

EAL/D School Evaluation Framework

The EAL/D School Evaluation Framework is a tool that school communities can use to evaluate how well their school is working towards achieving a sustained whole school EAL/D student support strategy.

The framework can be used to support the development of a school's strategy for supporting EAL/D students and inform strategic directions within the school planning process. It can be used by groups of teachers, or the whole staff, to recognise school processes and practices that have been implemented to support EAL/D students and for identification of areas to target resources to effectively support EAL/D students.

The EAL/D School Evaluation Framework has been aligned with the three domains of the School Excellence Framework: Learning, Teaching and Leading. The EAL/D School Evaluation Framework identifies a minimum requirement level followed by 3 differentiated levels of performance: Building, Strengthening and Enhancing.

The Minimum Requirement level describes the basic level of EAL/D practices that need to be implemented by schools receiving the English language proficiency and/or New Arrivals Program resources. The Enhancing level describes a school that has implemented an effective, sustained and systematic whole school approach to EAL/D support. Progress of performance can be measured over time by assessing EAL/D practices against the EAL/D School Evaluation Framework throughout the year.

Learning Domain		Teaching Domain		Leading Domain							
Learning culture & Wellbeing		Curriculum, Assessment & Reporting		Effective classroom practice & Data skills and use		Professional standards & Learning and development		School planning, implementation and reporting & School resources		Management practices and processes & Parent and Educational leadership	
Enhancing	<ul style="list-style-type: none"> The school engages internal expertise and external agencies to support the implementation of a range of learning support and wellbeing programs that address the learning and wellbeing needs of EAL/D students. LBOTE information is analysed and used by the school community to plan, implement and monitor student learning outcomes and to promote social cohesion and community harmony. Data on EAL/D students' wellbeing and academic needs is systematically distributed and considered by teachers and teams across the school, including the Learning and Support team and school leaders. 	<ul style="list-style-type: none"> Processes for collecting, analysing, monitoring and disseminating EAL/D student data to inform school practices, including targeted support for students from refugee backgrounds, are embedded in school systems. All subject/class teachers use the Kindergarten and ACARA EAL/D Learning Progressions to describe phases of English language proficiency. An EAL/D supervisor develops and implements processes to support teachers to collect and use ongoing EAL/D assessment data for monitoring and reporting of EAL/D student learning progress across KLAs. 	<ul style="list-style-type: none"> Systematic collection and analysis of EAL/D student assessment data is used to understand EAL/D students' linguistic and cultural resources to inform planning and development of effective EAL/D teaching and learning programs across KLAs. All teaching and learning programs across KLAs explicitly include the English language and literacy demands of the subject and use differentiated teaching and learning approaches to develop students' knowledge and use of vocabulary, registers, grammatical features and structures of subject-specific language. EAL/D expertise informs the development of whole school approaches to language, literacy and numeracy programs. 	<ul style="list-style-type: none"> All teachers in the school have engaged in professional learning that focuses on EAL/D pedagogy which has resulted in sustained changes to practice, leading to student language development. School leaders and EAL/D specialist teachers regularly lead school-based professional learning which integrates EAL/D practices for all teachers of EAL/D students. The school has a comprehensive professional learning plan that focuses on strengthening EAL/D pedagogical professional practice across all learning areas and stages of learning. 	<ul style="list-style-type: none"> The school EAL/D strategy is a key component of the school's strategic directions, and the school's Annual Report details the implementation of the strategy, highlighting specific achievements in EAL/D and refugee education. Planning, development, implementation and evaluation of the school EAL/D strategy is coordinated by the EAL/D supervisor in collaboration with EAL/D specialist teachers, school leaders, staff members, and parent/carers and community members. Whole school decisions about EAL/D student support are based on routine analysis of internal and external EAL/D student assessment and wellbeing data and current evidence-based research which informs the development of the EAL/D strategy and delivery modes. Evidence and evaluation of schoolwide processes inform effective collaboration between EAL/D specialist teachers and school staff to improve EAL/D student learning outcomes. 	<ul style="list-style-type: none"> Interpreting and translation services are integrated into school procedures to ensure effective two-way communication between LBOTE families and school staff. LBOTE parents/carers and community members are consulted in the development and evaluation of the school plan and school EAL/D strategy. Evidence of a planned and implemented whole school approach to building partnerships and engaging the LBOTE community is available. 					
