

**ACT EDUCATION AND TRAINING DIRECTORATE**

**Review of English as an Additional Language or Dialect Services in ACT Public Schools**

**April 2012**Contents

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# REVIEW OF EALD SERVICES IN ACT PUBLIC SCHOOLS

## 1. BACKGROUND

The demographics of the ACT are changing. The skilled migration policy, coupled with the ACT skills shortage, has seen families from many different countries settling in Canberra. In addition, the number of refugees arriving has increased. Many of these arrivals have limited English proficiency and this is reflected in the increasing number of ACT public school students requiring EALD (English as an Additional Language or Dialect) support.

The focus of our ESL/EALD support program is to lift the levels of language proficiency so that students are able to participate in the full curriculum, including literacy and language learning. Therefore, a combination of targeted support for the most needy students, Introductory English Centres (IECs) and support in mainstream classes for those with higher levels of proficiency is provided. In 2012, there are over 69 Full Time Equivalent (FTE) EALD teachers in mainstream schools and 21 FTE teachers in IECs.

Funding for ESL/EALD students has been shared between the Australian Government and each jurisdiction. Under the new National Education Agreement introduced in 2009, States and Territories receive Australian Government funding for ESL students as part of a total budget. Prior to this, jurisdictions received a per capita allocation for ESL-New Arrivals under a DEEWR targeted funding agreement.

The provision of support to EALD students is a national issue and there is considerable work being undertaken by AEEYSOC[[1]](#footnote-1)and ACARA[[2]](#footnote-2).

Currently there is no national approach to the provision of ESL/EALD services to students. Jurisdictions have different definitions of ESL (EALD) learners and apply different eligibility criteria to access services. The range of approaches to support EALD students across Australia is illustrated in Appendix 1.

In September 2011, AEEYSOC initiated a survey of all education jurisdictions regarding the funding provision for English as a Second Language (ESL) programs in schools. At the time of writing, there has been no analysis of this survey released by AEEYSOC. It is not yet clear how this will contribute to greater consistency in the identification and provision of support for EALD students.

ACARA has developed a definition of students who are learning English as an Additional Language or Dialect and has included this in Foundation-10 curriculum documents for English, mathematics, science and history.

## 1.1 Legislative Assembly Motion

Following concerns in 2011 raised by a range of stakeholders, on 7 December 2011, the ACT Legislative Assembly passed the following motion:

*“That this Assembly
(1) notes:*

*(a) that approximately 12 percent or nearly 4 900 students in ACT public schools have been assessed as requiring English as a second language (ESL) support, an increase of 35 percent since 2000;*

*(b) that under the current rating scale, only 55 percent of students identified in need of ESL support in ACT government schools attract ESL funding;*

*(c) that this continued lowering of English proficiency was the subject of several recommendations in the Legislative Assembly Standing Committee on Education, Training and Youth Affairs report, Inquiry into the Educational Achievement Gap in the ACT, of May 2010;*

*(d) the ACT Government has delivered a record $8 million to ESL programs in the 2011-2012 budget, which includes funding for ESL professional learning programs for classroom teachers."*

*(2) calls on the Government to:*

*(a) undertake a review of ESL services including the Language Performance Rating cut off for full and partial support funding, with a view to raising the required level of English proficiency and the professional development and Directorate support services available to teachers;*

*(b) in conducting the review, consult with all relevant community stakeholders as well as ESL classroom teachers and their representatives; and*

*(c) report back to the Assembly by April 2012.”[[3]](#footnote-3)*

In response to the Legislative Assembly request, an internal review of EALD services was undertaken by the Education and Training Directorate between January and March 2012.

The Review:

* examined Language Proficiency Rating (LPR) levels over the last five years, including subsequent levels of resourcing to schools
* examined how the Directorate supports the professional learning needs of EALD teachers
* consulted with all relevant community stakeholders, EALD classroom teachers and EALD classroom teacher representatives.

The Review included:

* an invitational stakeholder meeting held on 27 February 2012, attended by 49 people, who provided input into key issues concerning provision of services, the LPR process and professional development support to teachers
* an investigation of services currently provided by the Directorate
* an analysis of EALD enrolment over five years
* an analysis of EALD funding and resource allocations over five years

A number of individual submissions from stakeholders were accepted as part of the Review process.

The terminology English as a Second Language (ESL) and English as an Additional Language or Dialect (EALD) are used interchangeably in this document. EALD reflects the name change since the introduction of the Australian Curriculum.

## 2. SUPPORT FOR EALD STUDENTS IN ACT PUBLIC SCHOOLS

There is a long history of support forEnglish as an Additional Language or Dialect (EALD) students, extending back to the establishment of the ACT public education system. The particular needs of EALD students are addressed in the Directorate EALD Policy 2011, which states that:

“*English as an Additional Language or Dialect (EALD) learners have the right to equality of access to the school curriculum in a productive learning environment that is respectful of students’ different cultures, experiences and learning need.*”[[4]](#footnote-4)

This support reflects the commitment in Everyone Matters, the Education and Training Directorate Strategic Plan 2010-13 where a core goal is to

*“... ensure students succeed through quality teaching that engages them and supports the development of capabilities for life.”[[5]](#footnote-5)*

English language proficiency is a key determinant of success within our education system and for social and economic participation in the broader Australian community. Australian society is enhanced by EALD students having access to EALD programs that enable them to develop their language skills and an understanding of attitudes and beliefs regarding Australian society and citizenship. With adequate English language skills, students are better prepared to contribute to society.

Cognitive, interpersonal and cultural processes underpin the learning of a second or additional language. These are separate from those that underpin learning literacy. Students for whom English is a second or additional language demonstrate a wide range of English language proficiency, and progress through well-documented stages of English acquisition. While they are learning English, such students need explicit English language support to enable them to achieve similar academic levels as their peers for whom English is a first language. The level of support is dependent on the level of English language proficiency demonstrated by each student. In the ACT public school system, a comprehensive assessment process is used to determine English language proficiency. EALD support is provided through both mainstream and targeted programs in schools.

## 2.1 The ACT Literacy and Numeracy Strategy

The *ACT Literacy and Numeracy Strategy 2009-2013* provides a strategic direction for literacy and numeracy in schools and is inclusive of the needs of EALD students. The Strategy’s actions are underpinned by the premise that the quality of teaching is the largest in-school determinant of variation in student achievement. There is a need to continue to strengthen teachers’ knowledge and skills about how students acquire and develop proficiency in literacy and numeracy*.*

*“All students, regardless of their diverse backgrounds, must be supported to progress to higher standards in literacy and numeracy as they move through school. The Strategy provides the strategic direction to guide school leaders and teachers in targeting and improving the literacy and numeracy outcomes of all their students”[[6]](#footnote-6).*

The needs of EALD students are addressed in the Strategy with a specific focus on the provision of

“...*targeted support for Indigenous students, students from disadvantaged backgrounds, students from culturally and linguistically diverse backgrounds and gifted and talented students*.”[[7]](#footnote-7)

##

## 2.2 EALD Plan, Policy and Procedures

In 2011, the Directorate developed an *ESL Action Plan 2011-2013* (Appendix 2). The ACT EALD Policy was updated in 2011 to be in line with the Australian Curriculum. An accompanying *English as an Additional Language or Dialect Program Procedural Manual* [[8]](#footnote-8) was published to support schools and centres with the implementation of effective programs for EALD students. The Manual provides advice and information for EALD teachers, mainstream teachers, principals and school administrative staff in both IECs and mainstream schools on all aspects related to EALD student enrolment, identification, referral process, translator services, EALD Census, curriculum, assessment, reporting, resource allocation and the roles and responsibilities of all school based Directorate staff.

The Action Plan identifies three strategic priorities:

* staff are trained, qualified and well supported
* students are supported to access high quality programs
* policy and procedures are futures focussed and accountable.

These priorities require attention to ensure the effective provision for EALD students.

## 2.3 Targeted Support for EALD Students

In 2012, the estimated points allocations to mainstream schools across public schools equate to 69.5 FTE teaching positions. Every ACT public school and college in 2012 has an allocation for EALD support of at least one day per week (0.2 FTE).

A range of services is provided to meet the needs of EALD students in the ACT public school system.

