

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD) PROGRAM

Education Centre, 4th Floor, 31 Flinders Street, Adelaide 5000

EALD intranet site:

<https://myintranet.learnlink.sa.edu.au/educating/english-as-an-additional-language-or-dialect-eald>

English as an additional language or dialect program

The English as an Additional Language or Dialect (EALD) Program operates within the Learning Improvement Division in the Office for Education and Child Development.

The EALD Program supports the participation, engagement and educational outcomes of students from culturally and linguistically diverse (CALD) backgrounds who are learning English as an additional language/dialect, within the Department for Education and Child Development (DECD). The EALD Program contributes to the delivery of a culturally inclusive approach by DECD, supportive of its multicultural cohort.

This is achieved through

- primary Intensive English Language Centres (IELCs) and secondary New Arrivals Program (NAP) centres for students in metropolitan and country areas who are newly arrived in South Australia with limited English language. Students who move to metropolitan areas from non-urban and remote Aboriginal communities are able to access the IELCs.
- the EALD General Support program for EALD students in mainstream settings, which supports the development of English language proficiency
- support for sites to engage with the CALD community and direct support for CALD students, families and communities.

This is supported by a range of services available to schools, teachers, students and families including:

- EALD funding allocations to schools
- EALD statewide consultants
- an educational psychological service
- bilingual schools services officers
- community liaison officers
- data resources
- face to face and on line support for staff.

Regular [EALD newsletters](#) provide up to date information about the EALD Program.

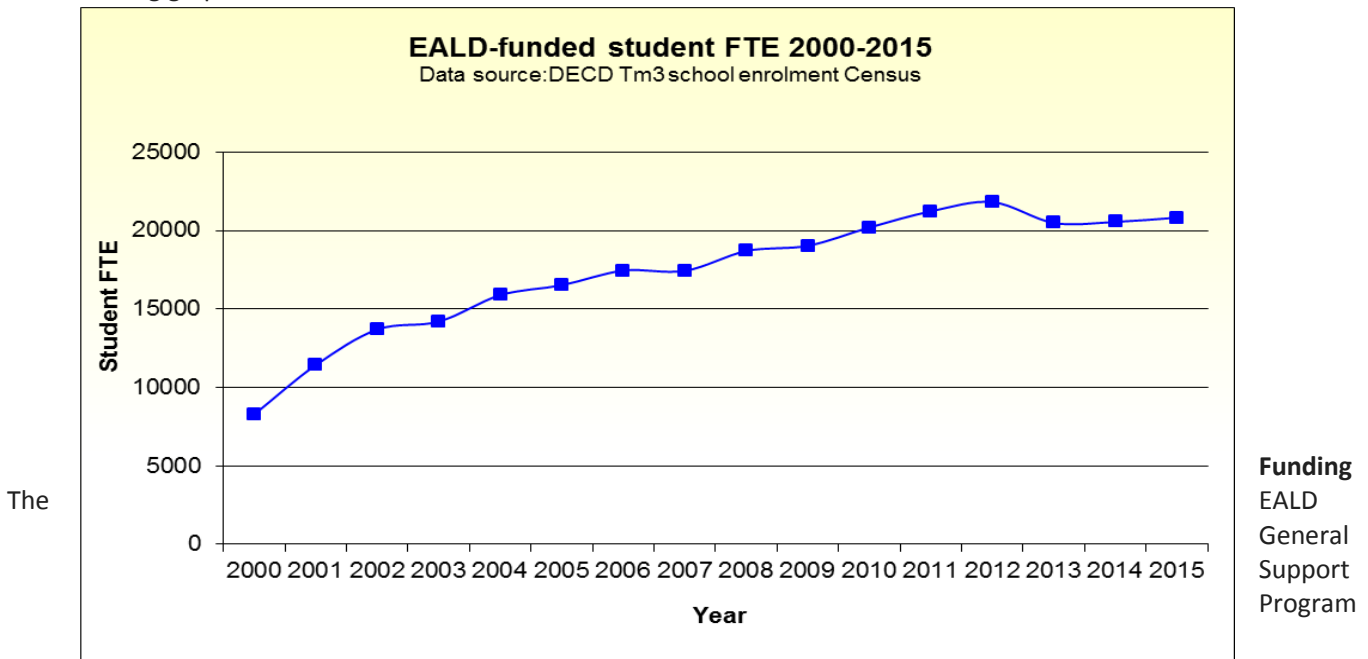
EALD General Support

The EALD General Support program operates within primary and secondary mainstream education settings.