	<ul style="list-style-type: none"> A refugee student support team is established to identify and support the learning, wellbeing and settlement needs of students from refugee backgrounds through personalised approaches. Differentiation based on effective EAL/D pedagogy for EAL/D students is evident in teaching and learning programs. Inclusive teaching practices are implemented which promote respect and intercultural understanding. LBOTE information is shared across the school to plan and implement programs that develop and promote intercultural understanding. 	<ul style="list-style-type: none"> EAL/D specialist and subject/class teachers collaborate to develop and use a variety of assessment strategies to provide opportunities for EAL/D students to demonstrate achievement in a variety of ways and evaluate the effectiveness of the strategies. All subject/class teachers use the Kindergarten and ACARA EAL/D Learning Progressions to describe EAL/D students' phase of English language proficiency. EAL/D students' English language development is monitored as a priority across stages and key transitions using assessment data. Information collected is used to drive teaching and learning programs. 	<ul style="list-style-type: none"> EAL/D student assessment data is collected using a range of assessment strategies and analysed to identify EAL/D students' linguistic resources (content knowledge and language use) and strengths to inform stage/subject planning and programming. Dialogic pedagogy is purposefully embedded in all teaching and learning programs across stages and KLAs. Teachers use contingent scaffolding to support EAL/D students to develop and extend their English language. Subject/class teachers and EAL/D specialist teachers collaborate to plan, develop and document sequenced teaching and learning programs using designed-in scaffolding to meet the needs of EAL/D students, including marking criteria which differentiate between content knowledge and language skills. Subject/class teachers and EAL/D specialist teachers collaborate to identify and address the language and cultural demands of tasks for EAL/D students. 	<ul style="list-style-type: none"> EAL/D supervisors and EAL/D specialist teachers engage in professional learning to develop leadership capabilities to support and lead colleagues to implement effective processes and practices across the school. EAL/D specialist teachers provide input to whole school professional learning on EAL/D pedagogy and research. Groups of teachers are encouraged to engage with relevant EAL/D professional learning course to develop understanding of academic language, assessment and EAL/D pedagogy, including differentiation and scaffolding. A culture of professional reflection and dialogue about EAL/D pedagogy and EAL/D student learning data is established in the school. 	<ul style="list-style-type: none"> The school's EAL/D strategy is evident in the school plan's strategic directions and school process documents, and progress is reported in the school's Annual Report. A school EAL/D strategy is developed to plan for effective EAL/D student support and allocation of resources which meet relevant policy requirements and are evaluated with reference to the EAL/D Advice for Schools and EAL/D School Evaluation Framework. School practices and resources support consultation and collaboration between EAL/D specialist teachers and subject/class teachers. EAL/D specialist staff and SASS collaborate to establish systems and processes to identify and support EAL/D student enrolment. 	<ul style="list-style-type: none"> Communication to LBOTE parents/carers is routinely translated into relevant languages. Interpreting and translation services are accessed as part of a whole school approach to bilingual/multilingual communication, and translated departmental documents are available for LBOTE families and community members. Information sessions about school and department policies and practices are provided for LBOTE parents/carers. LBOTE parents/carers are included in meaningful school activities. Subject/class teachers identify the skills and experiences of LBOTE families and use this knowledge to develop a culturally inclusive learning environment. 					
