

Carolyn Elliot

Principal

Doncaster Gardens Primary School

elliott.carolyn.m@edumail.vic.gov.au

Ditch the

"I can't"

"Why me?"

"If only"

Then listen.

You hear that?

It's the sound of:

"I can! I will"

Just watch me!"

Just watch me!"

"I can! I will"

It's the sound of:

You hear that?

Learning Intentions

- Reflect on the practices your school uses to understand the EAL students you have at your school
- Obtain strategies to understand the ‘back story’
- Recognise the importance of an ‘I can’ mindset and how to obtain this
- Get ideas that you can share with others

Marbles in a jar

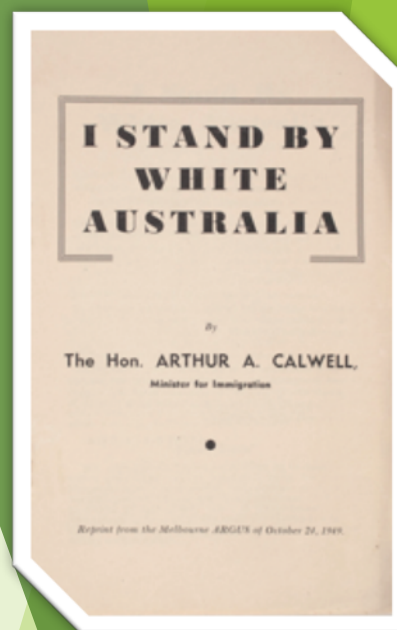
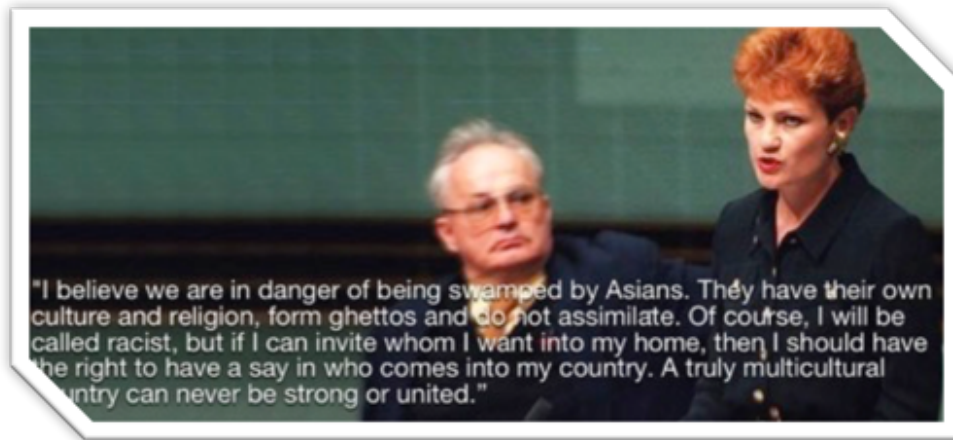
<https://www.youtube.com/watch?v=LPjzfGChGLE>

Struggling to adapt - a Syrian refugee's story

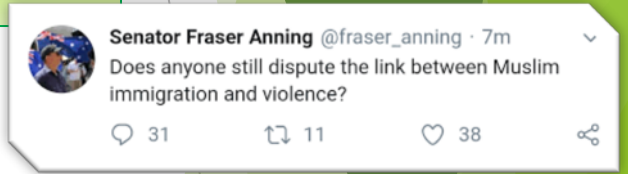
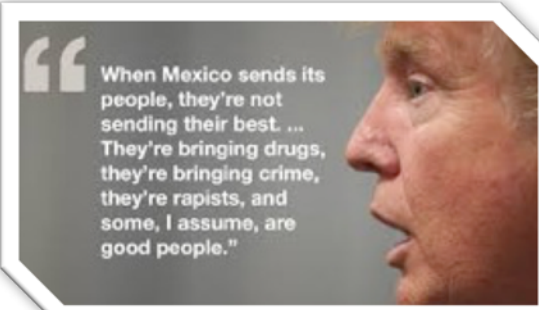
<https://www.youtube.com/watch?v=6CFYoJQKM7A>

Farawan family - One year later

<https://www.youtube.com/watch?v=twElfGHkTMM>



‘I can’ and ‘they can’t’ leadership



'We can' leadership



No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.