* Introductory English Centres (IECs) are a system resource co-located in mainstream schools. Newly arrived students with minimal English attend these centres for short term programs of intensive language teaching, prior to entry into mainstream schooling.
	+ Four primary IECs provide intensive English language services. Students in these units receive 20 weeks of targeted language work, with the possibility of a further 10 week extension. Primary IECs are located at North Ainslie Primary School, Hughes Primary School and Namadgi School. In 2012, a new unit was opened at Charnwood Dunlop Primary School to improve access to IECs for students in Belconnen and Gungahlin.
	+ A secondary IEC unit at Dickson College accepts enrolments from across the ACT and offers a three level program, which provides 10 -30 weeks of targeted language instruction to high school and college students.
* IEC students are funded at both the IEC unit level and at their mainstream ‘home’ school for support once they have left the IEC. This support continues until they have exceeded the language performance level that equates to mainstream funding.
* The Education and Training Directorate provides transport support for IEC students who meet eligibility criteria (permanent residents and some temporary residents dependent on visa class).
* EALD students in mainstream primary and secondary schools are eligible for targeted support from EALD staff if they meet the eligibility criteria*.*
* Early Entry Preschool Placements are made for eligible children in the semester prior to their preschool year and are available from the beginning of term 3. Children, accompanied by the parent/carer, are offered a preschool program for a maximum of 6 hours per week.
* A College Refugee Bridging Program is run by Dickson College.
* In term 2 2012, a Refugee Support 2012 Pilot Program will commence at Kingsford Smith School and University of Canberra Senior Secondary College, Lake Ginninderra.

##

## **2.4 Teacher Professional Learning**

Teachers can specialise as an ESL teacher through a qualification in *Teaching English to Speakers of Other Languages (TESOL)*.

The Directorate provides teacher support and professional learning for EALD teachers in mainstream schools and IECs, including:

* regular EALD network forums which include professional learning components
* scholarships funded by the Directorate for tertiary level qualifications in *Teaching English to Speakers of Other Languages (TESOL)*
* opportunities to participate in and train as facilitators in a range of EALD specific professional learning courses
* an induction program for new teachers.

In addition, the Directorate provides mainstream teachers professional learning and support including access to:

* courses that have a focus on the needs of the EALD student as well as needs of all students
* specific EALD university accredited courses delivered through the Directorate and the University of Canberra.

All teachers can access:

* the *EALD Program Procedural Manual* to support teachers and principals
* the ACARA *EALD:Teacher Resource*
* individual support and advice through the EALD Executive Officer and the Manager and Assistant Manager of the Literacy and Numeracy section of the Directorate.

A table outlining the professional learning and other support available to both EALD teachers and to mainstream teachers in ACT public schools is provided in Appendix 3.

## 2.5 Translator Services for Parents/Carers

Translator services are provided free of charge for parents and carers of EALD students in the IECs.

The *EALD Program Procedural Manual* advises mainstream schools to access translator services as required, supporting the parents/carers of EALD students in their schools at enrolment and reporting periods. Funds provided through school based management payments to support EALD students are available for this purpose in mainstream schools.

## 2.6 Stakeholder Consultation

In conducting the review of EALD Services, a meeting of stakeholders was held on the evening of
27 February 2012 at the Hedley Beare Centre for Teaching and Learning. The Stakeholder Forum was well attended with 34 EALD teachers, nine Principals, six representatives from community organisations and five from Professional Associations. See Appendix 4 for a list of all participants.

A brief Background Paper[[9]](#footnote-9) gave a general overview of EALD services provided by the Directorate and participants were given an opportunity to provide feedback on three key issues:

* provision of EALD/ESL services
* the LPR process and subsequent funding of students
* the professional development and Directorate support services available to teachers.

Stakeholders identified key strengths of the current provision of support including:

* support for new arrivals through the five Introductory English Centres
* the diverse range of professional learning that supports the development of EALD teachers and raises the awareness of the needs of EALD students
* the revised EALD policy and new EALD Program Procedural Manual
* the ongoing support provided by the EALD Executive Officer and other officers within the Literacy and Numeracy section
* the provision of scholarships
* regular EALD teacher network meetings
* the refugee programs that address an emerging need.

A number of issues were raised including:

* continued access to relevant professional learning for EALD teachers
* professional learning focussed on an understanding of language acquisition
* upskilling of mainstream teachers to meet the language learning needs of EALD students
* incentives for mainstream teachers to complete accredited courses
* reduction in the number of EALD Executive Officers.

## 2.7 Findings

The Review identified the following findings:

1. The Directorate provides a range of services to support EALD students, including intensive support in IECs at the primary and secondary level and the development of expert support in local schools through EALD teachers.
2. The Directorate is offering a range of targeted EALD professional learning courses to ensure staff working with EALD students are trained and qualified and their ongoing professional learning needs have been met.
3. In 2011-12, the Directorate has developed an ESL/EALD Action Plan, updated the EALD Policy, developed and published an *EALD Program Procedural Manual*, opened a new primary IEC and continues initiatives to build capacity of staff to meet diverse language backgrounds.

## 3. IDENTIFICATION OF EALD STUDENTS

For the purposes of providing targeted EALD support, the Directorate defines EALD students in the EALD Policy as those who meet the following eligibility criteria:

* the student, or one or both parents were born overseas in a non-English speaking country, or identifies as an Aboriginal or Torres Strait Islander, and
* a language other than English is spoken at home, and
* the student has not been enrolled in Australian schooling for more than seven years, and
* the student requires additional support to assist them to develop English language proficiency.

This information is provided by parents/carers on the enrolment form and during the enrolment process. After enrolment, a student is identified as EALD if these criteria are met. They are then assessed using the Language Performance Rating (LPR) process and assigned an interim rating. The full rating is allocated following the LPR moderation process. Aboriginal and Torres Strait Islander students, who meet the above criteria, receive EALD support according to their LPR. In 2012, there are 136 Aboriginal and Torres Strait Islander students who meet the EALD criteria.

During the enrolment process, the EALD teacher identifies the student as suitable for intensive support in an IEC and recommends this to the family. While strongly recommended, it is the parent/carer’s decision to take up the offer of an IEC placement.

## **3.1 Language Performance Ratings (LPR)**

Language Performance Ratings (LPR) are the means by which an identified EALD student’s English language proficiency is described. Once determined, the LPR is used as the basis for the funding allocation to the school that each student attends.

**ACT Language Performance Rating Scale**

**1**

**2**

**3**

**4**

**5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Minimal** | **Well Below** | **Below** | **Approaching Average** | **Above Average** |

A student’s English language performance is assessed on a scale of 0 to 5. A Language Performance Rating of 4 is considered to be equal to an average native English speaker for age and year level.

The LPR for each EALD student is determined through a collaborative assessment process involving classroom teachers and EALD teacher. The EALD teacher’s Language Performance Ratings are based on student performance in a set of speaking, listening, reading and writing moderation tasks which are administered before the August Census. Moderation is a procedure that uses a set of common tasks for assessing EALD students’ English language proficiency in order to allocate Language Performance Ratings accurately. A more detailed description of the assessment process is provided in Appendix 5.

Students who are identified as EALD are assessed annually to allocate an LPR and resourced accordingly. A student remains eligible for EALD targeted support for up to 7 years.

## **3.2 Distribution of EALD Students against LPR**

After the assessment and moderation process, each student’s LPR is entered into a system database providing the LPR distribution across all ACT public schools.

Table 1a shows the distribution of EALD students against the Language Performance Ratings each year since 2007.

***Table 1a - Distribution of students against LPR***

|  |  |
| --- | --- |
| **February Census**  | **LPR Range - Number of Students** |
| **0-1.0****Minimal** | **1.25-1.75****Well below** | **2.0-2.75****Below**  | **3-3.75****Approaching average**  | **4.0-5.0****Above average** | **Total** |
| 2007 | 587 | 619 | 1120 | 667 | 492 | 3485 |
| 2008 | 701 | 747 | 877 | 818 | 551 | 3694 |
| 2009 | 684 | 911 | 868 | 840 | 645 | 3948 |
| 2010 | 810 | 925 | 824 | 905 | 694 | 4158 |
| 2011 | 787 | 908 | 969 | 983 | 735 | 4382 |
| 2012 | 783 | 866 | 1121 | 1117 | 842 | 4729 |

Table 1a shows that since 2007, there has been an increase in the number of students at all levels of the LPR scales. The most substantial percentage increases in the number of EALD students from 2007 to 2012 has been in the ‘above average’ LPR scale (71%), which indicates the students are above the average native English language speaker for age and year level when they are assessed and therefore do not require targeted funding. The next largest increase over the period was in the ‘approaching average’ range (67%).

Table 1b indicates the proportion of EALD students in each LPR range below average (4.0).