	<ul style="list-style-type: none"> The needs of newly arrived students and students from refugee backgrounds are identified and inform the development of personalised approaches to learning and wellbeing. Schools work with appropriate agencies to support newly arrived students from refugee backgrounds and their families. Inclusive teaching practices are implemented which recognise the cultural and knowledge backgrounds of all students to establish a sense of belonging and value, and build upon the prior learning students bring to school. Programs are implemented with the aim of enhancing the learning, social connectedness and wellbeing of newly arrived and students from refugee backgrounds. The Calendar for Cultural Diversity is used to recognise, celebrate and plan for students' increased intercultural understanding, and for school events using cultural celebrations. 	<ul style="list-style-type: none"> LBOTE parents/carers of EAL/D students who receive direct support are provided with a personalised student report, and translation services are used to effectively communicate the information in the preferred language. EAL/D specialist teachers support subject/class teachers to use the Kindergarten and ACARA EAL/D Learning Progressions to understand EAL/D students' phase of English language proficiency. EAL/D specialist teachers support subject/class teachers to develop and select assessment tasks and strategies that scaffold EAL/D students' participation in assessment by mediating the linguistic and cultural demands of the task to enable them to demonstrate their knowledge and skills. EAL/D specialist teachers support subject/class teachers to differentiate mainstream teaching and learning programs by identifying target syllabus and language outcomes and learning goals. Backward mapping from an assessment task is used to identify a language and literacy focus and to plan a sequence of activities that will scaffold EAL/D students to achieve learning outcomes. 	<ul style="list-style-type: none"> EAL/D student assessment data is used to monitor and evaluate student understanding of subject content and English language development to inform teaching programs and practice. Subject/class teachers understand the important role of speaking and listening in the acquisition of an additional language and plan 'talk as process' opportunities for students. EAL/D specialist teachers support subject/class teachers to use backward mapping to plan and implement sequenced teaching and learning programs that progress across the mode continuum to systematically activate and build upon students' background knowledge and develop content and language knowledge specific to each KLA. EAL/D specialist teachers develop and implement targeted EAL/D teaching and learning programs using evidence-based EAL/D pedagogy to develop EAL/D students' academic language proficiency. 	<ul style="list-style-type: none"> EAL/D supervisors and specialist teachers engage in EAL/D professional learning to develop a deep understanding of quality evidence-based EAL/D pedagogy and leadership capabilities. EAL/D specialist teacher expertise in EAL/D pedagogy is recognised and used to inform professional learning for subject/class teachers. All teachers are encouraged to reflect their own, and view each other's, EAL/D pedagogical practice as part of the school's performance and development program. Key responsibilities outlined in relevant policies, Multicultural Education and Anti-Racism policies and NESA Statement of Equity Principles, are presented to staff. 	<ul style="list-style-type: none"> An annual cycle for EAL/D planning is established, informed by data from the Annual EAL/D and LBOTE data collections, EAL/D student assessment data and the EAL/D Advice for Schools. A school or EAL/D leader is nominated as EAL/D supervisor with responsibility for supervising the EAL/D program, EAL/D specialist teachers, allocation of EAL/D resources and class placement of EAL/D students. EAL/D specialist teachers and subject/class teachers allocate time to collect, analyse and share information about EAL/D students to identify phase of English language proficiency, prior learning and interests. The data is used to inform the development of teaching and learning programs. A process is established to enrol LBOTE students and communicate enrolment data to EAL/D specialist teachers and subject/class teachers. 	<ul style="list-style-type: none"> Interpreting and translation services and materials are used for effective communication with LBOTE families and community members. Translated enrolment forms are provided for parents in a range of languages to facilitate collection of data. Bilingual SLSOs are used to facilitate effective communication and engagement of LBOTE families. Information about the EAL/D program is communicated to LBOTE parents/carers. Subject/class teachers and EAL/D specialist teachers establish ongoing meetings with LBOTE parents/carers to discuss the learning needs, strengths and interests of EAL/D students, and this information is used to inform teaching, learning and wellbeing programs. 					
