



# English as an Additional Language or Dialect (EAL/D)

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## Eligibility guide and allocation of extra time to complete the Online Numeracy and Literacy Assessment (OLNA)

For use from 2023

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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## **Eligibility requirements for enrolment in English as an Additional Language/Dialect (EAL/D) courses**

The EAL/D courses are available to students who speak English as an additional language or dialect, and whose use of Standard Australian English (SAE) is restricted or still developing. Schools are responsible for determining the eligibility of a student to enrol in any EAL/D Year 12 course (i.e. ATAR, General or Foundation).

## **Extra time to complete the Online Literacy and Numeracy Assessment (OLNA)**

Students who are principal endorsed for enrolment in EAL/D ATAR Year 12 through the Student Records Management System (SRMS) automatically receive the extra 10 minutes for the OLNA.

Documentation for General and Foundation enrolment is not retained in the SRMS and must be added to the OLNA dashboard each year by the school.

# Eligibility to enrol in the EAL/D ATAR Year 12 course

## Enrolment eligibility information

The EAL/D ATAR course is available to students who speak English as an additional language or dialect, and whose use of SAE is restricted or still developing.

The School Curriculum and Standards Authority (the Authority) requires all schools to determine the eligibility of a student for enrolment in the EAL/D ATAR Year 12 course.

The EAL/D ATAR course is designed for students for whom English is not their first or home language. This includes:

- students who are Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, for whom Standard Australian English (SAE) has been the medium of instruction, but for whom SAE is an additional language/dialect, and whose exposure to SAE is primarily within the school context
- students who are deaf or hard-of-hearing and communicate using signing such as Auslan as their first language
- students who have:
  - not more than seven years of education where English is the main medium of course delivery immediately prior to entering their final year of school OR
  - more than seven years where English is the main medium of course delivery but limited exposure/restricted knowledge of academic English OR
  - varying exposure to English, but who have had disrupted\* schooling in one or more countries, including Australia.

Note: schools are best placed to identify and confirm the eligibility of students against these sub-categories. Factors for consideration in school judgements include:

- refugee or low socio-economic status backgrounds
- poverty
- post-traumatic stress disorder (PTSD) or trauma
- \*severely interrupted schooling, including:
  - frequent or significant changes to language of instruction
  - long term or numerous interruptions to schooling
- other experiences which may affect their ability to access English learning area courses other than EAL/D.

For a student to gain approval of eligibility to enrol in the EAL/D ATAR Year 12 course, they must complete an online eligibility declaration along with the required supporting documentation before the deadline published on the EAL/D course page on the Authority website and in the *Activities Schedule*. Teachers must verify the information and provide a recommendation on endorsement by the principal before the deadline published on the EAL/D course page on the Authority website and in the *Activities Schedule*. Principal endorsement must be finalised by the Year 12 enrolment deadline as published in the *Activities Schedule*.

While endorsement for EAL/D eligibility is only required for students enrolling in the EAL/D ATAR Year 12 course, schools are advised to collect documentation supporting EAL/D eligibility declarations at the time of initial student enrolment in the school. Schools may submit students' EAL/D eligibility declarations from Year 10 if they wish to determine the appropriate pathway for their students.

Any student who has not had their EAL/D eligibility finalised and endorsed by the Year 12 enrolment deadline, as published in the *Activities Schedule* for that year, will not be able to enrol in the EAL/D ATAR Year 12 course for that year.

## EAL/D ATAR Year 12 course declaration information

Students must ensure that they attach relevant required evidence for the selected criteria, such as:

- photocopies of passport showing personal details and photograph
- proof of dates of entry to Australia or other English-speaking countries
- copies of school reports or letters from schools indicating achievement in English from schools attended outside of Australia
- copies of school reports or letters from schools indicating achievement in English from schools within Australia
- any other documentation or evidence that may support the student's declaration.

Teachers must verify that the information and evidence provided by the student is true and correct, and that the declaration is genuine. Any errors in the student declaration should be corrected by the teacher in the SRMS. Teachers then provide a recommendation to the principal or delegate on endorsement.

Principal endorsement is the final step in the eligibility process and once completed the student is eligible for enrolment in EAL/D ATAR Year 12.

In the instance where a declaration is not endorsed, a student may request a review of the decision by the Authority. The student and school will be notified of the outcome.

## EAL/D eligibility notifications

Schools can check the status of a student's EAL/D eligibility declaration in the Student Records Management System (SRMS) and in the Student Information Records System (SIRS).

### Checking EAL/D eligibility status in the SRMS

To check students' EAL/D eligibility status in the SRMS, schools will need to log in and select the **EAL/D Applications** tab in the purple navigation menu. Schools will see detailed information about each individual application and documentation. Refer to the *Student Record Management System – School guide for online EAL/D eligibility declarations* (yet to be published) for more information about how to access the SRMS and the online EAL/D eligibility declaration process.

