACT public schools, including Introductory English Centres (IEC) are:
 - 3.6.1.1. Compulsory Education Student Enrolment and Attendance Policy
 - 3.6.1.2. Enrolment of the Dependants of Temporary Residents Policy
 - 3.6.1.3. International Fee-Paying Students Policy
- 3.6.2. Through the enrolment process into an ACT public school, parent/carers are required to identify additional languages spoken by their child on the school enrolment application. This forms part of the process for schools to identify students as eligible for EAL/D support. Schools should seek clarification from parents/carers regarding languages spoken at home if this information has not been provided upon enrolment.
- 3.6.3. Some students may be eligible for early entry into preschool based on their level of English language proficiency. Schools should refer to *The Early Entry for Children with English as an Additional Language or Dialect Procedure*.
Students are eligible if they:
 - 3.6.3.1. are non-English speaking
 - 3.6.3.2. live in a non-English speaking home
 - 3.6.3.3. do not have opportunities to socialise with English speaking children of their own age, and
 - 3.6.3.4. turn three years of age by 30 April.
- 3.6.4. The ACT Education Directorate supports direct enrolment into Introductory English Centres (IEC) for newly arrived refugee students under the Humanitarian Settlement Program (HSP) who require intensive language instruction. Parents/carers under the HSP will be assisted by the approved provider to enrol their children using the online enrolment application. If the applicant is a temporary citizen and requires an *Approval Reference Number* (ARN) for enrolment, the provider can contact the International Education Unit via IEU@act.gov.au. When enrolling online, select the option 'another school not in your area', select the closest IEC host school, and provide the following paragraph to justify the enrolment:

<<Student name>> is living in temporary housing as part of the Humanitarian Settlement Program. As an English language learner at the beginning phase of English proficiency, they would benefit from enrolment in the Introductory English Centre program at <<IEC host school name>>.
- 3.6.5. The IEC will contact the parent/carer and assess the student's language proficiency to determine eligibility to enrol directly into the IEC.

3.7. **EAL/D Census**

- 3.7.1. The ACT public school EAL/D Census (the Census) is conducted in February and August each year. Census data is used to identify EAL/D learners and their level of English language proficiency. The data is used for the allocation of needs-based funding, called the EAL/D Student Resource Allocation (SRA).

- 3.7.2. The Census requires that each EAL/D learner's English proficiency is reported for listening, speaking, reading and writing in relation to the four language phases as described by the *ACARA EAL/D Learning Progression*. Schools use moderation tasks and on-going assessment using formative assessment practices with the *Observation Guides* to report language proficiency. The *Observation Guides* and moderation tasks are available for teachers on the *EAL/D Service Portal* page.
- 3.7.3. The Census is finalised via the School Administration System (SAS) by the specified Census date. Principals and the EAL/D Coordinator complete the Census by signing the *EAL/D Census Verification Report* and submitting it to the ACT Education Directorate via EALD@act.gov.au.
- 3.7.4. The Education Directorate keeps language phase information provided by ACT public schools as part of the EAL/D census, to inform system strategic planning and priorities.

August EAL/D Census

- 3.7.5. The main purpose of the August EAL/D Census is to provide a projection of the EAL/D SRA for principals to inform strategic school planning and resource allocation for the following year.
- 3.7.6. Prior to the August Census, all Kindergarten to Year 11 EAL/D learners will have their English language proficiency tracked using on-going assessment and recorded on the *Observation Guides*.
- 3.7.7. EAL/D Learner's language proficiency phases for speaking, listening, reading and writing, along with an assessment date, is recorded/updated in SAS.
- 3.7.8. To ensure fairness of EAL/D resource allocation and to support the consistency and accuracy of teacher judgement of English proficiency across ACT public schools, targeted students are assessed using the EAL/D moderation tasks. Tasks are marked and moderated by EAL/D specialist teachers at a system wide *EAL/D Moderation Day* where attendance is compulsory.
- 3.7.9. The EAL/D specialist teacher, or the person who is responsible for the implementation of the moderation tasks and completion of the Census, attends and participates in the *EAL/D Moderation Day*.
- 3.7.10. Preschool students are assessed for the August Census using the *Preschool Observation Guide*. EAL/D teachers will collaborate with Preschool teachers to determine language phases for listening, speaking, reading and writing. This information will assist schools to allocate resources for EAL/D learner support in Kindergarten.
- 3.7.11. Year 12 students do not require a language phase entered in SAS for the August Census unless they are completing an additional year of schooling (Year 13) the following year.
- 3.7.12. ACT public schools can access Census administration materials via the EAL/D Service Portal page.