***Table 1b – Percentage of students in each LPR range***

|  |  |
| --- | --- |
|  | **LPR Range- Percentage of Eligible Students**  |
| **February Census**  | **0-1.0** | **1.25-1.75** | **2.0-2.75** | **3-3.75** |
| % of Total Eligible Students(LRP<4) 2000 | 12% | 11% | 50% | 27% |
| % of Total Eligible Students(LRP<4) 2007 | 20% | 21% | 37% | 22% |
| % of Total Eligible Students(LRP <4) 2012 | 20% | 22% | 29% | 29% |

When considering the EALD students in the below average LPR range, the data illustrates that in 2000 there was a substantially higher percentage across the upper two bands (with 77% of eligible students in the 2.0-3.75 range), while from 2007 on, there has been a more consistent spread across all four bands. In conjunction with the increasing number of EALD students at all levels of the LPR range, this has resulted in an increasing number of students in the lower bands, with less ability to speak and understand English.

## **3.3 System EALD Enrolments**

The February Census data provides information on both system and EALD enrolments. Table 2 indicates the proportion of EALD students as a percentage of system enrolments.

***Table 2 – EALD as a percentage of system enrolments***

|  |  |  |  |
| --- | --- | --- | --- |
| **Census Year** | **System Enrolments** | **EALD Enrolments** | **EALD % of System** |
| Feb-07 | 36764 | 3485 | 9.4% |
| Feb-08 | 36207 | 3694 | 10.2% |
| Feb-09 | 36079 | 3948 | 11.0% |
| Feb-10 | 36355 | 4158 | 11.4% |
| Feb-11 | 36541 | 4382 | 12.0% |
| Feb-12 | 37757 | 4729 | 12.5% |

Table 2 illustrates that over the period from 2007 to 2012 the system enrolments were initially in decline, but then increased every year from 2009, resulting in an increase in enrolments over the period of 993 students (or 2.7%). The number of EALD students has increased every year of the 2007 to 2012 period. The total increase of 1249 students (or 36%) has resulted in a substantial increase in the EALD student numbers as a percentage of system enrolments, now 12.5% of the total system enrolment.

## 3.4 IEC Enrolments

As in mainstream schools, student enrolment in IECs is on a continuous basis. The same student can be reflected in two separate years depending on the date of enrolment in the IEC. Most primary students remain in the IEC for two terms, with the option of an additional term if required. Secondary students remain in the IEC for one to three terms depending on need.

***Table 3 – IEC Enrolments***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **IEC enrolments** | **2007\*** | **2008\*** | **2009** | **2010** | **2011** | **2012\*\*** |
| Primary | 268 | 261 | 448 | 349 | 325 | 191 |
| Secondary | 130 | 155 | 187 | 175 | 127 | 67 |
| Total | 398 | 416 | 635 | 524 | 452 | 258 |

*\*Student data for 2007-08 includes only those new students enrolled in that year and does not include continuing students from the previous year. The data 2009-2011 includes both categories and more accurately represents total student enrolments.*

*\*\*The 2012 data shows just those students as of February Census and is not an annual figure.*

## 3.5 Stakeholder Consultation

Stakeholders identified a number of benefits/strengths of the current process for rating a student’s language proficiency, including:

* the LPR process helps EALD teachers identify EALD student needs and is a good base assessment of language skills
* the process is a system wide and moderated process
* the LPR process encourages good communication between EALD and mainstream teachers
* LPR make mainstream teachers more aware of EALD student strengths and weaknesses
* the LPR process is generally well understood by EALD teachers.

Stakeholders highlighted the level of funding cut-offs, which have been applied in recent years, as a concern.

With regard to the LPR model, a range of issues were identified including:

* the need to update the moderation tests/tasks
* the tendency for mainstream teachers to rate EALD students too highly and a lack of consistency in this element of the LPR process
* the workload associated with the LPR process.

## 3.6 Findings

The Review identified the following findings:

1. While system enrolments have been relatively stable over the last five years, the number of EALD students, as a proportion of total enrolments, has increased.
2. The proportion of EALD students with higher language needs is now approaching 40% of the total EALD population.
3. The current LPR process is an effective assessment of language proficiency.

## 4. RESOURCING OF EALD STUDENTS IN ACT PUBLIC SCHOOLS

## **4.1 Finances**

Over the five years from 2007-11, funding for EALD services increased. For the 2012 calendar year, funding will exceed $8m.

Following changes to the Australian Government funding arrangements, the ACT Government provided additional funding through the 2009/10 budget process. The Directorate has also allocated additional funding to increase support for EALD students.

***Table 4 - EALD Funding 2007-12***

|  |
| --- |
| **Expenditure Including Oncosts** |
| **Actual result** | **Budget** |
| **2007 ($M)** | **2008($M)** | **2009($M)** | **2010($M)** | **2011($M)** | **2012($M)** |
| **$6.86** | **$7.52** | **$7.55** | **$7.70** | **$7.83** | **$8.07** |

Expenditure shown above includes:

1. Introductory English Centre staffing costs, student transport and EALD professional Learning
2. ESL Staffing costs in mainstream schools
3. Employee oncosts including superannuation, Comcare, long service leave etc.

*NB: The figures in Table 4 do not include the Central Office staffing position/s.*

## **4.2 Staffing Allocations - IECs**

The EALD Budget funds staffing positions in IECs. Staffing allocations are made on a teacher:student ratio of 1:12.

Each year, the Directorate provides a base staffing allocation to:

* Four Primary IECs of:
	+ 12 classroom teachers
	+ 4.5 school assistants.
* One Secondary IEC of:
	+ 1 Executive teacher
	+ 8 classroom teachers
	+ 1.5 school assistants.

Each term, additional teachers are provided to IECs as enrolments increase. For example, in term 1 2012, an additional teacher has been provided to each of three existing primary IECs (the fourth unit at Charnwood Dunlop Primary School opened in 2012).

## **4.3 Staffing Allocations – Mainstream Settings**

In 2012, the estimated points allocations to mainstream schools across public schools for EALD staffing equate to 69.5 Fulltime Equivalent (FTE) teaching positions. This translates to a minimum of one day per week (0.2 FTE) staffing allocation to each school.

The total EALD staffing allocation is calculated through a percentage budget allocation against total enrolments.

Schools that have identified eligible EALD students, and completed the annual EALD assessment process, receive an EALD staffing allocation based on the total system budget allocation and the number of students identified as requiring support. To ensure students with the greatest need are targeted for support, the EALD staffing allocation is distributed across ACT public schools, starting with allocations for individual students with the lowest Language Performance Ratings (LPR).

***Table 5 - LPR Cut-offs***

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **LPR Cut-off** | **Number of Students** | **% of Eligible Students funded** |
| **Full** | **Partial** | **Full** | **Partial** | **Total** |
| 2007 | 1.75 | 2.00 | 1206 | 497 | 1703 | 56.9% |
| 2008 | 1.75 | 2.00 | 1448 | 350 | 1798 | 55.9% |
| 2009 | 1.50 | 1.75 | 1212 | 383 | 1595 | 48.3% |
| 2010 | 1.50 | 1.75 | 1357 | 378 | 1735 | 50.1% |
| 2011 | 1.75 | 2.00 | 1695 | 315 | 2010 | 55.1% |
| 2012\* | 2.25 | 2.50 | 2023 | 272 | 2295 | 60.2% |

*\*2012 data is based on the 2011 August Census*

Over the last two years, through a reallocation of existing resources within the Directorate, the percentage of eligible students who attracted funding rose to 55% in 2011 and for 2012, 60% of eligible students in mainstream settings will attract additional support. The additional resourcing in 2012 has resulted in an LPR cut-off for full funding of 2.25, which has not been applied since 2004 when the EALD enrolments were 8.6% of the total enrolments.

The *EALD Census Online Program* distributes the total system allocation. It is designed to distribute the allocation, starting at the lowest Language Performance Ratings (LPR), with a minimum of one day’s staffing allocation to each school with eligible EALD students within the budget cut-off point for funding. This cut-off point is described using a LPR level and funded students are referred to as ”full” or “partial” funded (Table 5).

EALD identified students in mainstream schools who do not attract targeted funding have their language needs met through the collaborative support provided by the school’s EALD teacher, literacy coordinator, field officer and other identified staff in conjunction with the classroom teacher.

A staffing allocation is made to the identified mainstream school for students enrolled at the IECs, in anticipation of their transfer into the mainstream school later in the year.

## 4.4 Staffing Positions Central Office

In implementing its focus on developing expertise at the school level, the ACT Education and Training Directorate has realigned its central office resources, enabling greater resourcing at the school level. There has been no reduction in ESL/EALD funding with resources moving from Central Office into the schools allocation.