Definition EALD students

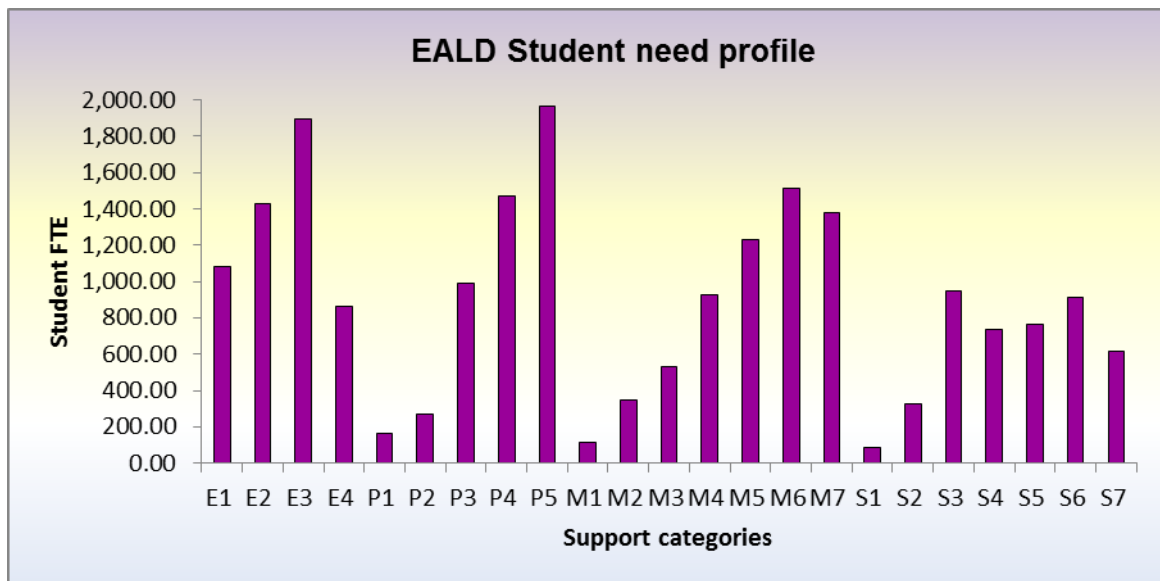
EALD students are defined as having a non-English speaking (NESB) background and requiring EALD support. They include Aboriginal or Torres Strait Islander (ATSI) students who speak an ATSI language or dialect, including Aboriginal English.

The following graph shows the number of funded EALD students in mainstream schools since 2000:



distributes an EALD staffing allocation to mainstream schools based on EALD student need. A category of need (EALD Support Category) is based on a student’s Language and Literacy Level and year level.

The graph below shows the need categories of EALD students in DECD schools as at the Term 3 2015 school enrolment census.



The EALD General Support Program allocated approximately 187.532 FTE teacher salaries to schools for 2016. This was based on 20826.80 FTE EALD students identified in the DECD Term 3 2015 school enrolment census and the allocation units assigned to each EALD Support Category.

Additional supplementary allocations to support the transition of IELP/NAP students to mainstream schools will be provided in May and October 2016. This funding is based on new arrival students enrolled in EALD Intensive English Language Program (IELP)/New Arrivals Program (NAP) centres -

- at the DECD Term 3 school enrolment census who are shown as enrolled in a mainstream school at the DECD Term 1 school data extract the following year.
- at the DECD Term 1 school data extract who are shown as enrolled in a mainstream school at the DECD Term 3 school enrolment census the same year.

Note that new arrivals who enrol directly into mainstream schools are not included in this funding.

Curriculum and intervention

EALD funding from the State and Federal Governments enables targeted additional support to be provided to address barriers to successful participation in educational programs.

Curriculum and intervention strategies should be target oriented and informed by evidence of student achievement and progress. This includes evidence of Language and Literacy Levels growth using Language and Literacy Levels History in EDSAS; NAPLaN results using the Student Data Warehouse; and/or Australian Curriculum standards achievement.

The use of EALD allocations is further enhanced when:

- specialist EALD staff are used to support EALD students. Refer to the EALD intranet site for further information about specialist EALD teachers (*under Support for teachers*)
- the assessment of EALD students using the Language and Literacy Levels is conducted by a cohort of teachers
- there is a whole school commitment to curriculum and intervention strategies to support EALD students
- there is leadership support and involvement in professional learning specifically around improving outcomes for EALD students
- resources are strategically aggregated with other targeted literacy funding (eg early years literacy, disadvantaged schools component).

