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

What capacity does the education system have to improve English language learning participation

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

ACCESS

EAL/D EDUCATION SYSTEM

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

TARGETING

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

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

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

and outcomes of the EAL/D learner cohort? What opportunities for improvement?

Number, proportion and location of schools with significant numbers of FAL/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 leaners

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

ACCOUNTABILITY

Transparent system annual reporting of number, proportion and vear 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 vear 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

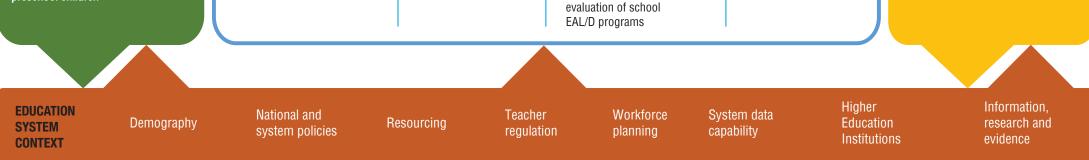
EAL/D EDUCATION STATUS How well is the EAL/D learner cohort doing in terms of school participation and achievement?

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.



Review to Inform a Better and Fairer Education System – ACTA Performance Framework for English as an additional language/dialect (EAL/D) Education – draft. 26/06/23