## 4.5 Stakeholder Consultation

Stakeholders identified key strengths of the current resourcing model, including:

* the allocation of system resources to EALD students through specific Introductory English Centres and staffing points to mainstream settings, in particular the staffing of students in IECs at their home school in anticipation of their transfer.

Stakeholders indicated their perception that more funding was required to support EALD students as being the most significant issue. They also indicated:

* a need for increased use of interpreters
* concern that with a move to school empowerment EALD students may not be properly supported as funds may be directed to other programs.

## 4.6 Findings

The Review identified the following findings:

1. Over the last two years, there has been a reallocation of resources within the Directorate, resulting in an increase in the number of EALD students receiving support, and an increase in the percentage of eligible students receiving support.
2. Funding for EALD students increased progressively over the past five years. Adjustments to funding are considered through the ACT Government Budget processes.

## 5. CONCLUSION

The findings in this report are supported by the analysis of Directorate data and verification from relevant Directorate sections and feedback provided by the range of stakeholders at both the Stakeholder Forum and through the submissions received. A number of the findings recognise the support currently provided for EALD programs. They also recognise the changing EALD demographic with increased needs and the capacity of the current model to meet these needs.

## 5.1 Review Findings

Support for EALD Students in ACT Public Schools

1. The Directorate provides a range of services to support EALD students including intensive support in Introductory English Centres at the primary and secondary level and the development of expert support in local schools through EALD teachers.
2. The Directorate is offering a range of targeted EALD professional learning courses for teachers to ensure staff working with EALD students are trained and qualified and their ongoing professional learning needs have been met.
3. In 2011-12, the Directorate has developed an ESL/EALD Action Plan, updated the EALD Policy, developed and published an EALD Procedural Manual, opened a new primary Introductory English Centre and continues initiatives to build capacity of staff to meet diverse language backgrounds.

Identification of EALD Students

1. While system enrolments have been relatively stable over the last five years, the number of EALD students, as a proportion of total enrolments, has increased.
2. The proportion of EALD students with higher language needs is now approaching 40% of the total EALD population.
3. The current LPR process is an effective base assessment of language proficiency.

Resourcing of EALD Students in ACT Public Schools

1. Over the last two years there has been a reallocation of resources within the Directorate, resulting in an increase in the number of EALD students receiving support, and an increase in the percentage of eligible students receiving support.
2. Funding for EALD students increased progressively over the past five years. Adjustments to funding are considered through the ACT Government Budget processes.

## 6. REFERENCES

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## 7. APPENDICES

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## Appendix 1 EALD in Other Jurisdictions - Summary of Services

**EALD in Other Jurisdictions - Summary of Services**

|  |  |  |  |
| --- | --- | --- | --- |
| **STATE** | **Enrolments / Number of Students** | **Support Services and Resourcing** | **Other information** |
| **NEW SOUTH WALES** | 220,837 LBOTE studentsTotal 2011 enrolments 741,06130% of NSW students have a language background other than English (LBOTE)  | ESL students are identified as being in one of three broad phases of English language learning - first, second or third phase – for the purpose of identifying degrees of ESL need. Schools also use the number of students in each of the phases as a basis for determining priorities for allocating ESL teacher support within the school.ESL Targeted Support Program provides specialist ESL teachers, in addition to the school’s normal staffing allocation, to primary and high schools which have sufficient numbers of identified ESL students. | ESL education is provided in primary schools, high schools, Intensive English Centres (IECs) and the Intensive English High School (IEHS). In planning and programming for ESL instruction, the school prioritises the needs of the ESL students and determines the most effective way to manage the program within the available teaching resources. The ESL Scales is an assessment and reporting framework used to describe the English language and literacy competence of ESL students as identified from school, curriculum or class based assessment information. |
| **VICTORIA** | Students learning English as a second language (ESL), make up around **15% of all students in metropolitan schools** | On arrival in Australia, ESL learners are able to access the New Arrivals Program which provides intensive full time programs or targeted support to assist with the initial stages of learning English.ESL students learning of English are further supported by ESL programs in mainstream schools. ESL Index funding is allocated to mainstream schools through the Student Resource Package (SRP). Funding is based on data collected from the Language Background Other Than English Census collected from all government schools in August each year. A weighted formula, that reflects both the length of time in an Australian school and the stage of schooling, is then applied to the students identified. | Schools are required to meet a funding threshold before receiving ESL Index funding.Schools which experience significant increases to their ESL student profile throughout in the year may be eligible for ESL contingency funding. |
| **QUEENSLAND** | 11.7% of all state school students have a language background other than English.(LBOTE) | ESL grants provided to schools are directed to the engagement of casual teacher aides or to assist with operational costs associated with the ESL program.Schools are required to report on the use of such grantsNotional allocations are determined within School and Commonwealth Resourcing Unit for each region at the commencement of each semester on the basis of student data stored in the central office database and the department approved allocation model.Within each region, ESL teaching staff and teacher aides are employed to address the identified need. Where funding is available from the notional allocation after allowance is made for permanent staffing costs, grants are identified by regional offices for payment to schools |  ESL Bandscales are used as descriptions of typical second language acquisition and development. They enable teachers to assess the language and learning support necessary to enable ESL learners to access the intended curriculum across all subjects.  |
| **SOUTH AUSTRALIA** | 21,234 FTE students enrolled in 2012185.35 FTE staff allocated to EALD support ($18.2mill.)  | ESL funding is based on a “gap” model, where the ESL support category, and hence, ESL allocations are determined by the gap between students’ language level and the language required for curriculum success at each year level of schooling.ESL Scales are used in South Australia with students assessed and provided with a category which is linked to funding. An internal moderation process is used and DET SA externally moderate 40 randomly selected schools a year | To determine students’ ESL support category, assessment of students’ language skills using the ESL Scales is required. ESL Scales information for all students is updated at least annually during either term 1 or term 2 to ensure allocations are based on current need.  |
| **WESTERN AUSTRALIA** | In 2010, ESL/ESD programs operated in 118 schools to develop Standard Australian English and enable students to access the mainstream curriculum.Specialist programs supported 7729 students through local schools. | The students’ level of English language competence and the time spent in Australia determines the nature of ESL/ESD support provided. Eligible new arrivals with intensive English language needs, living in the metropolitan area, were assisted through Intensive English Centres in the Canning, Swan, Fremantle-Peel and West Coast education districts. Newly arrived students in regional schools are supported through the Country Float, which provides for specialist staff and/or resource allocations. | Programs included 14 Intensive English Centres, visiting teachers, 104 support and cell programs at local primary and secondary schools, the Country Float and the ESL/ESD Resource Centre.  |
| **TASMANIA** | *Information on enrolments unavailable* | *Information on funding/ resourcing model unavailable* | EAL(D) Programs are delivered by EAL(D) teachers and multilingual teacher assistants in schools/colleges where a large number of new arrival students enrol. In schools where an established program is not available, EAL(D) support is arranged on a student-by-student basis following an assessment of needs.  |
| **NORTHERN TERRITORY** | About 40% of NT school students speak languages other than Standard Australian English at home. | *Information on funding/ resourcing model unavailable* | The word ‘Level’ is used in the ESL section of the NT Curriculum Framework, rather than ‘Band’, to emphasis the difference between learning English as a second language and a learner’s stage of schooling, age or cognitive ability. Students can demonstrate, for example, evidence of achieving at Band 3 in other Learning Areas while demonstrating outcomes at Level 1 in writing in English. |

*Sources: Information summarised from Departmental websites in each state March 2012.*

## Appendix 2 ESL Action Plan 2011-2013

|  |
| --- |
|  |
|  ESL Action Plan 2011-2013  |
| ACTGov_EaT_inline |

**Introduction**

The ESL Action Plan 2011-2013 provides clear direction for the Directorate’s support of students with a language background other than English, their schools and their teachers. The actions within the Plan are underpinned by the Directorate’s values of honesty, excellence, fairness and respect.

Our Directorate acknowledges the importance of providing ESL students with equity of access to the school and college curriculum through English language acquisition in a productive learning environment that is respectful of students’ different cultures, experiences and learning needs.

The Plan has been organised into 3 strategic priorities:

Staff are trained, qualified and well supported

Students are supported to access high quality programs

Policy and procedures are futures focussed and accountable

The priorities, performance measures and actions outlined in the Plan provide a framework for action and are a response to the 2011 ESL Audit recommendations which called for greater accountability and more effective and efficient processes and practices to support ESL students.

