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 linked with the School Excellence Framework. It identifies a minimum requirement achievement level followed by 3 differentiated levels of achievement which relate to the School Excellence Framework levels: Delivering, Sustaining and Excelling. 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 New Arrivals Program resources. The Excelling level describes a school that has implemented an effective, sustained and systematic whole school approach to EAL/D support. Progress of achievement can be measured over time by assessing EAL/D practices against the framework at the beginning and end of each year, and over the period of the school plan.

How to use the planning and evaluation guide

1. Carefully read the description provided at each level for the six elements of EAL/D practice.
2. For each of the elements, determine which level of achievement best describes your school environment by identifying examples/evidence at each descriptor.
3. Using the EAL/D School Evaluation Framework, identify actions to be implemented to improve EAL/D practices. Record these in the EAL/D strategy planning table.
4. Plan, develop and implement identified EAL/D practices to support EAL/D students based on this assessment. Note that while schools will need to work across all of the six elements, it is acknowledged that greater emphasis may be given to some areas than others at particular stages in the process.
5. After implementation, collect evidence of practice and evaluate the impact on EAL/D student achievement to affirm current effective practices and identify areas for growth. Record your evidence.
6. Re-assess the school environment using the EAL/D School Evaluation Framework to develop actions which enable areas of growth to be addressed.
• The school engages internal expertise and external agencies to support the implementation of a range of learning support and wellbeing programs to address the learning and wellbeing needs of EAL/D students.

• LBOTE information is analysed and used by the school to plan, implement and monitor student learning outcomes and promote social cohesion and community harmony.

• 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 school staff.

• EAL/D specialist teachers and staff collaborate to establish effective collaborative practices and support EAL/D student enrolment.

• A school EAL/D strategy is used 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.

• English language development is considered by teachers and teams across the school in planning programs and practice.

• Evidence of a planned and implemented whole school approach to building partnerships and the LBOTE community is available.

• The school’s EAL/D strategy is a key component of the school’s strategic direction and the school’s Annual Report provides an implementation of the strategy, highlighting specific achievements in EAL/D and refugee education.

• Planing, development, implementation and evaluation of the school’s EAL/D strategy is coordinated by the EAL/D supervisor in collaboration with EAL/D specialists, school leadership teams, and parent/carers and community members.

• Whole school decisions about EAL/D student support are informed by the aggregated EAL/D student assessment and wellbeing data and current evidence to inform the development of the EAL/D strategy and delivery models.

• Evidence and evaluation of schoolwide processes inform effective collaboration between EAL/D specialist teachers and school staff to improve student learning outcomes.

• Communication to parents is routinely provided in a range of relevant languages.

• Interpreting and translation services are accessed as part of a whole school approach to bilingual/multilingual communication and a range of translated departmental documents are available for LBOTE families and community members.

• School sessions about school department policies and practices are provided to parents in a range of languages to facilitate communication.

• LBOTE parent/carers are included in meaningful school engagement activities, including school excursions, sharing specialist skills, attending working bees.

• Class and EAL/D specialist teachers establish ongoing meetings with LBOTE parents/carers to address the needs of EAL/D students and this information is integrated into department, learning and wellbeing programs.

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