### Checking EAL/D eligibility status in SIRS

To check students' EAL/D eligibility status in SIRS, schools will need to log in to view whole school student eligibility information, which can be accessed through the generation of reports in SIRS. This

means that schools can view the eligibility status for all their students once their applications have been processed. This will occur after principal endorsement. Where a student requests a review by the Authority, schools should allow approximately five working days during March and August and three working days at other times of the year for declaration reviews to be processed once they are received by the Authority.

### **EAL/D eligibility determinations in SIRS**

When a student's declaration has been endorsed (or not endorsed) by the principal (or representative), their EAL/D eligibility status will be updated in SIRS. The status will show as one of two possible determinations:

- Eligible
- Not eligible.

### **Generating EAL/D eligibility reports in SIRS**

To find out information regarding the outcome of their students' EAL/D applications, schools can generate the following two reports.

#### **CSE198**

This report will show, for each school, which students have been found eligible, ineligible or require more action to process their application.

**Go to:** Reports => Other Reports => (Report Type) Enrolments => (Report) CSE198 – ELD Eligibility Report

#### **CSE197**

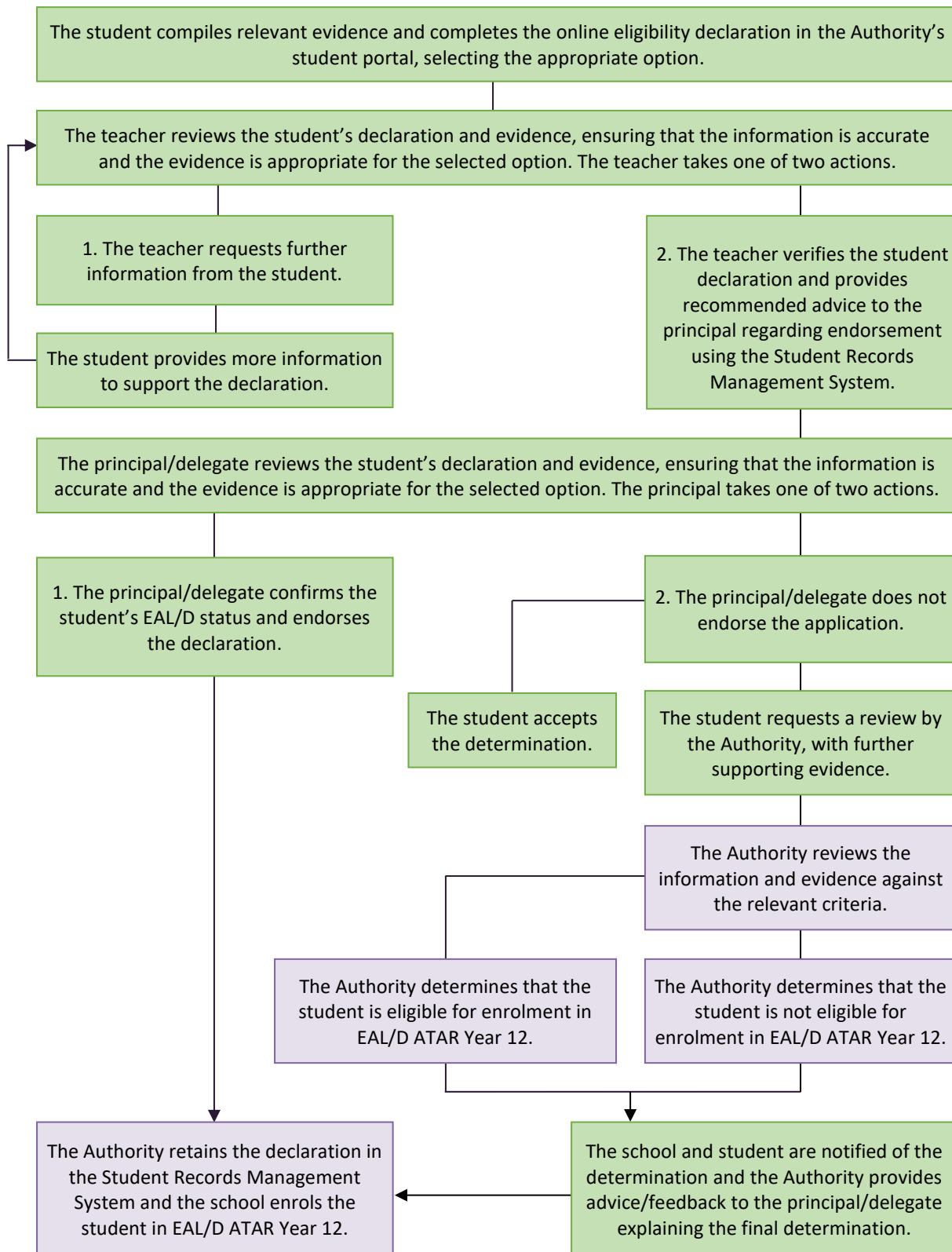
This report will show, for each school, which students have been found eligible **and have been enrolled into EAL/D** by the school.