February EAL/D Census

- 3.7.13. The purpose of the February EAL/D Census is to capture new EAL/D learners to the school since the August Census period and enable adjustments to the August Census data prior to the distribution of EAL/D SRA funding.

- 3.7.14. EAL/D learners new to the school and students who have enrolled after the August Census need a preliminary assessment in listening, speaking, reading and writing using the *On Entry Assessment Language Guide for new EAL/D Students K-12*. Language phases are recorded in the relevant fields within SAS.
- 3.7.15. A new assessment is not essential for students transferring from another ACT public school (including an IEC). Schools may use language phases entered by the previous school provided the assessment has been made within the last 12 months.
- 3.7.16. Students who have an additional language or dialect in preschool will not have their English language proficiency assessed for the February Census because EAL/D SRA is applied from Kindergarten onwards.

3.8. Reporting EAL/D learner achievement

- 3.8.1. Curriculum and Academic Reporting Policy for ACT Public Schools and Curriculum and Academic Reporting Procedures for ACT Public Schools (2023) outlines the reporting requirements for ACT schools.
- 3.8.2. Student achievement is reported against the Australian Curriculum Achievement Standards. Teachers are required to collect evidence of learning by providing appropriate adjustments to cater for English learner needs commensurate with their phase of English language proficiency.
- 3.8.3. The EAL/D module forms part of the end-of-semester report and communicates student achievement against the ACARA EAL/D Learning Progression for EAL/D learners.
- 3.8.4. EAL/D learners achieving English proficiency in the beginning, emerging and developing phases of the ACARA EAL/D learning progression will receive an EAL/D report.
- 3.8.5. Inclusion of an EAL/D teacher comment in the report is optional and at the discretion of the school.
- 3.8.6. Students attending an IEC will receive an *IEC Progress report*. The report will communicate student achievement against the *ACARA EAL/D Learning progression* for Literacy and Maths, in addition to other subjects, mid-way through a student's IEC placement. An *IEC Graduation Report* will be provided for parents/carers at the conclusion of the student's attendance at the IEC.
- 3.8.7. An *Academic Reporting EAL/D Schools Factsheet* is available for ACT public schools on the EAL/D Service Portal page. IEC reporting information may be found in the *IEC Handbook*.

3.9. NAPLAN

- 3.9.1. Exemptions may be granted for EAL/D learners who are recent arrivals to Australia and have been attending an Australian school for less than a year. Students may be exempt from one test, e.g. reading but still be able to participate in another test, e.g. numeracy.
- 3.9.2. EAL/D learners are not automatically exempt and should be given the opportunity to participate in NAPLAN testing. Schools need to discuss the proposed exemption/s with the student's parent/carer.

- 3.9.3. The ACT Education Directorate provides schools with a list of students who are eligible for exemption from NAPLAN.
- 3.9.4. Exemption enquiries should be directed to NAPOnline@act.gov.au.

