

AUSTRALIAN EDUCATION PERFORMANCE FRAMEWORK FOR EAL/D EDUCATION – key indicators

Equity

DETERMINANTS OF EAL/D EDUCATION

What are the sources of linguistic diversity that determine the English language learning needs of the school student population?

immigration intakes
school-aged component of immigration intakes
new arrivals enrolments
refugee and humanitarian student enrolments
international student school enrolments
Regional and remote communities where Indigenous languages, creoles and dialects are the medium of everyday communication
Indigenous EAL/D learner population
language diversity of Australian-born students in Kindergarten
number and proportion of above subgroups in total student enrolments
length of time of above students in Australian schools
language children diversity of preschool children

EAL/D EDUCATION SYSTEM

What capacity does the education system have to improve English language learning participation and outcomes of the EAL/D learner cohort? What opportunities for improvement?

TARGETING

System has a valid process for identifying EAL/D learners according to English language proficiency needs

System has a published validated allocative mechanism for targeting EAL/D resources to schools

Public reporting of schools' allocated targeted EAL/D resources and EAL/D program implementation plans

ACCESS

Number, proportion, location and year levels of students identified as having EAL/D learning needs who are receiving and not receiving EAL/D specialist teaching

Number, proportion and location of schools with significant numbers of EAL/D learners who are not receiving EAL/D specialist provision

System syllabus and curriculum resources identify language and literacy demands and supports for EAL/D learners

QUALITY

Teacher regulations recognise EAL/D teaching as a specialism

Systems have EAL/D teacher recognition and appointment processes linked to resource targeting mechanism

Number, proportion and distribution of trained EAL/D teachers allocated to EAL/D teaching positions in schools

Number of EAL/D and mainstream teachers receiving system EAL/D professional development support

Number and proportion of schools using a school EAL/D program standards or evaluation measure for continuous improvement

Periodic system wide evaluation of school EAL/D programs

ACCOUNTABILITY

Transparent system annual reporting of number, proportion and year levels of students identified having EAL/D learning needs

Transparent system annual reporting of targeted EAL/D provision in schools

Transparent system annual reporting of number, proportion and year levels of EAL/D learners receiving EAL/D specialist teaching

Public reporting of system evaluation of school EAL/D programs

EAL/D education included in published

EAL/D EDUCATION STATUS

How well is the EAL/D learner cohort doing in terms of school participation and achievement?

Number, proportion and distribution of EAL/D learners across beginning, emerging, developing and consolidating phases of English learning (over time)

Number, proportion and distribution of EAL/D learners achieving appropriate literacy benchmarks on NAPLAN, relative to time in school

Retention and literacy attainment of EAL/D learners, including Indigenous EAL/D learners, at years 3, 5, 7 and 9.

School completion of EAL/D learner subgroups, including Indigenous EAL/D learners.

EDUCATION SYSTEM CONTEXT

Demography

National and system policies

Resourcing

Teacher regulation

Workforce planning

System data capability

Higher Education Institutions

Information, research and evidence