**Go to:** Reports => Other Reports => (Report Type) Enrolments => (Report) CSE197 – Check Enrolments vs Eligibility

### **Reports can then be generated as many times as required by the school.**

Note: the approved eligibility does not constitute an enrolment. Enrolments need to be completed through the usual process.

## Overview of the EAL/D ATAR Year 12 declaration, endorsement and review processes





## Declaration, endorsement and review process for EAL/D ATAR Year 12

### Declaration process

- The Authority informs schools and students of the criteria for determining EAL/D eligibility and of the deadlines for submission of declarations and endorsements through its publications (*11to12 Circular, Data Procedures Manual, Activities Schedule, English as an Additional Language or Dialect – Eligibility guide and allocation of extra time to complete the OLNA*) available on the Authority website.
- Students complete and submit EAL/D eligibility declarations through the student portal **before the deadline published on the EAL/D course page on the Authority website and in the *Activities Schedule***.
- Teachers use the SRMS to view and verify student declarations. If there are any errors in the information or evidence provided by the student, the teacher provides the correct information. The teacher then makes a recommendation for endorsement.
- School principals (or their representative) consider the declaration and teacher recommendation and make a determination based on the published criteria and the evidence provided and enter this into the SRMS.
- Students and teachers log in to the student portal/SRMS to view the status of the declaration. Schools print CSE198 in SIRS for a summary of the eligibility status of their students.

### Review process

- Students who are not endorsed by their principal may request a review of their application by providing additional evidence to support their eligibility **before the deadline**. Additional evidence could include:
  - international movement records or copies of passport pages containing visas and dates of entry or exit
  - a letter from the relevant school/s, signed by the school administration, making it clear whether the school's main medium of delivery is English (and/or was English during the student's tuition), the percentage of instruction in English and whether that English is standard English or a dialect.
- The Authority reviews the application, and makes a determination based on the additional evidence provided and enters this into the SRMS. The Authority's decision is final.
- Students and teachers log in to the student portal/SRMS to view the status of the application. Schools print CSE198 in SIRS for a summary of the eligibility status of their students.

The Authority is responsible for ensuring procedural fairness throughout the declaration, endorsement and review processes. Where students, parents, teachers or principals require advice on the eligibility policy and procedures, they should contact the Authority via [eald@scsa.wa.edu.au](mailto:eald@scsa.wa.edu.au).

## Extra time to complete the OLNA for ATAR EAL/D students

The Authority allocates an extra 10 minutes to the completion time for each component of the OLNA for EAL/D students.

Students who are registered as eligible to be enrolled in the EAL/D ATAR Year 12 course will automatically be granted an extra 10 minutes to complete the reading, writing and numeracy components of the OLNA. Students may apply for eligibility from when they are in Year 9 in order to be granted the extra time for sitting the OLNA from the first round in Year 10. They will receive the extra time for every round of the OLNA they are required to sit until the year that their eligibility expires.

# Enrolling in the EAL/D General and Foundation Year 12 courses

## Enrolment eligibility information

A Year 12 student can enrol in the EAL/D General and Foundation courses if they have eligibility approval from the teacher and school principal. For a student to be approved, the school must complete and retain the required documentation (*Form for eligibility for enrolment in Year 12 General and Foundation English as an Additional Language or Dialect (EAL/D) and for extra time to complete the OLNA*) and supporting evidence. Schools must be prepared to submit this documentation and evidence when required by the Authority.

Students who wish to enrol in the EAL/D General and Foundation Year 12 courses and/or request extra time to complete the OLNA must meet one of the three criteria outlined below.

Criteria	Students
1.	who were born outside of Australia and/or their first language is <b>not</b> English OR
2.	who are Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, and are acquiring Standard Australian English as an additional language/dialect OR
3.	who are deaf or hard-of-hearing and communicate using signing, such as Auslan (Australian Sign Language), as their first language.

On approval by the teacher and principal, a student can be directly enrolled in the General or Foundation EAL/D courses and/or allocated an extra 10 minutes to complete the OLNA.

## Extra time to complete the OLNA for General and Foundation EAL/D students

Where a General or Foundation student has EAL/D eligibility approval from the teacher and school principal, notification to the Authority for the allocation of an extra 10 minutes to complete each component of the OLNA needs to be entered by the principal (or their representative) through the OLNA Dashboard. Refer to the *OLNA Dashboard User Guide*, available on the Authority website, for further information about how to allocate extra time to complete the OLNA through the OLNA Dashboard.