4. Procedures for Introductory English Centres (IECs)

- 4.1. Students must be enrolled in an ACT public school from Kindergarten to Year 12 (known as their home school) prior to consideration for an IEC placement.
- 4.2. Home schools may use the *On-Entry Assessment Language Guide for New EAL/D Students K-12* to determine the student's English language proficiency. If the student is identified in the beginning language phase, students may be referred to an IEC, in consultation with the student, and parents/carers. Schools may access the *On-Entry Assessment Language Guide* and the *IEC Referral form* via the EAL/D Service Portal page.
- 4.3. IECs will coordinate an IEC visit with the student and parent/carers. This visit will support all parties to determine the suitability of an IEC placement for the child.
- 4.4. Students will enrol in an IEC closest to their residential address.
- 4.5. Enrolment at the IEC is guided by the following criteria:
 - 4.5.1. the student meets the definition of an EAL/D learner as stated in the English as an Additional Language or Dialect Learner Policy, and
 - 4.5.2. are assessed by their home school as having a beginning phase level of English language proficiency, as described by the ACARA EAL/D learning progression
 - 4.5.3. the student is a minor (under 18 years of age at the time of enrolling)
 - 4.5.4. the student is an Australian citizen or permanent resident, or the student is a temporary visa holder who has been approved for enrolment by the Directorate's International Education Unit.
- 4.6. A term report listing all students enrolled in IECs is provided to the ACT Education Directorate by the IEC school administration officer via EALD@act.gov.au.

Length of an IEC Placement

- 4.7. Primary students can access an IEC program for two terms, with the possibility of a one term extension based on their English language proficiency. Students can begin and exit an IEC at any point in the school year. Students attend for approximately 20 weeks from when they first enter the IEC.
- 4.8. Secondary students can access an IEC program for three terms, with the possibility of extension based on their English language proficiency. Students can begin and exit an IEC at any point in the school year. Students attend for approximately 30 weeks from when they first enter the IEC.
- 4.9. A decision to extend or reduce a student's placement at an IEC based on the student's language proficiency will require consultation with parents/carers.
- 4.10. Any student placement extensions and exits must be agreed to by the principal of the IEC. The IEC will submit an *IEC Request for Student Extension form* which is located on the EAL/D Service portal page. The form is to be sent to the ACT Education Directorate via EALD@act.gov.au no later than three weeks before the end of a term. Final approval

will be granted by the Senior Manager of the Learning, Teaching, Policy and Service Design section.

- 4.11. The IEC will communicate any extensions to a student's placement in an IEC to the student's home school.

IEC Staffing Arrangements

- 4.12. IECs are staffed by teachers with TESOL postgraduate qualifications and/or specialised training, experience and expertise.
- 4.13. IEC schools are provided with an IEC School Resource Allocation determined by system needs to fund staffing positions.
- 4.14. IECs are staffed with a teacher:student ratio remaining between 1:12 and 1:15.
- 4.15. Each IEC is staffed with 2 learning support assistants for administration and student support duties in addition to the classroom teacher.
- 4.16. An IEC operating with four or more classes is eligible for additional funding for an extra 0.5 School Assistant position.
- 4.17. A request for additional staffing may be made to the ACT Education Directorate for teachers and learning support assistants when enrolment numbers increase beyond the ratio stated above or the IEC determines the complexity of student need has increased. Schools should submit a *Request for Additional Staffing form* via EALD@act.gov.au. The form is located on the EAL/D Service Portal page.
- 4.18. Additional staffing for IECs is managed by the Learning, Teaching, Policy and Service Design section.

The role of the IEC Lead Teacher includes

- 4.19. Responsibility for supporting IEC staff, ensuring quality language teaching, learner's welfare and communicating with parent/carers.
- 4.20. Facilitating the IEC visit where they are responsible for determining student eligibility and suitability for enrolment.
- 4.21. Responsibility for the transition process for exiting students who are returning to their home school.
- 4.22. Communicating IEC school, student and staff needs to the school principal.
- 4.23. Attending IEC lead teacher meetings each term facilitated by the ACT Education Directorate to engage in a professional learning community to discuss IEC needs, events and issues.

5. Contact

- 5.1. The Senior Director, Learning and Teaching, Policy and Service Design is responsible for this procedure.
- 5.2. For support contact Learning and Teaching, Policy and Service Design on 6205 9346 or EALD@act.gov.au.

6. Feedback

- 6.1. Any feedback about this policy, should be raised with the policy owner. Refer to Contact information above.

