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 domains, 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.

EAL/D strategy planning tools

Examples of Evidence of EAL/D Practice

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<th>Domains / Levels</th>
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<th>Teaching Domain</th>
<th>Leading Domain</th>
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<td>Refugee Orientation Program</td>
<td>Class programs include ESL scale outcomes and descriptions</td>
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<td>Minimum Requirement</td>
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• The school engages internal expertise and external agencies to support the implementation of a range of initiatives that address the learning and wellbeing needs of EAL/D students.
• LBOTE information is analysed and used by the class teacher to plan and implement student learning outcomes and promote social cohesion and community harmony.

Learning Domain

Learning Culture & Wellbeing

• Processes for collecting, analysing, monitoring and disseminating EAL/D student data to inform school planning and development of effective EAL/D programs are embedded in school systems.
• All teachers are introduced to the EAL/D Learning Progression, ESL Scales and the literacy learning progression.
• EAL/D Learning progression 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 KLA.

Teaching Domain

Informative Practice

• Systematic collection and analysis of EAL/D student assessment data is used to understand EAL/D student profiles, to plan and track progress, to support the learning environments and to evaluate the effectiveness of the strategies.
• All subject/class teachers use the EAL/D Learning Progression to describe EAL/D student phase of English language proficiency.
• EAL/D specialist and subject/class teachers collaborate to plan, develop and document sequenced teaching and learning programs across KLAs and stages. Teachers use subject matter knowledge to support EAL/D learners to develop proficiency in the relevant language.
• EAL/D and subject/class teachers collaborate to plan and implement sequenced teaching and learning programs across KLAs.

Evaluation Domain

• EAL/D student assessment data is collected using a range of assessment strategies and analysed to identify EAL/D students’ linguistic resources (content knowledge, language use) and strengths to inform stage-sequenced planning and programming.
• Dialogic pedagogy is purposefully embedded in all teaching and learning programs across KLA and stages. Teachers use subject matter knowledge to support EAL/D learners to develop proficiency in the relevant language.
• EAL/D specialist and subject/class teachers collaborate to plan, develop and document sequenced teaching and learning programs across KLAs and stages. Teachers use subject matter knowledge to support EAL/D learners to develop proficiency in the relevant language.

STEM

• All teachers at the school have engaged in professional learning that focuses on EAL/D pedagogy, e.g. TELL, Teaching Students from Refugee Backgrounds, which has resulted in substantial growth in teacher confidence and student language development.
• Subject leaders and EAL/D specialist teachers regularly lead school-based professional learning programs for teachers to support EAL/D practices for all teachers of EAL/D students.
• The school has a comprehensive professional learning strategy that is informed by the annual evaluation of whole school approaches to language, literacy and numeracy programs.

Parent & Community Engagement

• The school EAL/D strategy is a key component of the school’s strategic direction and the school’s Annual Report. Reporting on 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 led by the EAL/D supervisor in collaboration with EAL/D specialist teachers and other school colleagues, and parents/caregivers and community members.
• Whole school decisions about EAL/D student support are informed by the school-wide annual evaluation of EAL/D student assessment and wellbeing data and current and emerging external factors that impact on the development of the school EAL/D strategy and delivery models.
• Evidence and evaluation of whole school programs inform effective collaboration between EAL/D specialist teachers and school staff to improve student learning outcomes.

• Communication to parents is routinely facilitated through the school’s website, newsletters and parent emails in a variety of 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.
• Information sessions about school departmental policies are provided to parents/caregivers.

• LBOTE parent/caregivers are included in meaningful school engagement activities, including Multicultural Education and Anti-Racism workshops.

• Class and EAL/D specialist teachers establish ongoing meetings with LBOTE parents/caregivers, school executive/specialist/s, school executive, staff members, and other key stakeholders.

• The school EAL/D framework, EAL/D Checklist and/or the Refugee Readiness Audit are completed by EAL/D specialist teachers and school executive to inform EAL/D program organisation.

• LBOTE student enrolment data is accurately recorded through enrolment processes. Data is maintained in ERL in order to complete the LBOTE census and Annual Report.

• EAL/D specialist teachers communicate with LBOTE parents/caregivers, and other staff members to support children’s learning progress.

• EAL/D specialist teachers work with their colleagues to continue to develop students’ first language and literacy skills.

• EAL/D School Evaluation Framework

• Annual cycle for EAL/D planning is established, informed by data from the Annual EAL/D and LBOTE surveys, case studies, professional learning, and research. The EAL/D school is 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 and subject/class teachers.

• EAL/D specialist teachers provide input to curriculum planning and development of effective EAL/D teaching and learning programs across KLAs.

• EAL/D specialist teachers provide input to whole school professional learning on EAL/D pedagogy and research.

• All teachers are encouraged to engage with relevant EAL/D professional learning and research to develop their understanding of EAL/D student needs.

• A range of professional reflection and dialogue supports EAL/D specialist teachers and subject/class teachers to identify and support EAL/D student enrolment.

• EAL/D specialist/s and subject/class teachers collaborate to develop and implement effective EAL/D teaching and learning programs using designed in school EAL/D pedagogy.

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