— Nelson Mandela —

AZ QUOTES

"What makes someone *American* isn't just blood or birth but *allegiance* to our founding principles and *faith* in the idea that anyone—from anywhere—can write *the next chapter* of our story."

— PRESIDENT BARACK OBAMA



AS WE LET OUR **OWN LIGHT** SHINE, WE UNCONSCIOUSLY **GIVE OTHER PEOPLE** PERMISSION TO DO THE SAME.



25 Post-9/11 George W. Bush Quotes about Islam, Muslims, and Immigrants

"Every immigrant can be fully and equally American because we're one country. Race and color should not divide us, because America is one country. America rejects bigotry. We reject every act of hatred against people of Arab background or Muslim faith."




This is Prime Minister Jacinda Ardern of New Zealand.

She promised to *cover the funeral costs* of the 51 Christchurch terror victims.

She assured every family of the victims *financial assistance* moving forward.

She wore the hijab while honoring the victims.

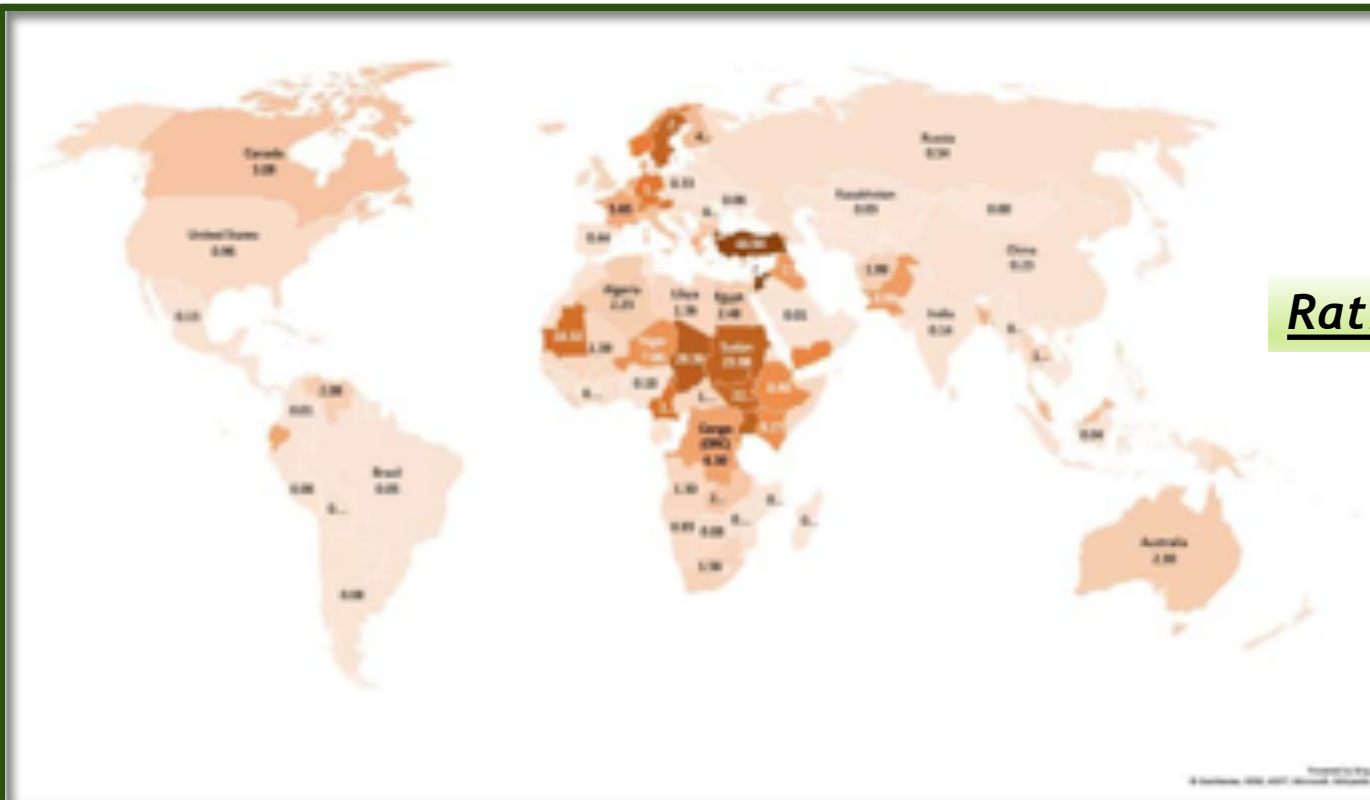
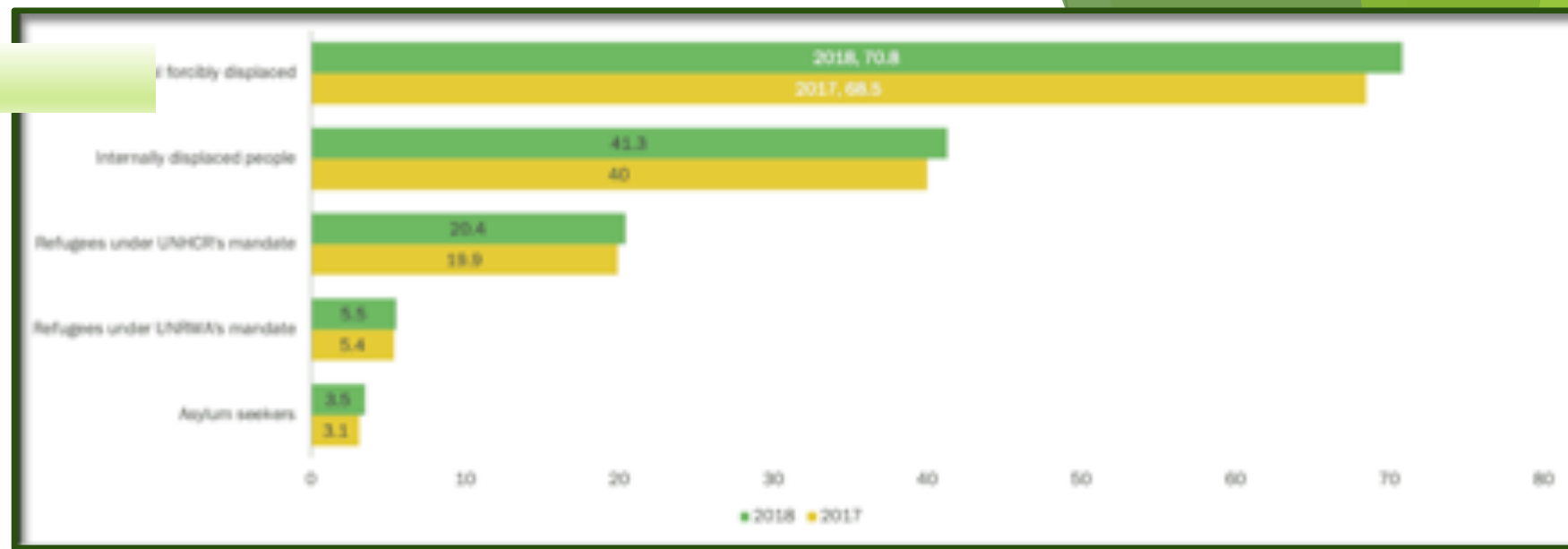
THAT is leadership.



"You never really understand a person until you consider things from his point of view... Until you climb inside of his skin and walk around in it."