The Action Plan aligns with the Literacy and Numeracy Strategy 2009-2013.

Strategic Priority 1: Staff are trained, qualified and well supported

|  |  |  |
| --- | --- | --- |
| **Actions** | **Performance Measures** | **Timeline** |
| Continue to build capacity of teachers to meet the needs of students with diverse language backgrounds through supporting schools to undertake professional learning in system endorsed courses: Teaching ESL Students in Mainstream Classrooms (TESMC)ESL in the Mainstream for Early Learners (ESLMEL) coursesIncorporating Strategies for an Inclusive Curriculum (InSinc) course for primary schools, high schools and colleges. | Number of trained facilitators for each endorsed courseNumber of participants who have undertaken endorsed coursesNumber of schools who have undertaken endorsed courses | 2011-2013 |
| Provide targeted professional learning related to teaching students with refugee /humanitarian backgrounds to mainstream and IEC teachers to meet the specific needs of these students. | Number and range of professional learning offeredNumber of mainstream and IEC teachers participating in professional learning | 2011-2013 |

Strategic Priority 2: Students are supported to access high quality programs

|  |  |  |
| --- | --- | --- |
| **Actions** | **Performance Measures** | **Timeline** |
| ESL transportation included in recently finalised procurement for student transport.  | Transport needs of ESL students at IECs are met | 2011 |
| Develop plan for movement of primary IEC classes to North Belconnen/Gungahlin | Plan developed and implemented  | 2011 |
| International Education Unit Review into support for international students with ESL needs to ensure funding supports students’ involvement in IEC classes. | Review conductedIECs receive funding for their international students | 2011-2012 |
| Trial the allocation of ESL staffing points to schools for 2012 based on the August Census to provide certainty for school staffing.  | Trial conductedFeedback from principals | 2012 |
| Investigate the need for access to cater for secondary students on the Southside of Canberra.  | Investigation conductedPlan developed if required | 2012 |

Strategic Priority 3: Policy and procedures are future focussed and accountable

|  |  |  |
| --- | --- | --- |
| **Actions** | **Performance Measures** | **Timeline** |
| Literacy and Numeracy Reference Group, comprising Central Office staff, principals, P&C Council representatives and AEU, is the peak body to coordinate ESL programs and policies. | Literacy and Numeracy Reference group meets as per terms of referenceESL related matters a standing item at Reference Group meetings | 2011-2013 |
| Develop and monitor the ESL Policy Document and ESL Mandatory Procedural Manual (i.e. Enrolment guidelines, reporting requirements, eligibility).  | Policy and Manual written and published for 2012 school yearAnnual review of Manual | 2012- 2013 |
| Update the census assessment tasks and marking guides to ensure they reflect level of language acquisition. | Census tasks updated and in place | 2011-2012 |
| Work with Finance to review current funding arrangements and formula in the context of growth in demand and complexity of ESL student profile to better reflect enrolment increases. | ESL funding increased to support enrolment increases | 2012 |
| Work with Planning and Performance team to ensure appropriate data is collected at enrolment to enable effective tracking of and support for the full range of students within the ESL profile. | All ESL students tracked using MAZE data | 2012 |
| Annual analysis of NAPLAN results for Language Background Other Than English students with disaggregation of ESL students at system level undertaken to assist with priorities for professional learning and strategic planning. | Analysis completedPlanning reflects analysis | 2011-2013 |
| Investigate inclusion of the ESL Flag to NAPLAN data to facilitate easy access to identify ESL as a separate cohort in school and system data to enable tracking of students as they progress through our schools. | Progress and movement of ESL students tracked | 2011-2013 |
| Include ESL performance indicators in the self assessment matrix of the School Improvement Framework (including a self-evaluation tool). | Self assessment matrix and self evaluation tools developed and in use as part of regular School improvement process | 2013 |

## Appendix 3 Professional Learning, Resources and Support for teachers

**Appendix 3 PROFESSIONAL LEARNING RESOURCES AND SUPPORT FOR TEACHERS**

**EALD PROCEDURAL MANUAL and EALD POLICY 2011**

The EALD Procedural Manual was completed at the end of 2011 and an online version was distributed to EALD teachers for the beginning of the 2012 school year. The final published manual was distributed to principals in early March. The Directorate indentified the need to consolidate information previously provided through separate documents, as well as incorporate new material that would assist schools in delivering EALD programs. The manual has been well received by EALD teachers and principals who appreciate having all the relevant information in one publication.

The EALD Policy was also revised in 2011 specifically to bring the policy in line with the Australian Curriculum.

**NEW EALD TEACHER INDUCTION WORKSHOPS**

These workshops are offered early in Term 1 each year and assist in building closer networks between EALD teachers. They cover a range of topics targeted for teachers new to the EALD role in schools including:

* EALD Directorate policy
* Procedures and processes in schools and the Directorate
* School based operational models
* Professional learning for EALD teachers.

**EALD TEACHER FORUMS**

These forums are held each term and are used as a key teacher support and network building strategy. The workshops are an avenue for information sharing around EALD procedures, best practice and professional learning, with highly regarded guest speakers used regularly.

**EALD (ESL) MAZE DATABASE TRAINING**

Database training is provided to give teachers the skills to manage the ESL Census process. Using a training version of MAZE, teachers learn to access the ESL database and analyse student information for consideration in preparing for the EALD (ESL) Census. The workshops are offered as both a beginner program for new teachers and a refresher course for more experienced teachers.

**EALD TEACHERS MODERATION DAY**

All primary and high school EALD teachers must attend the mandatory EALD Moderation Day Meeting held prior to the August EALD Census. At this meeting EALD teachers compare their ratings of student work using the common tasks. As a result of the moderation process, EALD teachers adjust their Language Performance Ratings (LPR) to ensure a similar standard is maintained across the system.

**EALD Executive Officer Support**

The EALD Executive Officer provides considerable support to teachers. Apart from facilitating many of the professional learning opportunities and managing the ESL Census process, other support includes providing advice:

* on EALD policy and procedures, particularly in relation to the identification of EALD students and the census issues
* on best practice models of operation for schools
* to IECs on policy, procedures and compliance issues
* to teachers on assessing EALD students with special needs
* on meeting the needs of EALD students in Early Childhood settings.

**Teaching ESL Students in Mainstream Classrooms (TESMC)**

Teaching ESL students in mainstream classrooms is an innovative professional development program for all teachers working with students who are learning through a language that is not their primary language. The program:

* identifies the language-related needs of ESL students and develops teaching practices that address their needs in a holistic and explicit manner
* develops teachers' awareness of how to accommodate the cultural and linguistic diversity and experiences of ESL students
* provides a positive context for teachers to trial suggested strategies and reflect critically and openly on their teaching
* shows how to develop collaborative working relationships between teachers (across subject areas) through a shared understanding of how to support ESL students.

The course incorporates group workshops, classroom-based activities and highly practical readings. It provides teachers, working across the curriculum, with successful classroom strategies for improving the learning achievements of all their students—with a focus on their ESL students. Trained Tutors deliver 25 hours of face-to-face learning in nine modules which, when combined with between module readings and activities, is equivalent to more than 50 hours of professional development for teachers.

The University of Canberra has accredited the successful completion of the TESMC course, along with two assessment items, as equivalent to a single unit in the University’s Graduate Certificate.

TESMC is a South Australian developed program that the Directorate is licenced to present.

**ESL in the Mainstream for the Early Learner (ESLMEL)**

ESL in the Mainstream for the Early Learner is a professional development program for teachers working with children aged 4 to 7 years for whom English is a second or additional language. The program:

* enhances understanding of the language-related needs of children from non-English speaking backgrounds and of ways of meeting those needs
* develops an understanding of the role of language in learning, the critical role of the adult in scaffolding children's language and the value of explicit teaching about language
* further develops collaborative partnerships between educators, parents and children in early childhood settings with a focus on maintaining and developing the child's home language, their personal and cultural identity, and family and community cohesion
* increases awareness more generally in schools of the need for specialist personnel, training, programs and materials to support ESL learners.

The course incorporates a program of classroom-based action research and readings. It provides early childhood educators working across the curriculum with successful strategies for improving the learning achievements of their ESL children.

Trained Tutors deliver 24 hours face-to-face learning in eight modules which, when combined with between module readings and activities, is equivalent to more than 48 hours professional development for teachers.

ESLMEL is also a South Australian developed program that the Directorate is licenced to present.

