



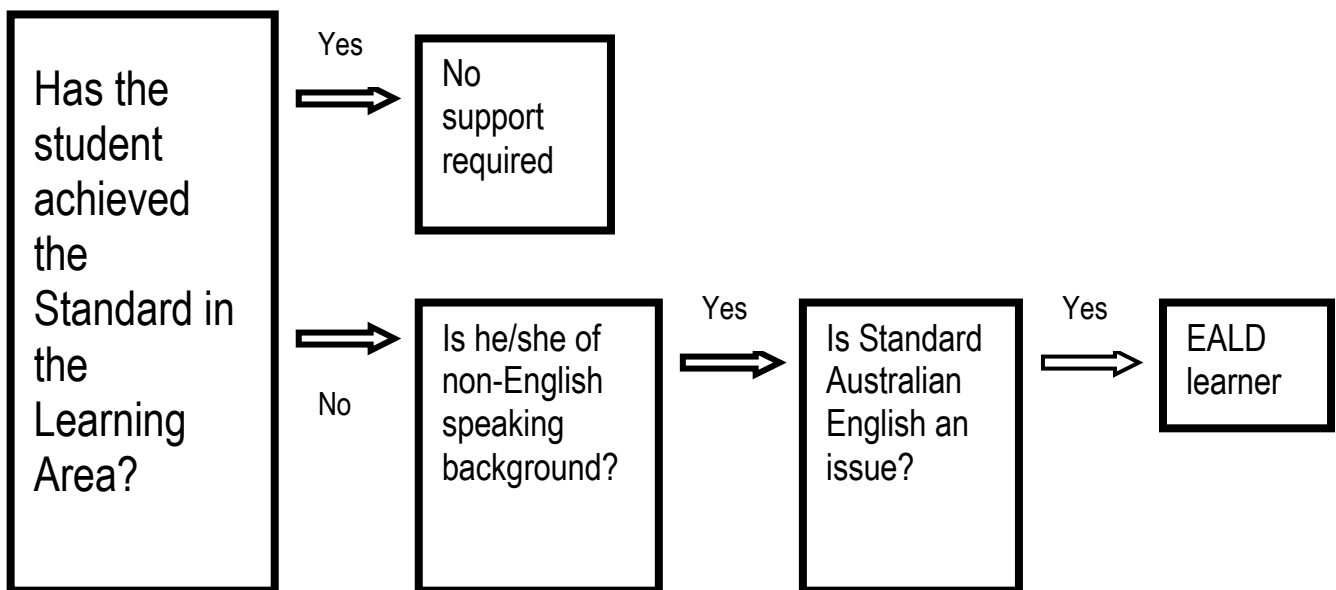
EALD POLICY

Rationale

EALD funding is provided to support EALD students learning standard Australian English. EALD students also include students with a Non-English speaking background. These students will not be achieving the required EALD scale at their level.

Who are EALD Learners?

Defining EALD learners in relation to the AC Standards:



Guidelines

Students receiving EALD support must also be identified as from a non English speaking background (i.e. the NESB code on Student Personal Information, Part 2 completed) before this information can be recorded on the EALD Support Details screen.

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The Strategic Planning and Information Unit will determine students' new EALD support categories from the Language and Literacy levels scales that has been entered, in relation to their year level.

Funding

EALD funding is determined by the gap between the student's language level and the language required to achieve success at each year level of schooling.

Allocation will be based on need, using the EALD Language and Literacy levels Scales data entered into EDSAS.

EALD support is progressively withdrawn as learners develop English language skills.

New arrivals who enrol directly into mainstream schools do not attract any funding.

The table below shows proposed EALD categories and allocation units.

EALD Allocation Model

Year Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Expected EALD Scale
R	E1	E2	E3	*											1 to 4
1	E1	E2	E3		*										5
2	E1	E2	E3	E4		*									6
3	P1	P2	P3	P4	P5		*								7
4	P1	P1	P2	P3	P4	P5		*							8
5	P1	P1	P2	P3	P3	P4	P5		*						9
6	M1	M1	M2	M3	M4	M5	M6	M7		*					10
7	M1	M1	M2	M2	M3	M4	M5	M6	M7		*				11
8	M1	M1	M2	M2	M3	M4	M5	M6	M7			*			12
9	M1	M1	M1	M2	M2	M3	M4	M5	M6	M7			*		13
10	S1	S1	S1	S2	S2	S3	S3	S4	S5	S6	S7			*	14
11	S1	S1	S1	S2	S2	S3	S3	S4	S5	S6	S7			*	14
12	S1	S1	S1	S2	S2	S3	S3	S4	S5	S6	S7	S7		*	14

Support Categories showing Allocation Units

Early Years	E1	E2	E3	E4			
Allocation Units	15	10	5	1			
Primary Years	P1	P2	P3	P4	P5		
Allocation Units	15	11.25	7.5	3.75	1		
Middle Years	M1	M2	M3	M4	M5	M6	M7
Allocation Units	15	12.5	10	7.5	5	2.5	1
Senior Years	S1	S2	S3	S4	S5	S6	S7
Allocation Units	15	12.5	10	7.5	5	2.5	1