UNLESS WE TAKE THE TIME TO UNDERSTAND, WE WILL STRUGGLE TO BUILD UNDERSTANDING

Global refugee numbers, 2018



Ratio of refugees to 1,000 inhabitants, 2018

<https://www.refugeecouncil.org.au/statistics/>

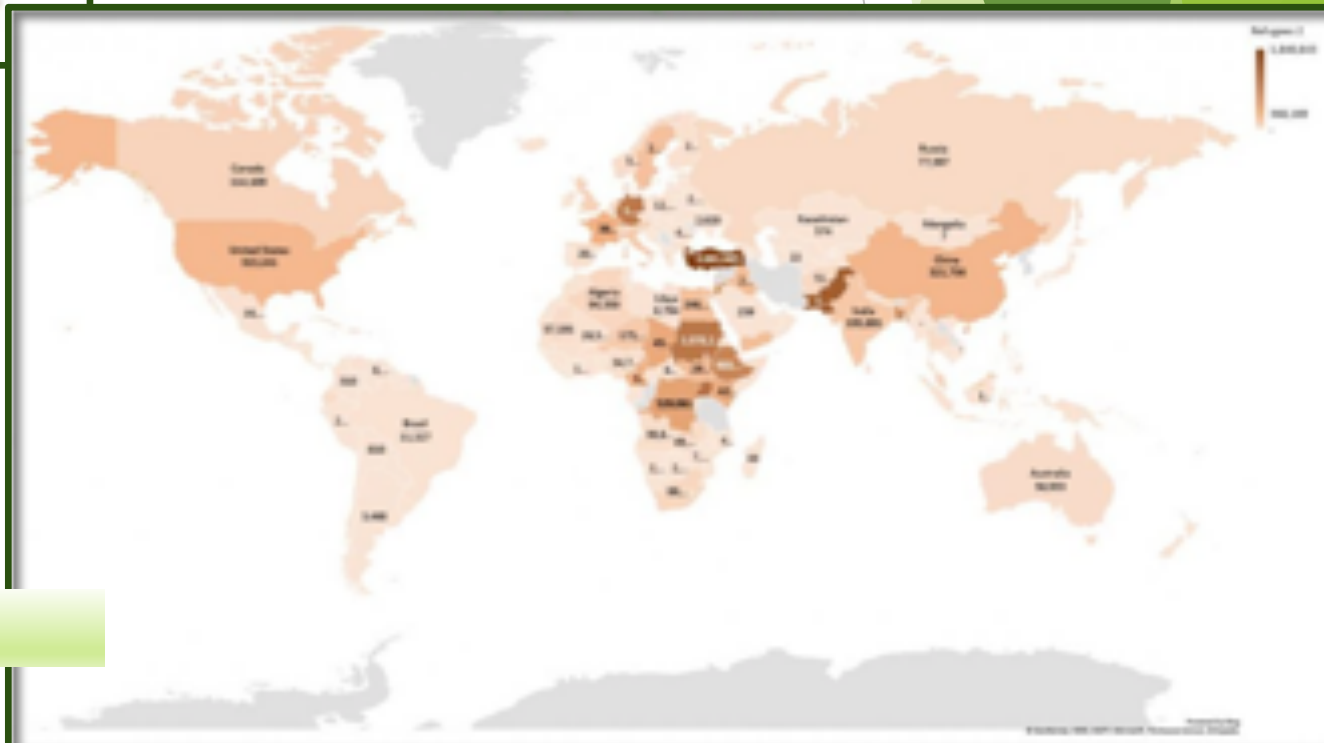
World map showing the distribution of the world population by country. The map uses a color scale from light orange to dark brown to represent population density. Major countries are labeled with their names and population figures in millions.