**Incorporating Strategies for an Inclusive Curriculum (InSinc)**

InSinc, which evolved from the highly regarded Language of Understanding Across the Curriculum (LUAC) program, is a series of five 2½-hour workshops designed to enhance teaching pedagogy in all learning areas. The directorate has developed three versions of InSinc; for primary schools, high schools and colleges. Whilst originally designed to support students of non-English speaking backgrounds, the inclusive strategies are effective in improving all students’ literacy outcomes. The emphasis on scaffolding language and literacy is beneficial for all students in all settings. InSinc strategies are linked to the ACT Curriculum framework and to the Quality Teaching model, and support the general capabilities of the Australian Curriculum.

**TIME FOR TALK**

This is a practical course that looks at oral language strategies to support ESL and Aboriginal and Torres Strait Islander students. The package is for use by a classroom teacher with all students but is particularly supportive of students at risk with their oral language. Time for Talk is designed to support students from Preschool to Year 2, though the strategies can be successfully used with older students as well. Time for Talk uses an assessment tool to assess children and then provides supportive activities to develop Standard Australian English whilst encouraging and building upon their home language.

**FIRST STEPS**

First Steps is a professional learning course designed to build teacher confidence in effectively using detailed resource materials to support their teaching and learning program. It provides a strategic whole-school approach to improving students’ literacy outcomes. Links between assessment and teaching are made explicit and the resource provides teachers with many practical teaching procedures and activities. The ACT Directorate offers:

* First Steps Reading
* First Steps Writing
* First Steps Speaking and Listening

**Graduate Certificate in Scaffolding English for Speakers of Other Languages (ESOL)**

This course aims to improve the professional knowledge and professional practice of teachers of English to Speakers of Other Languages. Upon completion of the Graduate Certificate in Scaffolding ESOL, graduates should be able to:

* incorporate understandings of first and second language development in planning for and teaching of ESOL
* demonstrate a principled knowledge about language in their teaching of oral and written English
* scaffold students' learning of English through different subject areas across the curriculum
* demonstrate understandings of socio-cultural factors influencing second language development
* develop skills in effective collaboration between mainstream and ESOL specialist teachers
* understand the changing role of the ESOL teacher in a local, national and global context
* articulate and communicate their role to key school executive, colleagues and the wider community
* implement appropriate strategies to address the role and use of the ESL Scales in assessing and reporting on student needs and achievements in learning English
* incorporate understandings of cultural diversity and multiculturalism in teaching and learning activities
* demonstrate understanding of departmental policies, priorities and practices relevant to English as a second language (ESL)
* critically reflect on their understandings and application of ESL curriculum and pedagogy during professional experiences in schools.

**ACARA – EALD: TEACHER Resource**

The *Shape of the Australian Curriculum (December 2010)* describes ACARA’s commitment to supporting equity of access to the Australian Curriculum for all learners. As part of this commitment, ACARA has developed the *English as an Additional Language or Dialect: Teacher Resource* to support teachers as they develop teaching and learning programs in the Australian Curriculum: Foundation to Year 10 with students for whom English is an additional language or dialect (EALD). The resource has been developed to:

* assist classroom teachers to identify where their EALD students are broadly positioned on a progression of English language learning
* advise teachers about areas of the curriculum that EALD students may find challenging and why
* help teachers understand students’ cultural and linguistic diversity, and the ways this understanding can be used in the classroom
* provide examples of teaching strategies supportive of EALD students
* direct teachers to additional relevant and useful support for teaching EALD students.

The resource comprises:

* an overview of the characteristics of students learning EALD and their particular needs
* an EALD learning progression typical of EALD students that will help teachers to identify the English language levels of the EALD students in their classrooms and to address their specific learning requirements
* advice for teachers regarding linguistic and cultural considerations and teaching strategies.

## Appendix 4 Stakeholder Forum

Appendix 4.1 - Stakeholder Forum Participants

Appendix 4.2 - Stakeholder Forum Background Paper

Appendix 4.3 - Stakeholder Forum Overview and Process

Appendix 4.4 - Summary of Stakeholder FeedbackAppendix 4.1 Stakeholder Forum Participants

|  |
| --- |
| **Community Representatives** |
| Eileen Willingham | Canberra Refugee Support |
| Viv Pearce | P&C Council |
| Deborah Nelson  | Companion House |
| Mandy Scott | Canberra Multicultural Community Forum |
| Sam Wong | Canberra Multicultural Community Forum |
| Steve Doszpot | MLA |
| **Principals/Deputy Principals**  |
| Lindy Beeley | Majura PS / ACTPA Co-President |
| Robyn McLean | Narrabundah ECS |
| George Palavestra | Melrose HS |
| Julie Cooper | Amaroo School |
| Michael Kindler | Stromlo HS |
| Richard Powell | Amaroo School |
| Murray Bruce | Gordon PS |
| Pam Rosser | Namadgi School |
| Fran Dawning | Lyneham PS |
| **Professional Associations** |
| Marina Houston | ATESOL |
| Kathy Griffiths | ATESOL |
| Misty Adoniou | ATESOL |
| Helen Moore | ATESOL |
| Glenn Fowler | AEU ACT Branch |

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| --- |
| **EALD Teachers** |
| Murray Chisholm  | Canberra College | Emily Regan | Ainslie School |
| Sue Vivian | Turner School | Linda Latter | Macquarie PS |
| Peta-Gai Faulkner | Latham PS | Sarah Schipilow | Macquarie PS |
| Heather Ferguson | Lyneham HS | Elizabeth Hook | Ainslie School |
| Sandra Kelly | Aranda PS | Sue McMurtrie | Birrigai School |
| Geraldine Winnett | Aranda PS | Fern Hyde | Florey PS |
| Helen Brown | Richardson PS | Jenny Rae | Dickson College |
| Felicite Dawson | Narrabundah ECS | Lee Anne Grunwald | Dickson College |
| Mary Elliott | Namadgi School | Tabatha Kellett | Dickson College |
| Sue Plaistowe | Forrest PS | Evie Kollas | Dickson College |
| April Tan | Florey PS | Di Bruce | Namadgi School |
| Anne McMillen | Alfred Deakin HS | Joan Barrington Smith | Hughes PS |
| Tracy Webb | Charnwood Dunlop School | Chris Sloan | North Ainslie PS |
| Sue Amundsen | IEC Charnwood Dunlop School | Graham Stitz | Erindale College |
| Kathryn Sutherland | Hawker College | Karen Bull | Kingsford Smith School |
| Sandy Rees | Mawson PS | Pat Cooper | North Ainslie PS |
| Ros Phillips | SIEC Dickson College |  |  |
| Heather Donohoe | University of Canberra Lake Ginninderra College |

|  |
| --- |
| **Apologies** |
| Nic Manikis | Office of Multicultural, Aboriginal and Torres Strait Islander Affairs | Mike Battenally | Principal Melba Copeland Secondary School/ACTPA |
| Amanda Andrews | Principal – Mawson PS | Sue Harding | Principal Mt Rogers PS |
| Sue Jose | Principal – Gold Creek School | Julietta Cameron | Aranda PS |

##

## Appendix 4.2 Stakeholder Forum – Background Paper

**Provision of EALD Services in ACT Public Schools**

**Current Services**

**Introductory English Centres**Four primary IECs provide intensive English language services are strategically located within each of the School Networks across the ACT. The fourth unit opened in 2012 at Charnwood Dunlop Primary School. Students in these units receive 20 weeks of targeted language work with the possibility of a further 10 week extension. The secondary school unit at Dickson College accepts enrolments from across the ACT. The SIEC offers a three level program that provides between 10 -30 weeks of targeted language instruction.

|  |  |  |  |
| --- | --- | --- | --- |
| **IEC enrolments** | **2009** | **2010** | **2011** |
| Primary | 448 | 349 | 325 |
| Secondary | 187 | 175 | 127 |
| Total | 635 | 524 | 452 |

 **Early Entry Preschool Placement**Placements are made for eligible children in the semester prior to their preschool year and are available from the beginning of Term 3. Children accompanied by the parent are offered a preschool program for a maximum of 6 hours per week.

**EALD support in Primary and Secondary Schools**Students are eligible for focused support from EALD staff if they meet the following criteria:

* *the student or one or both parents were born overseas in a non-English speaking country or identifies as an Aboriginal or Torres Strait Islander, and*
* *a language other than English is spoken at home, and*
* *the student has not been enrolled in Australian schooling for more than seven years, and*
* *the student requires additional support to assist them to develop English language proficiency.*

**English as an Additional Language (EALD) Program Procedural Manual**

Schools determine the most effective way to manage their EALD program within the available teaching resources, the identified needs of the students and their location in the school. EALD programs operate as an integral part of the whole school curriculum and EALD teachers work in co-operation with class teachers and other specialist teachers on programming, planning, assessment and reporting.

