

Deakin Preschool

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT STUDENTS PROCEDURES

O**verview**

These procedures support ACT public schools to implement the English as an Additional Language or Dialect Students Policy. These procedures set out the operational requirements for supporting EAL/D students’ English language acquisition in ACT public schools.

Rationale

These procedures ensure that operational requirements, processes and roles and responsibilities of all staff are clear and are adhered to by all Directorate staff.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) EAL/D Learning Progression (the ACARA EAL/D learning progression) is the framework that ACT public schools will use to describe the phases of English language proficiency for EAL/D students.

**Procedures**

ACT public schools provide a range of support to ensure EAL/D students achieve equitable education and social outcomes, and participate successfully in our culturally diverse society.

ACT public schools 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 and secondary IECs for students with Beginning English language proficiency as described by the ACARA EAL/D learning progression
		- deliver explicit English language teaching
		- deliver Board of Senior Secondary Studies (BSSS) ESL courses at secondary colleges
		- access 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
		- appoint an EAL/D Liaison Officer at each school
		- access professional accredited translating and interpreting services for parents/carers of EAL/D students as required.

Enrolment:

* The following documents outline the enrolment requirements for EAL/D students in ACT public schools:
* Education Participation (Enrolment and Attendance) Policy
* Enrolment of the Dependants 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 should be referred to in this instance.
* Professional accredited translating and interpreting services must be accessed as required to support the enrolment of EAL/D students.

Introductory English Centres (IEC):

* Students must be enrolled in an ACT public school (known as their home 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 their home school as having Beginning English language proficiency, as described by the ACARA EAL/D learning progression, must 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.

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.