Country	Population (millions)
Canada	30
United States	250
Mexico	90
Brazil	160
Argentina	35
Chile	15
Peru	25
Venezuela	25
Colombia	35
Ecuador	10
Guatemala	10
Bolivia	10
Paraguay	10
Uruguay	10
Costa Rica	5
Panama	5
Nicaragua	5
Honduras	5
El Salvador	5
Jamaica	1
Trinidad and Tobago	1
Guyana	1
Suriname	1
French Guiana	1
Canada	30
United States	250
Mexico	90
Brazil	160
Argentina	35
Chile	15
Peru	25
Venezuela	25
Colombia	35
Ecuador	10
Guatemala	10
Bolivia	10
Paraguay	10
Uruguay	10
Costa Rica	5
Panama	5
Nicaragua	5
Honduras	5
El Salvador	5
Jamaica	1
Trinidad and Tobago	1
Guyana	1
Suriname	1
French Guiana	1
Canada	30
United States	250
Mexico	90
Brazil	160
Argentina	35
Chile	15
Peru	25
Venezuela	25
Colombia	35
Ecuador	10
Guatemala	10
Bolivia	10
Paraguay	10
Uruguay	10
Costa Rica	5
Panama	5
Nicaragua	5
Honduras	5
El Salvador	5
Jamaica	1
Trinidad and Tobago	1
Guyana	1
Suriname	1
French Guiana	1
Canada	30
United States	250
Mexico	90
Brazil	160
Argentina	35
Chile	15
Peru	25
Venezuela	25
Colombia	35
Ecuador	10
Guatemala	10
Bolivia	10
Paraguay	10
Uruguay	10
Costa Rica	5
Panama	5
Nicaragua	5
Honduras	5
El Salvador	5
Jamaica	1
Trinidad and Tobago	1
Guyana	1
Suriname	1
French Guiana	1
Canada	30
United States	250
Mexico	90
Brazil	160
Argentina	35
Chile	15
Peru	25
Venezuela	25
Colombia	35
Ecuador	10
Guatemala	10
Bolivia	10
Paraguay	10
Uruguay	10
Costa Rica	5
Panama	5
Nicaragua	5
Honduras	5
El Salvador	5
Jamaica	1
Trinidad and Tobago	1
Guyana	1
Suriname	1
French Guiana	1
Canada	30
United States	250
Mexico	90
Brazil	160
Argentina	35
Chile	15
Peru	25
Venezuela	25
Colombia	35
Ecuador	10
Guatemala	10
Bolivia	10
Paraguay	10
Uruguay	10
Costa Rica	5
Panama	5
Nicaragua	5
Honduras	5
El Salvador	5
Jamaica	1
Trinidad and Tobago	1
Guyana	1
Suriname	1
French Guiana	1
Canada	30
United States	250
Mexico	90
Brazil	160
Argentina	35
Chile	15
Peru	25
Venezuela	25
Colombia	35
Ecuador	10
Guatemala	10
Bolivia	10
Paraguay	10
Uruguay	10
Costa Rica	5
Panama	5
Nicaragua	5
Honduras	5
El Salvador	5
Jamaica	1
Trinidad and Tobago	1
Guyana	1
Suriname	1
French Guiana	1
Canada	30
United States	250
Mexico	90
Brazil	160
Argentina	35



There's a difference between knowing somebody and hearing about somebody. Just because you 'heard', doesn't mean you 'know'.

Refugees by hosting country, 2018



neighbours and friends catching up at the end of the week. On the day of Father's birthday, April 18, he bought fruit for the family as usual but rather than lingering to chat, he hurried home. All morning, the fighter jets had screamed by. In the weeks before, every mosque in our neighbourhood, Akrama, had been attacked. Father texted me to go straight home after the service.

I always looked forward to *Salat al Jum'ah*. The comfort of belonging, Father in his white, ankle-length *thawb* tunic, the soothing prayers of peace murmured shoulder to shoulder with friends. I always went with my buddies or cousins, and on this particular afternoon, my neighbour and best friend, Amro, and I laughed as we joined the sea of people spilling out onto the packed street. "The sheikh, he lives in the mosque. *W'Allah!* Trust me, I know," I boasted as we approached our usual meeting spot outside.

"Ugh, no! You think you know everything, Bakr, but bet you he doesn't," insisted Amro.

"*W'Allah!* I swear! Fine, loser buys sodas!"

Our friend Ali sauntered up to us, hand outstretched, and I clasped it firmly. "*Jum'ah mubarak*. Blessed Friday, my friend. Hey, settle this bet for us —"

I was just pulling my hand away from Ali's when the blast hit us. Time expanded and stretched; I saw and felt everything in a disjointed way that seemed too slow to be real. As I fell back, I heard the low *whooooosh* of the taxi full of explosives shooting straight up into the clear blue sky, blocking out the sunlight. In that moment, all I could think was, "Where did the sun go?" The car came crashing down, twice as fast. We were thrown to the ground and showered with gravel and sand. In action movies, the hero always has ringing ears after an explosion and all sound is muffled. That wasn't true for me. The world was muffled for only a split second and then screams filled my ears and Father's voice pierced through the mayhem. "Abu Bakr! Abu Bakr! Abu Bakr!"

That's the sound I still hear when I think about my first car bomb: Father screaming my name.