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Related topic on the EALD intranet site: [Identifying EALD learners](#); [EALD data in EDSAS](#); [EALD funding](#); [General support allocations](#); [Supplementary allocations](#)

Language and Literacy Levels

A central part of EALD curriculum provision at the school level is the use of Language and Literacy Levels to assess EALD students' language levels and develop appropriate interventions and support.

The Intensive English Language Program/ New Arrivals Program use the Language and Literacy Levels to monitor progress of students from entry and as a major indicator of readiness to exit into mainstream schooling.

Language and Literacy Levels assessments are used to identify which aspects of the English language need to be explicitly taught.

Language and Literacy Levels data can support schools to set improvement targets for groups and individual students, monitor progress against these targets, report on the effectiveness of their strategies to improve outcomes for EALD students and drive accountability processes.

External Moderation Process

Following the term 3 school enrolment census 40 randomly selected schools are asked to provide examples of evidence (from 10 randomly selected students) which are externally moderated by a team of EALD specialists. Feedback is provided to each participating school from the moderation findings.

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Related topic on the EALD intranet site: [Language and literacy levels across the Australian Curriculum: EALD students; Recording and checking language and literacy level data in EDSAS; EALD data in EDSAS; EALD data in the student data warehouse](#)

EALD Consultants

They provide EALD support and professional learning for partnerships, school leaders and teachers with:

- the use of the Language and Literacy Levels for assessing, programming and reporting for EALD students
- the process of assigning Language and Literacy Levels and internal moderation
- the use of data to inform EALD teaching practice and to track EALD student progress
- the development of teaching and learning practices which are supportive of EALD students
- the development of a cultural inclusive environment
- external moderation process - Language and Literacy Levels.

Contact details: Statewide EALD consultants, EALD Programs

Ross Hamilton Phone 8226 0904 Email ross.hamilton@sa.gov.au

Camilla Karaivanoff Phone 82263512 Email Camilla.karaivanoff@sa.gov.au

Related topic on the EALD intranet site: [Language and literacy levels professional learning](#)

Intensive English Language Program (IELP)/New Arrivals Program (NAP)

The primary Intensive English Language Program (IELP) and secondary New Arrivals Program (NAP) are available for CALD students who are newly arrived in Australia and need to develop English language proficiency. These are high quality early intervention programs to support student success in mainstream educational settings.

The IELP/NAP provides:

- familiarity with the teaching and learning expectations of Australian education, for both students and their families
- intensive support for English language development, oral and written literacy and curriculum skills and understandings
- familiarity with the South Australian community and services
- close monitoring of student learning, language development and wellbeing
- additional support for students most at risk
- a structured transition program from IELP/NAP to mainstream schools.

Locations

Primary IELCs

Bellevue Heights PS
Blair Athol North School B-7
Clovelly Park PS
Cowandilla PS
Darlington PS
East Torrens PS
Elizabeth Downs PS
Elizabeth Vale PS
Gilles Street PS
Goodwood PS
Hampstead PS
Ingle Farm PS
Kilkenny PS
Mt Gambier North PS
Pennington R-7 School
Richmond PS
Salisbury North R-7 School
The Pines R-7 School

Secondary NAPs

Adelaide Secondary School of English
Thebarton Senior College (adult re-entry)
Mt Gambier High School

New arrivals in country schools

Country schools enrolling newly arrived students who need intensive English as an additional language or dialect (EALD) support can apply for an EALD geographic isolation allocation.

Contact details: Erika Von Aspern, Manager, Intensive English Language Program

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Related topic on the EALD intranet site: [Intensive English Language Program \(IELP\); IELP resources;](#)
[Transition for Intensive English Language Program \(IELP\) and New Arrivals Program \(NAP\) students;](#) [Geographic isolation allocations](#)

EALD Psychology Support

EALD Psychology Support is provided by two state-wide specialists who have both teaching and educational psychology expertise. They

- provide an educational psychology service to school communities with respect to EALD students, particularly newly arrived EALD students
- conduct educational and psychological assessments of newly arrived students with special concerns
- determine the eligibility of newly arrived students for support under the Disability Support Program or for extended eligibility within IELC/NAP centres
- work collaboratively with EALD Program Community Liaison Officers and other agencies
- provide leadership and a consultative service to DECD sites and support staff with regard to EALD students who have special learning, emotional and/or behavioural needs.

