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 the school EAL/D Strategy and inform strategic directions within the Annual School Planning process. It can be used by groups of teachers, or the whole staff, to recognize school processes and practices that have been implemented to support EAL/D students and to identify areas to target resources to more effectively support EAL/D students.

The EAL/D School Evaluation Framework has been linked with the School Excellence Framework and provides four levels of achievement within each element for action. Minimum Requirement describes the basic level of EAL/D practices that need to be implemented by schools receiving the English language proficiency and New Arrival Program funding. Excelling describes a school that has implemented a sustained and systematic whole school approach to EAL/D support through strategic and successful implementation of EAL/D practices. 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 Annual 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.
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. Record your evidence below. Examples of evidence of practice are provided below for your reference.

<table>
<thead>
<tr>
<th>Domains / Levels</th>
<th>Leading Elements</th>
<th>Learning Elements</th>
<th>Teaching Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Informed Effective Classroom Practice</td>
<td>Professional Standards &amp; Learning</td>
<td></td>
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</tr>
</tbody>
</table>

**Excelling**

**Sustaining**

**Developing**

**Minimum Requirement**

Annual Survey

Translated school documents

Refugee Orientation Program

Class programs include ESL scale outcomes and descriptions

New Arrival Program

P/L on EAL/D policies

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**EAL/D Strategy Planning Table**

<table>
<thead>
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</table>
Excelling as part of annual school planning and reporting. Proficiency and New Arrival Program funding Principal reviews and reports on English Language Specialist teachers (where possible). Appropriate modes of EAL/D program delivery are June. Principals verify the accuracy of information. EAL/D specialist and class teachers allocate time to informed by data from the annual EAL/D and LBOTE support EAL/D student enrolment. School practices and resources support consultation that support effective collaboration between EAL/D development of the EAL/D Strategy and delivery of EAL/D student assessment and wellbeing data and EAL/D specialist teacher support for LBOTE parent/carer and school staff. Staff are provided with P/L to understand the welcome and support their transition into school, wellbeing of refugee and newly arrived students’ needs of parents from culturally and linguistically professional learning to identify and address the multicultural education and anti-racism policies and NESA Statement of Equity professional practice across all learning areas and stages of learning. EAL/D supervisors and specialist teachers engage in professional learning to develop a deep understanding of quality, evidence-based EAL/D pedagogy and leadership EAL/D specialist teacher expertise in EAL/D specialist teachers are supported to deliver in-service professional learning for class/subject teachers. All teachers are encouraged to reflect on their own and view each other’s EAL/D professional practice as part of the school’s professional learning and development program. Key responsibilities outlined in relevant policies, including multicultural education and anti-racism policies and NEASA Statement of Equity professional learning are presented to, e.g. TELL Module 1.

Minimum Requirements

• 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 greater understanding of, and sensitivity to, refugee students’ language development.
• English as an Additional Language (EAL) specialist teachers regularly lead school-based professional learning activities and EAL/D pedagogy for practices for all teachers of EAL/D students.
• The school has a comprehensive professional learning plan for all EAL/D pedagogical professional practice across all learning areas and stages of learning.