7. References

7.1. Definitions

- **Approval Reference Number** is issued by the International Education Unit to approve international temporary residents so they can complete the online enrolment form for school entry.
- **Australian Curriculum, Assessment and Reporting Authority (ACARA)** is responsible for the development of national curriculum, assessment, and reporting processes.
- **ACARA EAL/D learning progression** describes the progression of English language learning typical of students learning English as an Additional Language or Dialect.
- **ACT Board of Senior Secondary Studies (BSSS)** is responsible for the certification of senior secondary school studies in government and non-government schools in the Australian Capital Territory.
- **ACT EAL/D Student Observation Guides** is a tool used by teachers to identify and track student English proficiency as described by the ACARA EAL/D Learning Progression phases.
- **Culturally and Linguistically Diverse (CALD)** is the acronym used to describe the cultural and linguistic diversity of people within the school community and acknowledging the differing levels of English proficiency rather than relying on a person's country of birth as the measure.
- **EAL/D Census Verification Report** is the report that must be printed, signed and submitted to the ACT Education Directorate by the principal of each ACT public school to confirm the EAL/D Census has been completed by their school. The report is accessible via the EAL/D Service Portal.
- **English as an Additional Language or Dialect (EAL/D)** is the education acronym for students whose home language is a language or dialect other than English, or whose English syntax and vocabulary is markedly different from Australian English and require additional support to develop proficiency in English.
- **EAL/D Moderation Day** is the system wide moderation of English language assessment.
- **EAL/D Student Resource Allocation** is the needs-based funding allocated to schools on a yearly basis.
- **English language proficiency** is the ability to use the English language to make and communicate meaning in spoken and written contexts to participate in the curriculum and the life of the school.
- **Home language** is the language predominantly spoken in a student's home environment. Other terms may be used such as: mother tongue, heritage language or first language.
- **Humanitarian Settlement program** is a national program supported by the Australian Government to support humanitarian entrants and other eligible visa holders integrate into Australian life.
- **Introductory English Centres** are co-located in mainstream schools and provide support to newly arrived students with beginning English (as described by the ACARA EAL/D Learning progression) through intensive language teaching prior to entry into mainstream ACT public schools.
- **Introductory English Centre Graduation report** is the report provided to parents/carers at the conclusion of a student's IEC placement.

- **Introductory English Centre Handbook** is a resource available for IEC schools outlining procedures and processes relevant to IEC school needs.
- **Introductory English Centre Progress report** is the report provided to parents/carers mid-way through a student's IEC placement.
- **Introductory English Centre Referral form** is used by teachers to refer a student in the beginning phase of language development to an IEC.
- **Introductory English Centre Request for Student Extension form** is used by IECs to extend the length of a student's placement in an IEC beyond the usual timeframe.
- **On Entry Assessment Language Guide for new EAL/D Students K-12** is a tool using the 'Characteristics of Learners' descriptions from the ACARA EAL/D Learning Progressions to assist teachers to determine a new student's language phase.
- **Preschool Observation Guide** is the tool used by teachers to allocate language phases for speaking, listening, reading and writing to assist in the identification of preschool students eligible for EAL/D language support from Kindergarten.
- **Refugee** is a person who has sought asylum in Australia and has been granted international protection by the Australian Government as a humanitarian entrant. A refugee is someone who has been recognised under the *Convention and Protocol Relating to the Status of Refugees*.
- **School Administration System (SAS)** is the cloud-based school management system to hold the ACT Education Directorate's student information.

7.2. Related Policies and Documents

- ACT Board of Senior Secondary Studies, Policy and Procedures Manual 2021. Appendix 7. Assessment Provisions for EAL/D Students – Guidelines
- ACT Education Directorate, Progressing Parental Engagement School Fact Sheet Engaging with families for whom English is an additional language or dialect
- ACT Government, Language Services Policy 2018
- ACT Government, Multicultural Framework 2015-2020
- Australian Human Rights Commission, Asylum seekers and refugees guide 2015
- Early Entry for children with English as an Additional Language or Dialect Procedure
- Compulsory Education Student Enrolment and Participation Policy (2022)
- International Fee-Paying Students Policy
- Curriculum and Academic Reporting Policy for ACT Public Schools and Curriculum and Academic Reporting Procedures for ACT Public Schools (2023)
- Students with Disability: Meeting their Educational Needs Policy
- Territory Records Act 2002