



ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT STUDENTS PROCEDURES

These procedures must be read in conjunction with the English as an Additional Language or Dialect Students Policy.

1. Overview

- 1.1. These procedures support Weetangera School to implement the English as an Additional Language or Dialect Students Policy.
- 1.2. These procedures set out the operational requirements for supporting EAL/D students' English language acquisition at Weetangera School.

2. Rationale

- 2.1. These procedures ensure that operational requirements, processes and roles and responsibilities of all staff are clear and are adhered to.
- 2.2. The Australian Curriculum, Assessment and Reporting Authority (ACARA) EAL/D Learning Progression (the ACARA EAL/D learning progression) is the framework that Weetangera School will use to describe the phases of English language proficiency for EAL/D students.

3. Procedures

- 3.1. Weetangera School provides a range of support to ensure EAL/D students achieve equitable education and social outcomes and participate successfully in our culturally diverse society.
- 3.2. Weetangera School will:
 - allocate resources received through the EAL/D needs-based loading and international fee paying students' annual tuition fees to support English language acquisition
 - provide early access to preschool for EAL/D students who meet the eligibility criteria outlined in the *Early Entry for Children with English as an Additional Language or Dialect Procedure*
 - provide access to primary IECs for students with Beginning English language proficiency as described by the ACARA EAL/D learning progression
 - deliver explicit English language teaching
 - support classroom teachers with advice on learning programs and evidence-based teaching practices, through professional learning to meet the language needs of EAL/D students
 - appoint an EAL/D Liaison Officer each year
 - access professional accredited translating and interpreting services for parents/carers of EAL/D students as required.
- 3.3. Enrolment:
 - The following documents outline the enrolment requirements for EAL/D students Weetangera School:
 - Education Participation (Enrolment and Attendance) Policy
 - Enrolment of the Dependents of Temporary Residents Policy
 - International Fee Paying Students Policy.

- Some EAL/D students may be eligible for early entry into preschool based on their level of English language proficiency. The Early Entry for Children with English as an Additional Language or Dialect Procedure will be referred to in this instance.
- Professional accredited translating and interpreting services will be accessed as required to support the enrolment of EAL/D students.

3.4. Introductory English Centres (IEC):

- Students must be enrolled at Weetangera School prior to consideration for an IEC placement.
- Enrolment at the IEC is also guided by the following criteria:
 - the student meets the definition of an EAL/D students as stated in the English as an Additional Language or Dialect Students Policy, and
 - the student is newly arrived in Australia (enrolling in school within six months of their arrival), or a kindergarten student who has had minimal exposure to the English language, and
 - the student is a minor (under 18 years of age at the time of enrolling in the initial course of intensive English language instruction), and
 - 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.
- EAL/D students who are assessed by Weetangera School as having Beginning English language proficiency, as described by the ACARA EAL/D learning progression, will be referred to an IEC, in consultation with the student, and parents and carers.
- EAL/D students referred to IECs will be further assessed by the IEC to confirm their level of English language proficiency and the suitability of an IEC placement.
- A term report listing all students enrolled in IECs must be provided to the Education Support Office by a delegate from each IEC via EALD@act.gov.au.

3.5. Length of an Introductory English Centre Placement and Extensions:

- 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 begin at any point in the school year and graduate in Week 10 of the second term they have attended. This means that students attend for approximately 20 weeks from when they first enter the IEC.
- In primary IECs, any placement extensions must be agreed to by the principal of the IEC and an IEC Extension of Stay Request form must be submitted to the Education Support Office via EALD@act.gov.au no later than three weeks before the end of a term.
- Based on their level of English language proficiency, students may exit an IEC before Week 10 at the discretion of the principal of the school at which the IEC is located.
- A decision to extend or reduce a student's placement at an IEC will require consultation with parents and carers and notification to the student's home school.