Contact details: Psychologists, EALD Programs

Jill Brodie-Tyrrell Phone 8226 3212 Email Jill.Brodie-Tyrrell@sa.gov.au

Melissa Howard Phone 8645 6528 Email Melissa.Howard@sa.gov.au

Related topic on the EALD intranet site: [Psychology services for EALD students](#)

Community liaison officers (CLOs)

Community liaison officers support communication and cultural understanding between schools and CALD communities. They work across a range of contexts, including new arrivals centres and mainstream schools. They work collaboratively with students, school leaders and teachers, school counsellors and psychologists, external agencies, community organisations and parent groups, school councils and government agencies to

- develop understandings about students' cultural backgrounds
- provide information about the Australian education system and curriculum policies to parents/caregivers
- ensure the provision of and access to the most appropriate educational programs for students.

Contact details:

All CLOs work from the Education Centre, 4th Floor, 31 Flinders Street, Adelaide 5000

African communities CLO (Arabic): Ker Wol Mading Ph 8207 1547

ker.mading@sa.gov.au

Middle Eastern CLO: Bushra Rasheed Ph 8226 0241

bushra.rasheed@sa.gov.au

Bosnian CLO: Mirsada Fenn Ph 8226 2843

mirsada.fenn.@sa.gov.au

Nepalese and Bhutanese CLO: Bala Bhattari Ph 8226 3697

bala.bhattari@sa.gov.au

Serbian CLO: Olga Luchich Ph 8226 2860

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Related topic on the EALD intranet site: [Community liaison officers](#)

Bilingual school services officer (BSSO) Program

The Bilingual School Services Officer program provides BSSO allocations to IELP\NAP centres and mainstream schools to support student learning. BSSO Annual hours are provided to mainstream schools with an EALD allocation of 1.0FTE or greater. Schools which do not receive Annual Hours may apply for Occasional BSSO hours. Refer to the EALD intranet site (under *BSSO Program*) for further information.

Schools can also apply for Parent Group BSSO hours to establish or maintain a CALD parent group in the school community.

The EALD Program manages

- the interviewing of BSSOs
- the maintenance of a BSSO register
- professional development for BSSOs.

Contact details: Rosie D'Aloia, Project Assistant, EALD
Phone 8226 2756 Email rosie.d'aloia@sa.gov.au

Related topic on the EALD intranet site: [Bilingual school services officers program](#)

Interpreting and translating

The South Australian Schools Interpreting and Translating Service (SASITS) supports communication between schools and parents/guardians of non-English speaking background who require interpreting or translating services, including translations of school notices, newsletters, medical forms, or reports (eg psychology, speech pathology) and interpreting of school reports.

The EALD Program administers the budget for interpreting and translating services provided to schools statewide.

Schools are required to follow an approvals process to access these services.

Contact details: Rosie D'Aloia, Project Assistant, EALD Programs
Phone 8226 2756 Email rosie.d'aloia@sa.gov.au

Related topic on the EALD intranet site: [Interpreting and translating services](#)

EALD professional learning

Professional learning events

The EALD Program provides face to face professional learning on a range of topics, including:

- Language and Literacy levels
- Functional grammar
- Responding to students who have experienced trauma
- Cultural competence.

Upcoming events are advertised through the [EALD newsletters](#).

Contact details: Rosie Antenucci, Manager, EALD Programs
Phone 8226 2937 Email rosie.antenucci@sa.gov.au

Related topic on the EALD intranet site: [Designing, teaching and learning, and assessment \(DTLA\) cycle](#), [Understanding functional grammar](#); [Becoming an EALD or IELP teacher](#); [Working with culturally and linguistically diverse students](#)

Professional learning courses

The EALD Program has developed a range of professional learning courses with about 25 hours contact time and another 25 hours between module activities.

Courses offered are:

Teaching ESL students in mainstream classrooms: language and learning across the curriculum

Teaching ESL New Arrivals

How Language Works: Success in Literacy & Learning

These courses provide sustained professional development in EALD pedagogy and are relevant for:

- teachers new to EALD teaching
- mainstream teachers with EALD students in their classes
- teachers wanting to improve literacy outcomes for all learners.

The Council of Education Associations of South Australia (CEASA) administers these professional learning courses.

Contact details: CEASA Phone 8463 5874 or 8463 5875

Related topic on the EALD intranet site: [Professional development events and courses](#)