	<ul style="list-style-type: none"> Newly arrived students, including students from refugee backgrounds, are provided with an orientation program to welcome and support their transition into school. Staff are provided with professional learning to understand the impact of trauma and can respond to the learning and wellbeing needs of students from refugee backgrounds. EAL/D specialist teachers share information about the language and learning backgrounds of EAL/D students with subject/class teachers to develop awareness of students' cultural knowledge and learning experiences. EAL/D specialist teachers are members of the Learning and Support team. An Anti-Racism Contact Officer (ARCO) is appointed and trained to assist implementation of the Anti-Racism Policy. The Calendar for Cultural Diversity is used to identify culturally significant dates within the school community. 	<ul style="list-style-type: none"> EAL/D specialist teachers and subject/class teachers report EAL/D students' English language learning progress in KLAs to parents/carers which meet policy requirements outlined in the Curriculum planning and programming, assessing and reporting to parents K-12 policy. Subject/class teachers recognise the need for differentiated assessment for EAL/D students. Subject/class teachers are aware of the Kindergarten and ACARA EAL/D Learning Progressions and ESL Scales as tools to describe EAL/D students' language learning progress. EAL/D specialist teachers use assessment data to update EAL/D phase details in ERN every 6 months. EAL/D specialist teachers use the Kindergarten and ACARA EAL/D Learning Progressions and ESL Scales to conduct initial and ongoing assessment of EAL/D students' English language learning needs and share data with subject/class teachers. EAL/D specialist teachers and subject/class teachers plan mainstream teaching and learning programs by identifying target syllabus outcomes and learning goals and linguistic and cultural challenges faced by their EAL/D students. 	<ul style="list-style-type: none"> EAL/D students are identified through the use of the Kindergarten and ACARA EAL/D Learning Progression phases for inclusion in an EAL/D program. Subject/class teachers identify the language and learning needs of EAL/D students in planning and programming documents and recognise that specific EAL/D teaching methods are required for EAL/D students. EAL/D specialist teachers design programs to develop basic communication skills and academic language by implementing targeted teaching and learning programs using evidence-based EAL/D pedagogy to address identified language learning needs. 	<ul style="list-style-type: none"> EAL/D specialist teachers are supported to attend EAL/D network meetings. Subject/class teachers are encouraged to engage in appropriate EAL/D professional learning. Subject/class teachers are encouraged to observe EAL/D teachers delivering lessons. References to key policies and relevant legislation, including the Multicultural Education Policy, the NSW Anti-Discrimination Act, Anti-Racism Policy and the EAL/D Advice for Schools, are distributed to staff. All staff members, including SASS, receive professional learning to identify and address the needs of students and families from culturally, linguistically and religiously diverse backgrounds, including students from refugee backgrounds. 	<ul style="list-style-type: none"> Ensure the Annual EAL/D data collection is completed in May-June. Principals verify the accuracy of information. Appropriate modes of EAL/D program delivery are selected based on analysis of EAL/D student phase data to prioritise and identify student need. EAL/D School Evaluation Framework, EAL/D Checklist and/or the Refugee Readiness Audit are completed by EAL/D specialist teachers and school leaders to inform EAL/D program organisation. LBOTE student enrolment data is accurately recorded through enrolment processes. Data is maintained in ERN to complete the LBOTE census and Annual EAL/D data collection. EAL/D specialist allocations are filled by qualified EAL/D specialist teachers, where possible. The principal reviews and reports on English language proficiency equity loading and New Arrivals Program resources expenditure, including teaching staff and resources, as part of school planning and reporting. 	<ul style="list-style-type: none"> Teachers are aware of the availability of interpreter and translating services. Sections of school documents are translated into relevant languages. Signage is provided to support LBOTE families to engage in school activities and the community. Bilingual staff are identified. Staff have engaged in professional learning to understand the needs of families from culturally, linguistically and religiously diverse backgrounds. Subject/class teachers and EAL/D specialist teachers communicate with LBOTE parents/carers as part of school reporting processes to discuss their children's learning progress. LBOTE families are encouraged and supported to continue to develop students' first language and literacy skills. 					