3.6. Introductory English Centres Staff Arrangements:

- IECs will be led and delivered by teachers with specific EAL/D qualifications, specialised training and/or expertise.
- IECs will be staffed with a teacher to student ratio between 1:12 and 1:15.
- Additional staffing for primary IECs is approved by the Education Support Office. In the event that enrolments exceed the staff/student ratio, or the IEC determines the complexity of student need has increased, a Request for Additional Staffing form should

be completed and submitted for approval and payment by the Education Support Office via EALD@act.gov.au.

- Decisions about additional staffing for secondary IECs are made at the discretion of the principal of the school at which the IEC is located.
- An IEC operating with four or more classes must complete a Request for Additional Staffing form and submit it to the Education Support Office via EALD@act.gov.au for approval and funding for an additional 0.5 School Assistant position.

3.7. EAL/D Census:

- 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 students and their level of English language proficiency. The data is also used for the allocation of the EAL/D student needs-based loading.
- The Census must be finalised by the specified Census date. Principals must sign off on the Census reports before the verification minute (Report 793110) is submitted to the Education Support Office via EALD@act.gov.au on Census day.
- The Census requires that each EAL/D student is allocated a Language Performance Rating (LPR) by both the teacher responsible for EAL/D at the school and the student's classroom teacher.

August Census:

- The August Census provides a projection of the EAL/D needs based loading for the following year.
- Prior to the August Census, all Preschool to Year 6 EAL/D students must have their English language proficiency assessed using the Census assessment tasks. Tasks are marked and a LPR is assigned using the marking guides. The tasks are obtained by emailing the Education Support Office at EALD@act.gov.au.
- Preschool students are assessed for the listening with understanding and speaking modes only. Preschool teachers are to complete the Preschool EAL/D Census Information Form and provide it to the teacher responsible for EAL/D.
- A representative from each school must attend the Census Moderation Day. This supports the consistency and accuracy of the assessment process across all schools.

3.8. February Census:

- The February EAL/D Census enables adjustments to August Census data prior to the allocation of the EAL/D student needs-based loading.
- February Census assessments must include listening with understanding, speaking, reading with understanding and writing.
- EAL/D students enrolled after the August Census are to be assessed for an interim English language proficiency rating for the February Census by their home school or IEC as applicable.
- EAL/D preschool students' English language proficiency is not assessed for the February Census as they do not receive EAL/D needs-based loading for their preschool year.

3.9. Reporting and NAPLAN:

- Students attending ACT public schools who have been learning English in an Australian school for less than one year are eligible for an exemption from A-E reporting and NAPLAN.
- The Education Support Office provides Weetangera School a list of students who are eligible for exemption from NAPLAN.
- Exemption enquiries should be directed to NAPOnline@act.gov.au.

- The Reporting Student Achievement (Preschool-Year 12) Policy provides further information on exemptions for A-E reporting and NAPLAN.

3.10. Roles and responsibilities:

- **The Education Support Office is responsible for:**
 - ensuring the Education Support Office practices are consistent with these procedures
 - the monitoring of and reporting on implementation of these procedures
 - collecting and managing system data on EAL/D students
 - distributing resources to ACT public schools through the EAL/D needs-based loading and international fee paying students' annual tuition fees
 - overseeing the assessment and moderation of EAL/D students' English language proficiency using the ACARA EAL/D learning progression
 - providing information to schools on accessing professional accredited translation and interpreter services
 - providing best practice curriculum and pedagogy advice to schools, and system-wide promotion of best practice and innovation
 - providing schools with access to EAL/D teachers with specialised training, postgraduate qualifications, or expertise, to support classroom teachers with advice on learning programs and evidence-based teaching practices to meet the language needs of EAL/D students.
- **Principals are responsible for:**
 - ensuring school practices are consistent with these procedures
 - ensuring the educational and wellbeing needs of EAL/D students are met
 - implementing evidence-based strategies which support EAL/D students' English language acquisition as described by the ACARA EAL/D learning progression
 - ensuring the February and August Census is completed accurately and in a timely manner
 - nominating an EAL/D Liaison Officer
 - ongoing assessment and monitoring of students' English language acquisition as described by the ACARA EAL/D learning progression
 - ensuring staff have access to professional learning as required
 - providing parents and carers with access to professional accredited translation and interpreter services as needed.