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Process

For the process participants' responsibilities and a suggested timeline, please refer to the table below:-

Rose Park Primary School Process for collecting EALD Data and entering into EDSAS

Step	Task	Persons involved	Suggested timeline
1.	<ul style="list-style-type: none"> • Organise and staff T & D about: <ul style="list-style-type: none"> ❖ Language: Genre, Field, Tenor, Mode ❖ Teaching methodology that can scaffold student's writing ❖ The need to collect samples of student work and a range of genres ❖ The process that will be used and the likely timeline ❖ The location of the collection point for student work 	EALD Teacher/SSO	Early in the year
2.	<ul style="list-style-type: none"> • Determine who are the NESB learners by: <ul style="list-style-type: none"> ❖ Running EDSAS Student report: Stul_NE01 ❖ Reports>Student Reports> Lists reports>General>Students with NESB by country of birth (with P/G country of birth) ❖ EALD Teacher checks validity of NESB information (some students are not identified on enrolment forms) ❖ Correct the information on EDSAS where necessary 	EALD Teacher/SSO	Term 1 Week 1-3
3.	<ul style="list-style-type: none"> • Generate checking reports for EALD support category <ul style="list-style-type: none"> ❖ List of EALD students by EALD Language and Literacy levels stue_EL01 ❖ Roll class list with census, year level, EALD, ATSI • Correct the information on EDSAS where necessary 	EALD Teacher/SSO	Term 1 Week 1-3
4.	<ul style="list-style-type: none"> • Determine who the currently identified EALD learners are by: <ul style="list-style-type: none"> ❖ Running Stue_EL01 Reports> Student reports>EALD>List of EALD students by EALD scale and support level • Generate student names for each teacher <ul style="list-style-type: none"> ❖ Run Stu_RC10 Reports >Student Reports>Roll Class reports> Current roll class reports>Roll class list with Admin year level, NESB, EALD and country of birth ❖ On the list indicate those who are ineligible temporary students 	EALD Teacher/SSO	Term 1 Week 1-3

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5.	<ul style="list-style-type: none"> • Memo to teachers <ul style="list-style-type: none"> ❖ Request teachers generate student work samples and bring to collection point ❖ Request handwritten first drafts for a task that has not been scaffolded or supported by teacher instruction ❖ Have teachers indicate those who are clearly not EALD learners, ie are meeting year level standards 	EALD and classroom Teachers	Term 1 Week 2 - 3
6	<ul style="list-style-type: none"> • Organise for EALD teacher to complete initial assessment 	EALD Teacher	Term 2 Week 2 - 3
7.	<ul style="list-style-type: none"> • Provide ongoing reminders for collection of samples • If necessary, send letters to individual students requesting samples of work 	EALD Teacher	Term 1 Week 2 - 3
8.	<ul style="list-style-type: none"> • Build a list of student names and EALD Language and Literacy levels 	EALD Teacher	Term 1 Week 3 - 4
9.	<ul style="list-style-type: none"> • Ask SSO's to enter data onto EDSAS with EALD teacher support • Generate checking reports for all categories: ED_ES01, ED_ES05 Reports>ED Statistics>EALD Students – Check for out of date EALD data and amend information as required <ul style="list-style-type: none"> ❖ Run the report Stue_EL01 (Reports>Student reports>EALD>List of EALD Students by EALD Language and Literacy Levels to check all EALD learners entered into EDSAS. 	SSO and EALD Teacher	Term 1 Week 3-4
10.	<ul style="list-style-type: none"> • Send completed data to Strategic Planning and Information Unit • Formally thank staff for their involvement and inform them of the results and the implications of the results • Write memo to teachers and attach student lists 	SSO EALD Teacher	Term 1 Week 4
11.	<ul style="list-style-type: none"> • Request that teachers generate and collect samples of student work and bring to collection point <ul style="list-style-type: none"> ❖ Request handwritten first drafts for a task that has not been scaffolded or supported by teacher instruction 	EALD and class Teachers	Term 2 Week 5 - 10
12.	<ul style="list-style-type: none"> • EALD Teacher to complete assessment and assign levels 	EALD Teacher	Term 3 Week 1 - 2
14.	<ul style="list-style-type: none"> • Send completed data to Strategic Planning and Information Unit • Formally thank staff for their involvement and inform them of the results and the implications of the results 	EALD Teacher and SSO	Term 3 Week 2 - 3
15.	<ul style="list-style-type: none"> • Any amended data to be faxed to Strategic Planning and Information Unit 	EALD / SSO	After Term 3

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New Students Arriving After Census Date

On enrolment of new students arriving after census date	If of non-English speaking background – <ul style="list-style-type: none"> • Notify EALD teacher – place copy of EDSAS enrolment of any NESB or EALD student in EALD teacher’s pigeon hole with NAP files • Enter a provisional EALD level “P” until student is formally assessed • If the student is clearly not an EALD learner – do not enter an EALD scale 	Enrolment Officer/SSO	On enrolment
	<ul style="list-style-type: none"> • Gather evidence of students’ language level 	EALD teacher Class teacher	During term
	<ul style="list-style-type: none"> • Assign a Language and Literacy level 	EALD teacher	During term
	<ul style="list-style-type: none"> • Enter data into EDSAS 	SSO EALD teacher	Prior to census date

All teachers of EALD learners will need to use the EALD Language and Literacy levels to support the development of language to achieve the AC standards for the student’s year level. These levels will also be used to assess and report on the EALD students’ achievements.

