



## English as an additional language or dialect (EAL/D) students

The requirements for EAL/D students are specified in the *P-12 curriculum, assessment and reporting framework* with additional information provided below.

The requirements relate to supporting students enrolled in Queensland state schools who are learning Standard Australian English (SAE) as a new language, while simultaneously learning the curriculum through SAE.

### Defining EAL/D students

EAL/D students are those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in SAE. These students may include:

- Aboriginal and Torres Strait Islander students
- students with Maori or Pacific Islander backgrounds
- students of Australian South Sea Islander background
- immigrants to Australia and temporary visa holders from non-English speaking countries
- students with a refugee background
- children born in Australia of migrant heritage where English is not spoken at home
- Australian citizens or residents returning from abroad having lived for extended periods of time in countries where their schooling was not in English
- children of deaf adults who use Auslan as their first language
- international students from non-English speaking countries<sup>1</sup>.

Not all students from these backgrounds will require additional support to meet the curriculum expectations for their age cohort.

### Identifying EAL/D students

Schools identify EAL/D students on enrolment or through ongoing processes of identification.

#### On enrolment

- If possible, ascertain from parents/carers whether a language or dialect other than English is usually spoken at home by family members, including the student being enrolled.
- Gather as much relevant information as possible about the student's language background and proficiency, understanding that some students may speak more than one language or dialect other than English.
- Review/record *Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners* (the *Bandscales*) data in OneSchool or any other EAL/D-related data.
- Record identified students as EAL/D in OneSchool using the 'EAL/D Flag' in the Cultural and Citizenship sub-tab of *Manage Student Details*.

#### Ongoing processes

- Identify EAL/D students in the classroom from language-learner behaviours.
- Use classroom data such as observations, assessments and the *Bandscales* to identify students who may be EAL/D students.
- Once identified, record students as EAL/D in OneSchool using the 'EAL/D Flag' in the Cultural and Citizenship sub-tab of *Manage Student Details*.

#### Determining SAE proficiency

The *Bandscales* are used to:

- determine EAL/D students' levels of SAE proficiency across four macro-skills (listening, speaking, reading and writing); and
- monitor student progress in developing SAE.

It is recommended EAL/D students' progress is monitored using the *Bandscales* every six months.

Teachers record *Bandscales* data in OneSchool's *Developmental Maps Markbook*. Teachers may also refer to the *Bandscales in action*<sup>2</sup> to support decision making about EAL/D students' levels of proficiency in each of the macro-skills.

<sup>1</sup> For students monitored through *DET International*, such as dependant and international students, schools also comply with any requirements specified by DET International.

<sup>2</sup> *Bandscales in action* is a series of 25 vignettes demonstrating typical EAL/D learning behaviours from level 1 to level 5 proficiency in Standard Australian English, as described in the *Bandscales*.

## A whole school approach supports EAL/D students

### Providing the curriculum

The curriculum provision for all students is specified in the *P–12 curriculum, assessment and reporting framework*. EAL/D students are entitled to demonstrate the full extent and depth of their learning against the relevant learning area and/or subject achievement standards<sup>3</sup>.

Schools use *A whole school approach to support student learning* to provide differentiated support.

Schools make decisions about the ongoing level of support, based on EAL/D students' levels of English language proficiency, and in relation to the school context.

EAL/D students need specific teaching approaches<sup>4</sup> to build a language foundation for successful classroom learning.

Teachers analyse *Bandscales* data, in conjunction with classroom data, to identify the specific language-learning needs of their EAL/D students.

### Differentiated teaching

EAL/D students receive differentiated instruction of the *Australian Curriculum* for their age cohort. The curriculum entitlement of all students including EAL/D students is specified in the *P-12 curriculum, assessment and reporting framework*.

Teachers differentiate instruction in response to data and day-to-day monitoring which indicate the students' particular needs.

### Focused teaching

Some EAL/D students may require additional support to enable them to meet the expectations of the relevant achievement standard.

Teachers identify these students' English language proficiency using the *Bandscales* and provide focused teaching to meet the particular language learning needs of students within a classroom context.

### Intensive teaching

EAL/D students may require ongoing intensive SAE support to develop sufficient proficiency in SAE to enable them to access the curriculum for their age cohort.

### Assessment

In each learning area and/or subject, summative assessment provides opportunities for students to demonstrate their learning against all aspects of the relevant achievement standard<sup>3</sup>. This may require special provisions in the conditions of assessment — refer to *Assessment and moderation*. Special provisions in the conditions of assessment reflect differentiation, or adjustments, made to the ways the curriculum is delivered.

## Providing intensive SAE language teaching for students within their first 12 months of Australian schooling

An intensive SAE language teaching program aims to develop sufficient proficiency in SAE to enable EAL/D students to access the curriculum for their age cohort.

Schools can provide an intensive SAE language teaching program for EAL/D students within their first 12 months of Australian schooling. Participation requires consultation with parents/carers and relevant staff, for example, class teacher, EAL/D specialist teacher, Head of Curriculum or Principal).

The intensive SAE language teaching program details are documented in OneSchool's *Support Provisions*.

When reporting, there can be an exemption from the five-point scale reporting requirement if necessary. This responsibility rests with the Principal and in these instances schools use 'N'5<sup>5</sup> as the level of achievement in the English learning area and use comments section of the appropriate OneSchool report card to provide a written statement about the student's learning.

For the English learning area, comments reflect English language proficiency levels and progress determined using the *Bandscales*.

For all other learning areas and/or subjects, comments describe student achievement and improvement with reference to the relevant standards if appropriate. For further information — refer to *Reporting to parents*.

A number of schools offer intensive SAE language teaching programs. For further information regarding Intensive Language Units, contact your local Regional Office.

### Transport provisions

EAL/D students who are enrolled in an Intensive Language Unit (ILU) which is not at their school location can apply for Department of Transport and Main Roads travel passes directly from the school with the ILU. This pass is only valid for public transport between a student's residence and the ILU. The pass is available for 12 months from the original date of enrolment. The Principal of the school with the ILU may grant an extension of the pass for a further 6 months.

## Translating and interpreting arrangements

To maintain effective communication with students and their families not proficient in SAE, schools arrange *translating and interpreting services*. These services can be provided via telephone or on-site to ensure equitable access to information and services.

Where interpreters are not available, schools carefully consider how to communicate effectively with these students and their families.

<sup>3</sup> The *Australian Curriculum* has achievement standards for each learning area and/or subject in each year or band of years. The *Queensland Curriculum* has standards for each key learning area.

<sup>4</sup> *English as an Additional Language or Dialect Teacher Resource*

<sup>5</sup> Academic reporting in OneSchool requires a level of achievement to be recorded for the English learning area in each semester.