4. **Contact**

Weetangera School, is responsible for these procedures.

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5. **Complaints**

5.1. Any concerns about the application of these procedures or the procedures themselves, should be raised with:

- the school principal in the first instance;
- the Directorate's Liaison Unit on (02) 6205 5429;
- online at http://www.education.act.gov.au/contact_us;
- see also the *Complaints Policy* on the Directorate's website.

6. **References**

6.1. **Definitions**

- **Australian Curriculum, Assessment and Reporting Authority (ACARA):** is an independent statutory authority responsible for the development of the curriculum, national assessment and reporting process.
- **ACARA EAL/D learning progression:** has been developed by ACARA to describe the progression of English language acquisition typical of students learning English as an Additional Language or Dialect.
- **Asylum seeker:** An asylum seeker is someone who is seeking international protection but whose claim for refugee status has not yet been determined.
- **The ACT Board of Senior Secondary Studies (BSSS):** is a statutory authority responsible for the certification of senior secondary school studies in government and non-government schools in the Australian Capital Territory.
- **Education Support Office (ESO):** refers to the strategic, policy and regulation divisions of the ACT Education Directorate. Staff based in the ESO provide advice, administrative support and guidance to schools.
- **English:** in these Procedures refers to Standard Australian English (SAE). SAE is the spoken and written English language used in more formal settings, such as for official or public purposes, and recorded in dictionaries, style guides and grammars used in Australia. While it is always dynamic and evolving, it is recognised as the 'common language' within Australia.
- **English as an Additional Language or Dialect (EAL/D):** replaces the term, 'English as a Second Language (ESL)' to align with the Australian Curriculum. EAL/D is the education acronym for students whose home language is a language or dialect other than Standard Australian English (SAE) and who require additional support to develop proficiency in SAE. The use of the acronym EAL/D recognises the English language learning needs of Aboriginal and Torres Strait Islander students who speak an Aboriginal or Torres Strait Creole, or a variety of Aboriginal English, as their home language, as well as those who speak a traditional or heritage Indigenous language, and migrant and refugee students who speak an English-based Creole, pidgin or dialect as their home language, as well as those who are learning English as a second or additional language (ESL/EAL).
- **EAL/D Liaison Officer:** is a nominated first point of contact for enquiries from parents, students and the wider school community about the school's approach to, and advice on, meeting the needs of EAL/D students. The EAL/D Liaison Officer may be either the principal or another designated school staff member.
- **English language acquisition:** is the process of learning Standard Australian English for academic English language proficiency.
- **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 predominately spoken in a student's home environment. Other terms may be used such as: mother tongue, heritage language or first language.
- **Home school:** is the mainstream school students enrol in prior to attending an IEC.
- **Introductory English Centres (IECs):** are a system resource co-located in mainstream schools. The IEC program is designed to support newly arrived students with Beginning English through intensive language teaching prior to entry into mainstream ACT public schools.

- **Language Background Other Than English (LBOTE):** identifies a student, or the student's parents/carers, speaking a language other than English at home.
- **Refugee background:** is someone who has been recognised under the 1951 Convention relating to the status of refugees, as amended by its 1967 Protocol, to be a refugee.
- **TESOL:** Teaching English to Speakers of Other Languages.
- **Verification minute (793110):** is the report that must be printed, signed and submitted to the Education Support Office by the principal of each ACT public school to confirm that the EAL/D Census has been completed by their school. The report can be found in the ESL section of MAZE.

6.2. **Related Policies and Information**

- Early Entry for Children with English as an Additional Language or Dialect Procedure
- Education Participation (Enrolment and Attendance) Policy
- International Fee Paying Students Policy
- [Progressing Parental Engagement School Fact Sheet Engaging with families for whom English is an additional language or dialect](#)
- *Territory Records Act 2002*