The time adjustment will be applied to all OLNA tests completed by the student in that calendar year, therefore, this process needs to be repeated every calendar year that the student is sitting the OLNA. Schools must advise the Authority of any student needing the time adjustment by the deadline published in the *Activities Schedule*. Students may complete an eligibility form from when they are in Year 9 in order to be granted the extra time for sitting the OLNA from the first round in Year 10.

All eligibility application guides, forms and the most current submission dates are published on the EAL/D course page of the [Authority website \(https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect\)](https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect).

For further information regarding EAL/D Year 12 courses, contact [eald@scsa.wa.edu.au](mailto:eald@scsa.wa.edu.au) or the Principal Consultant – English as an Additional Language or Dialect on (08) 9273 6785.

## Appendix – English as an Additional Language or Dialect (EAL/D) eligibility scenarios

### Scenario 1 – Peng

Detail	Description
Residency	Peng was born in China and lived there from birth until she was 15 years old when she moved to Australia with her family.
Educational background	Peng has stated that from Kindergarten to Year 10, she attended a local school, which taught the national curriculum. Mandarin was the language of course delivery, assessment and reporting for all her subjects. She has also stated that after arriving in Australia, she studied at an Intensive English Centre for one year. Following that, she moved into Year 11, where she studied EAL/D.
Linguistic background	Peng first learnt to speak Mandarin with her parents, and speaks Mandarin and Hokkien at home. With most of her friends, Peng speaks Mandarin. In the classroom, and in the wider community, Peng speaks English.

#### Declaration

Peng submitted an eligibility declaration, selecting the following criteria:

I have not had more than seven years of education where English is the main medium of course delivery immediately prior to entering my final year of school.

#### Evidence

Peng proved that English was not the main language of communication and/or course delivery at her school in China through **provision of a copy of one of her Chinese school reports.**

#### Teacher recommendation

After verifying that Peng's declaration and supporting information and evidence was genuine and true and correct, her teacher recommended that the principal endorse Peng's declaration of eligibility.

#### Determination

The principal endorsed Peng's declaration and Peng was approved for enrolment in EAL/D ATAR Year 12.

## Scenario 2 – Michelle

Detail	Description
Residency	Michelle was born in the Philippines and lived there from birth until she was 14 years old when she moved to Australia with her family.
Educational background	Michelle has stated that that from Kindergarten to Year 8 she attended a local school, where Filipino English and Tagalog were the main languages of course delivery, assessments and reporting. When she moved to Australia, Michelle moved straight into a mainstream school and started in Year 9, with no EAL/D support.
Linguistic background	Michelle first learnt to speak Bisaya, and currently speaks Bisaya, Tagalog and Filipino English at home. At school and in the wider community, Michelle speaks English.

### Declaration

Michelle submitted an eligibility declaration, selecting the following criteria:

I have not had more than seven years of education where English is the main medium of course delivery immediately prior to entering my final year of school.

### Evidence

Michelle provided a school report from the Philippines, which showed that half of the subjects were in Tagalog.

### Teacher recommendation

After verifying that Michelle's declaration and supporting information and evidence was genuine and true and correct, her teacher recommended that the principal endorse Michelle's declaration of eligibility.

### Determination

The principal endorsed Michelle's declaration and Michelle was approved for enrolment in EAL/D ATAR Year 12.

## Scenario 3 – Joseph

Detail	Description
Residency	Joseph was born in Zimbabwe and lived there from birth until he was 14 years old when he moved to Australia with his family.
Educational background	Joseph stated that from Kindergarten to Year 3, he attended a local village school, where Shona was the language of course delivery for all his subjects. He then stated that, when he was 9, his family moved to a city and he changed to a school where English was the language of course delivery for all subjects. When he arrived in Australia, Joseph studied Year 9 at a high school with no EAL/D support. Following that, he moved into Year 11, where he studied EAL/D.
Linguistic background	Joseph first learnt to speak Shona with his parents. At home, Joseph speaks Shona. At school, with friends and in the wider community, Joseph speaks English.

### Declaration

Joseph submitted an eligibility declaration, selecting the following criteria:

I have had more than seven years where English is the main medium of course delivery but have limited exposure/restricted proficiency of academic English.

### Evidence

Joseph provided a school report from Zimbabwe, which showed that his schooling in Zimbabwe was in English. Joseph also a school report from Australia which included comments about his English language skills developing, and a signed statement from his teacher indicating that he demonstrated level 5 on the EAL/D Progress Map, and would benefit from studying EAL/D.

### Teacher recommendation

After verifying that Joseph's declaration and supporting information and evidence was genuine and true and correct, his teacher recommended that the principal endorse Joseph's declaration of eligibility.

### Determination

The principal endorsed Joseph's declaration and Joseph was approved for enrolment in EAL/D ATAR Year 12.