All ACT colleges offer a range of tertiary accredited and registered ESL courses. These courses further support the language acquisition skills of EALD students.

**Other Initiatives and Services**

* College Refugee Bridging program run by Dickson College
* Refugee Support 2012 Pilot Program - Kingsford Smith School & University of Canberra Lake Ginninderra College (starting later this year)
* Provision of transport support for IEC students who meet eligibility criteria
* Provision of translator services to IEC units

**Finances**$8 million was provided by the ACT Government for the provision of ESL Services for 2011-12.

**Language Performance Ratings (LPR) - process and subsequent funding of students**

Language Performance Ratings are the means by which ACT teachers describe an EALD student’s English language proficiency against an average native English language speaker for age and year level. Through the use of moderation tasks, and classroom teacher observations and on-going assessment, EALD students are placed on the rating scale according to how well the student can perform language tasks in relation to the average English language performance for that age and year level. The English language performance is assessed on a scale of 0 to 5, where 4 equals an average native English speaker for age and year level.

**ACT Language Performance Rating Scale**

**1**

**2**

**3**

**4**

**5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Minimal** | **Well Below** | **Below** | **Approaching Average** | **Above Average** |

*4 is equal to an average native English language speaker for age and year level*

To ensure students with the greatest need are targeted for support, the EALD staffing allocation is distributed across ACT public schools starting with individual students with the lowest Language Performance Ratings (LPR).

**LPR cut-offs 2010-12**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2010** | **2011** | **2012\*** |
| ESL enrolments | 4158 | 4382 | 4834 |
| % of Mainstream enrolments | 11.44 | 11.99 | 12.42 |
| ESL eligible enrolments ( LPR<4) | 3464 | 3647 | 3812 |
|  |  |  |  |
| LPR (fully funded students) | 1.5 | 1.75 | 2.25 |
| Fully Funded student numbers | 1357 | 1695 | 2023 |
| Partially Funded student numbers | 378 | 315 | 272 |
| Total Funded students  | 1735 | 2010 | 2295 |
| % of ESL eligible enrolments | 50.09 | 55.11 | 60.2 |

*\*Projections from August 2011 Census*

 **EALD in Other Jurisdictions**Methods of identification, assessment and funding processes vary across all jurisdictions. This is an issue that has been identified by ACARA[[10]](#footnote-10) and AEEYSOC[[11]](#footnote-11) and most jurisdictions are currently reviewing their approaches.

NSW have Secondary IECs and establish the primary equivalent in individual schools with high numbers of students with minimal English language proficiency. ESL Scales are used in South Australia with students assessed and provided with a category which is linked to funding. They use an internal moderation process and externally moderate 40 randomly selected schools a year. ESL Index funding is allocated to mainstream schools in Victoria through the Student Resource Package (SRP). Funding is based on data collected from the Language Background Other Than English Census collected from all government schools in August each year. A weighted formula, that reflects both the length of time in an Australian school and the stage of schooling, is then applied to the students identified. Schools are required to meet a funding threshold before receiving ESL Index funding.

Northern Territory and Western Australia have high levels of Aboriginal and Torres Strait Islander students with limited English language and therefore have different issues and approaches. There are no IEC programs in Tasmania. The similarities across jurisdictions relate to the need to identifying stages of English language acquisition but no method or document is used by more than one jurisdiction.

**Professional Development and Directorate Support Services available to teachers**

| **Mainstream Teachers** | **EALD Teachers (School and IEC)** |
| --- | --- |
| Literacy and Numeracy Section support through EALD Executive Officer, Manager and Assistant Manager in 2012Support through the overarching Literacy and Numeracy StrategySupport from Literacy and Numeracy Coordinators and Field Officers who have received higher level professional learning and awareness raising around specific EALD student needsEALD Procedural ManualProfessional Learning in the Quality Teaching modelIncorporating Strategies for an Inclusive Curriculum (InSinc). A system developed and endorsed professional learning resource with separate primary, high school and college versionsProfessional Learning in First Steps - Reading, Writing, Speaking and ListeningProfessional Learning in Tactical Teaching - Reading , Speaking and Listening TESMC (Teaching ESL Students in Mainstream Classrooms) training provided by trained facilitators from ETDESLMEL (ESL in the Mainstream for the Early Learner) training provided by trained facilitators from ETDACARA – EALD resources | Literacy and Numeracy Section support through EALD Executive Officer, Manager and Assistant Manager in 2012Support through the overarching Literacy and Numeracy StrategyESL Census - including Procedural Manual, Maze Training and phone supportNew EALD teacher induction day conducted by ETD staffProfessional Learning through EALD teacher forumsProfessional Learning in ‘Time for Talk’Professional Learning in the Quality Teaching modelGuest speakers Misty Adoniou gave presentations in 2011 on *ACARA EALD Resources* and Jo Lo Bianco on - *The importance of valuing student’s heritage language* Scholarships funded by ETD for tertiary level qualifications in TESOL through UC as ‘Graduate Certificate in Scaffolding English for Speakers of Other Languages’Opportunity to train as facilitators in TESMC (Teaching ESL Students in Mainstream Classrooms) and ESLMEL (ESL in the Mainstream for the Early Learner) in 2011 and 2012Opportunity to train as facilitators in First Steps Speaking and Listening, First Steps Reading and WritingNetwork meetings/forums for IEC staff |

## Appendix 4.3 Stakeholder Forum Overview and Process

In conducting the review of EALD Services, a meeting of stakeholders was held on the evening of 27 February 2012 at the Hedley Beare Centre for Teaching and Learning. Representatives from the following groups were invited to participate in the forum:

* All EALD public teachers
* All ACT public school principals
* ACT Human Rights Commission
* ACT Refugee Support
* Canberra Multicultural Community Forum
* Refugee Resettlement Committee
* Companion House
* ACT Principals’ Association
* Australian Education Union – ACT Branch
* ACT Council of P&C Associations
* Office of Multicultural, Aboriginal and Torres Strait Islander Affairs
* Association of Teachers of English to Speakers of Other Languages ACT
* Migrant and Refugee Settlement Services of the ACT
* Literacy and Numeracy Reference Group (ACT Education and Training Directorate)

The Stakeholder forum was well attended with 34 EALD teachers, nine Principals, six representatives from community organisations and five from Professional Associations (see Appendix 4.1 for a list of all participants).

**PROCESS**

* A brief Background Paper[[12]](#footnote-12) was provided, which gave a general overview of EALD services provided by the Education and Training Directorate. Participants were divided into four stakeholder categories:
	+ EALD Teachers
	+ Principals
	+ Community Representatives
	+ Professional Associations.
* Participants worked in small groups to discuss and record comments against the following:

*Provision of EALD (ESL) services*

What are the strengths of the current provision of EALD services?

What is missing?

*The LPR process and subsequent funding of students*

What are the benefits of the current LPR identification process?

What are the concerns about it?

What other processes could be used for funding EALD support?

*The professional development and Directorate support services available to teachers*

What are the strengths of the current professional learning and support offered by the Directorate to teachers?

What areas of professional learning and support should be offered by the Directorate to teachers?

* Responses from all table groups were collated and summarised to identify common issues against the following questions:

What is missing in the provision of EALD services?

What are the concerns with the LPR process and subsequent funding of students?

What areas of professional learning and support should be offered by the Directorate to teachers?

* Participants were then given an opportunity to prioritise the issues by ‘voting’ for their top six issues or concerns. If they felt strongly about one issue then all six votes could be allocated to that issue or alternatively votes could be spread across six different issues. This approach provided detailed feedback from each of the stakeholder groups as well as an overall consensus ranking of the key issues and concerns. A collation of the responses from all stakeholders is contained in Appendix 5.

## **Appendix 4.4 Summary of Stakeholder feedback**

**PROVISION OF EALD SERVICES**

Participants identified key strengths of the current provision of services including:

* The expertise and dedication of EALD teachers within the system that supports the unique needs of EALD students
* The allocation of system resources to EALD students through specific Introductory English Centres and staffing points to mainstream setting
* The range of professional learning that supports the development of EALD teachers and raises the awareness of the needs of EALD students
* The new *English as an Additional Language or Dialect Manual* (December 2011) and the ongoing support provided by the EALD Executive Officer and other officers within the Literacy and Numeracy team
* The refugee programs that support an emerging need in student support.