The EALD teacher will use Language and Literacy levels to provide support to EALD students and teachers in mainstream classrooms.

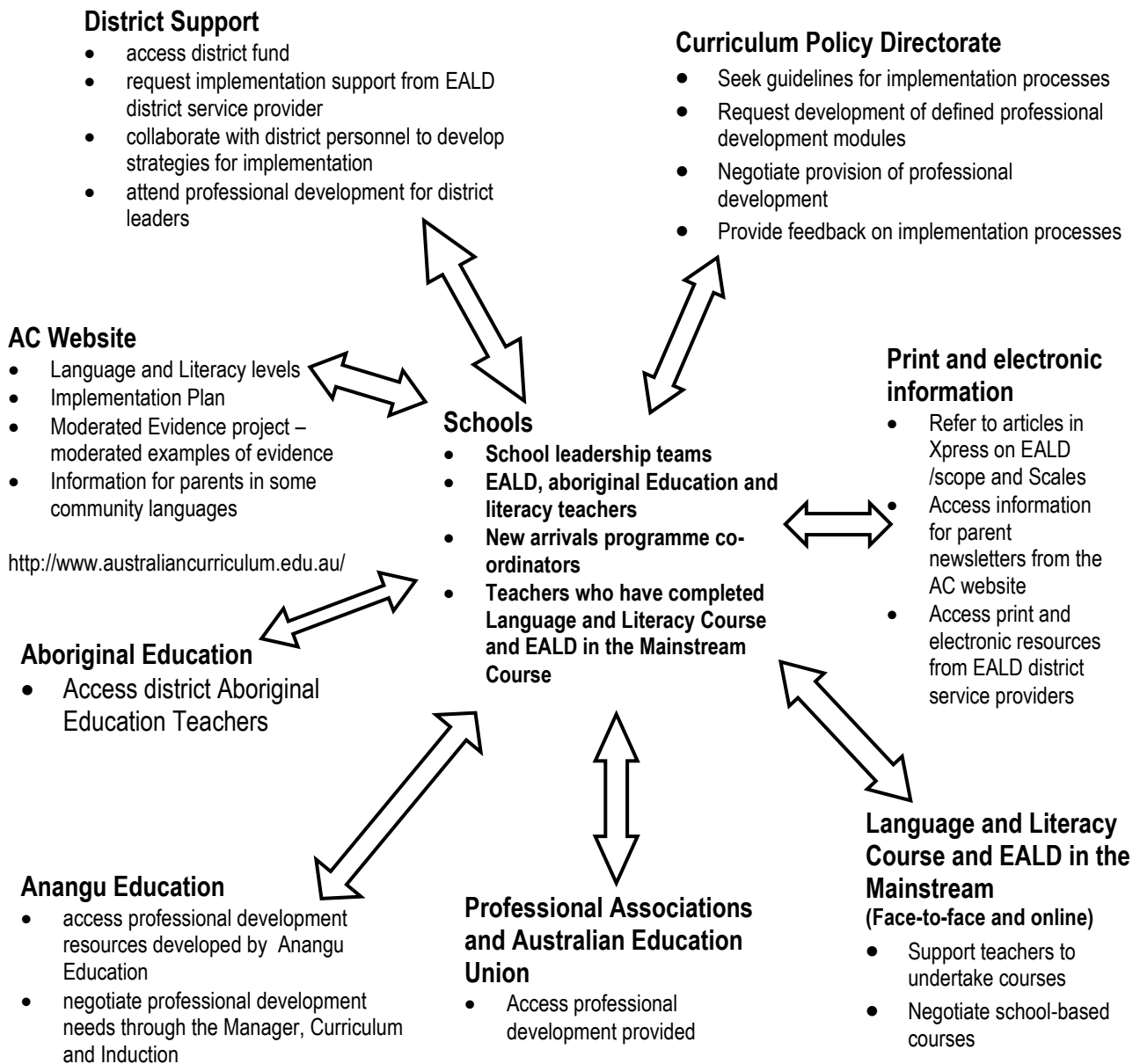
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Support

The EALD teacher will be responsible for obtaining a bilingual school support officer (BSSO) if and when required. They will contact and negotiate a contract with a registered BSSO from the BSSO register. (Available from the Administrative Services Officer, BSSO programme – Phone 8226 2756)

The following diagram indicates the resources available to schools and ways they can be accessed.



EALD personnel – Central Office:

Manager, EALD Programs - Rosie Antenucci
Manager, EALD General Support – Ross Hamilton

District contact

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