In analysing the feedback on what is missing in the provision of EALD services the issues raised can be categorised into four main groups:

1. Funding and Resourcing.
2. Central Office Support.
3. Training and Professional Learning for teachers.
4. Assessment and Curriculum.

The strongest concerns/issues were raised in relation to funding and resourcing of EALD students and programs. Participants highlighted the inadequacy of the overall level of funding as being the most significant issue. Other issues raised in this category included:

* the need for increased support for Preschools
* increased support for student transition
* more time for students in IECs
* increased funding for interpreters
* the potential for schools (Principals) to dilute EALD support by redirecting resources to other areas.

Under the area of Professional Learning and Training there was strong consensus that all EALD teachers should be TESOL qualified as well as having access to further training and professional learning. Increased knowledge of current practice in other states was also raised by some participants. In the area of Central Office support concerns were raised around the disbanding of the ESL Reference Group, the loss of Early Childhood Educator positions[[13]](#footnote-13), and the need for greater support for Preschools. Assessment and curriculum concerns were not strongly articulated by participants, though the updating of moderation materials was raised along with improved data analysis tools.

**THE LPR PROCESS AND SUBSEQUENT FUNDING OF STUDENTS**

Participants identified some benefits/strengths of the current LPR process including:

* the LPR process helps EALD teachers identify EALD student needs and is a good base assessment of language skills
* the process is a system wide and moderated process
* the LPR process encourages good communication between EALD and mainstream teachers
* LPR make mainstream teachers more aware of EALD student strengths and weaknesses
* the LPR process is generally well understood by EALD teachers.

In analysing the feedback on the concerns about the LPR process and subsequent funding of students the issues raised can be categorised into three main groups:

* Funding and Resourcing.
* EALD identification/LPR process.
* Workload.

Participants clearly identified resourcing for EALD students as the key issue and highlighted the low LPR cut-offs that have applied in recent years. With regard to the LPR model, a range of issues and concerns were raised, though on balance, participants did not rank these as highly as others canvassed during the forum. The issues indentified included:

* the need to update the moderation tests/tasks
* the tendency for mainstream teachers to rate EALD students too highly and a lack of consistency in this element of the LPR process.

Workload issues are considered to be significant by participants, particularly that for the EALD Executive Officer. The administration of the LPR process in schools was also considered by some to be of concern.

In providing feedback on other processes that could be used for funding EALD support, participants were again focussed on the overall level of resources and the need to increase total funds allocated to EALD services. There is a perception, particularly among EALD teachers that EALD funding has been subsumed into more general Literacy and Numeracy programs. There were no strongly held views on new approaches to the identification of EALD students, though several stakeholder groups suggested that the Directorate investigate processes used in other jurisdictions.

**SUPPORT PROFESSIONAL DEVELOPMENT AND DIRECTORATE SUPPORT AVAILABLE TO TEACHERS**

Participants indentified the provision of scholarships and the diverse range of professional learning programs as being the strengths in the support offered by the Directorate to teachers. The TESMC, ESLMEL, InSinc, and Tactical Teaching courses are all highly regarded by both EALD teachers and Principals. EALD teachers also highlighted the value of regular network meetings. The support provided by EALD Executive Officers was noted by many participants and the new procedural manual and revised EALD policy were seen as positive additions to the support available to teachers.

The issues identified under the professional learning and support areas were broad in nature and difficult to categorise. Feedback from the forum highlighted that the continued access to relevant professional learning was considered a priority by participants. The need for upskilling of mainstream teachers to meet the language learning needs of EALD students was strongly supported, as was professional learning targeted to the specific needs of different schools. Professional learning focussed on an understanding of language acquisition and clarifying the links between literacy and language teaching were two areas of specific need. Funding issues were also raised through the suggestion of incentives for mainstream teachers to complete TESMC, as well as increasing the number of EALD Executive Officers.

SUMMARY OF INDIVIDUAL SUBMISSIONS

Individual submissions were not specifically called for, though two were submitted at the Stakeholder Meeting by ATESOL ACT[[14]](#footnote-14), the professional association for EALD teachers and from Felicite Dawson, an Early Childhood Educator. Both Felicite Dawson and ATESOL ACT raised issues regarding the support provided to EALD students in Pre-schools and highlighted the benefits of early intervention. The ATESOL ACT submission raised several other issues including:

* the need for new EALD students in IECs to have more time in IEC programs
* the low LPR cut-off and the lack of support for students above the cut-off but below an LPR of 4
* a concern that with a move to school based management EALD students will not be properly supported as funds may be directed to literacy and other programs
* a concern that EALD specialists in schools will be replaced by literacy coordinators
* that the InSinc program is not EALD specific and should not be considered as a replacement for the previous LUAC[[15]](#footnote-15) program.

A collation of the responses from the Stakeholder meeting was distributed to all participants and to apologies in mid March and a further submission was received from the ACT Council of Parents and Citizens Associations. This submission reiterated many of the issues canvassed through the stakeholder meeting, including:

* the need for additional funds for EALD students
* centralised support for mainstream teachers
* increased provision of EALD training for teachers
* greater clarity in provision and spending of funds
* treating EALD as an individual area and not as a subset of literacy and numeracy.

## Appendix 5 Language Performance Rating Assessment process

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**Language Performance Rating Assessment Process**

The Language Performance Ratings (LPR) for each EALD student is determined through a collaborative assessment process involving classroom teachers and the EALD teacher. The EALD teacher’s Language Performance Ratings are based on student performance in a set of speaking, listening, reading and writing moderation tasks which are administered during Term 2.

Moderation is a procedure that uses a set of common tasks for assessing EALD students’ English language proficiency in order to allocate Language Performance Ratings accurately. The moderation process is used to:

* rate student ability at the same standard across schools
* provide EALD resources to support students with the greatest need
* provide diagnostic information for learning and teaching.

The moderation tasks are marked using the prescribed marking guides and each task is assigned an LPR.

The EALD student’s classroom teacher in a primary school or two subject teachers in a high school or college allocates LPR for eligible EALD students using the *Classroom Teacher’s Rating Form.* Thecompleted form is returned to the EALD teacher who enters the scores into the EALD section of MAZE.

Classroom teachers allocate LPR based on student’s overall performance and from the four language modes used in the classroom:

* Listening with Understanding
* Speaking
* Reading with Understanding
* Writing

The final LPR is an average from a set of eight ratings in the primary sector and 12 ratings in the secondary sector. It is this average LPR that is used in the EALD Census to determine the level of staffing support.

The current LPR process uses literacy based assessment tasks to differentiate the language performance of the EALD students against an average English speaker for age and year level, but does not demonstrate the actual stages of English language acquisition. It requires teachers to have a deep understanding of what an average English speaker does.

1. Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee provides policy advice to SCSEEC (Standing Council on School Education and Early Childhood) [↑](#footnote-ref-1)
2. Australian Curriculum, Assessment and Reporting Authority [↑](#footnote-ref-2)
3. *Legislative Assembly for the ACT: 2011 Week 14 Hansard (7 December)* [↑](#footnote-ref-3)
4. ACT Education and Training Directorate (2011), *English as an Additional Language or Dialect Policy 2011* [↑](#footnote-ref-4)
5. ACT Department of Education and Training (2010) *Everyone Matters – Education and Training Directorate Strategic Pan 2010-2013* [↑](#footnote-ref-5)
6. ACT Department of Education and Training, (2009) *Literacy and Numeracy Strategy 2009-2013,* p 1 [↑](#footnote-ref-6)
7. ACT Department of Education and Training, (2009) *Literacy and Numeracy Strategy 2009-2013,* p13 [↑](#footnote-ref-7)
8. ACT Education and Training Directorate, (2012) English as an Additional Language or Dialect (EALD) Program Procedural Manual [↑](#footnote-ref-8)
9. See Appendix 4 – Background Paper [↑](#footnote-ref-9)
10. Australian Curriculum, Assessment and Reporting Authority [↑](#footnote-ref-10)
11. Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee provides policy advice to MCEECDYA (Ministerial Council for Education, Early Childhood Development and Youth Affairs) [↑](#footnote-ref-11)
12. See Appendix 4 – Background Paper [↑](#footnote-ref-12)
13. It is important to note that that these staffing resources were not lost, but allocated into the mainstream pool [↑](#footnote-ref-13)
14. Association of Teachers of English to Speakers of Other Languages [↑](#footnote-ref-14)
15. Language for Understanding Across the Curriculum [↑](#footnote-ref-15)