CLUES

- Visa codes (give an idea of reason for family entry)
- Using maps (help the family to explain where they have come from, point of entry and a little of their past life)
- Years of schooling - found on enrolment form
- Do they understand in their first language? Interpreting and translating service free for Govt schools - <https://www.languageloop.com.au> (03) 9280 1941

UNDERSTANDING VISA CODES

Understanding Visa codes can often provide a few clues as to the ‘back story’ of your students and their families

Visa numbers, eligibility for language schools and SRP -

<https://www.education.vic.gov.au/Documents/school/.../osschstudfeeexemption.docx>

Visa Sub Class	Domestic Student Category	2017 Visa Category	Must pay fee and enroll in the International Student Program	Eligible for Student Resource Package funding through central	Eligible for English Language School/Center placement	International Education Students students 60 to be assessed on 100 basis
126	Self-fund - Independent Unassisted A/1216	Permanent Resident	Yes	Yes	Yes	Yes
127	Self-fund - Self-fund Non-assisted Independent Unassisted A/1216	Permanent Resident	Yes	Yes	Yes	Yes
128	Self-fund - Australian government Unassisted A/1216	Permanent Resident	Yes	Yes	Yes	Yes
129	Self-fund - Dispersed Area government Unassisted A/1216	Permanent Resident	Yes	Yes	Yes	Yes
143	Contributory Parent	Permanent Resident	Yes	Yes	Yes	Yes
144	Parent-Child Unassisted A/1216	Permanent Resident	Yes	Yes	Yes	Yes
150	Partner Resident	Permanent Resident	Yes	Yes	Yes	Yes
151	Family of NZ Citizen Unassisted A/1216	Permanent Resident	Yes	Yes	Yes	Yes
152	Fee-free Resident Return	Permanent Resident	Yes	Yes	Yes	Yes
153	Three Month Resident Return	Permanent Resident	Yes	Yes	Yes	Yes
154	Provisional Resident Return	Permanent Resident	Yes	Yes	Yes	Yes
155	Business Owner (Provisional)	Business / Investment	Yes	Yes	Yes	Yes
156	Senior Executive (Provisional)	Business / Investment	Yes	Yes	Yes	Yes
157	Investor (Provisional)	Business / Investment	Yes	Yes	Yes	Yes
158	Self-fund/Child Sponsored Business Owner (Provisional)	Business / Investment	Yes	Yes	Yes	Yes
159	Self-fund/Child Sponsored Senior Executive (Provisional)	Business / Investment	Yes	Yes	Yes	Yes
160	Self-fund/Child Sponsored Investor (Provisional)	Business / Investment	Yes	Yes	Yes	Yes
170	Contributory Parent (Temporary)	Domestic Provisional	Yes	No	No	Yes
171	Self-fund - Independent Unassisted A/1216	Permanent Resident	Yes	Yes	Yes	Yes
172	Self-fund - Sponsored Unassisted A/1216	Permanent Resident	Yes	Yes	Yes	Yes
186	Employer Nomination Scheme	Permanent Resident	Yes	Yes	Yes	Yes
187	Approved Nomination Migration Scheme	Permanent Resident	Yes	Yes	Yes	Yes
188	Business Innovation and Investment	Business / Investment	Yes	Yes	Yes	Yes
189	Self-fund - Independent	Permanent Resident	Yes	Yes	Yes	Yes
190	Self-fund - Sponsored	Permanent Resident	Yes	Yes	Yes	Yes
191	Self-fund	Permanent Resident	Yes	Yes	Yes	Yes
192	Investor Special Humanitarian	Permanent Resident	Yes	Yes	Yes	Yes
193	Global Talent Humanitarian	Permanent Resident	Yes	Yes	Yes	Yes
194	Employer Nomination	Permanent Resident	Yes	Yes	Yes	Yes
195	Humanitarian Visa	Permanent Resident	Yes	Yes	Yes	Yes
196	Visa of the Future Humanitarian Unassisted Unassisted A/1216	Permanent Resident	Yes	Yes	Yes	Yes
197	Business & Humanitarian Unassisted A/1216	Permanent Resident	Yes	Yes	Yes	Yes
198	Self-fund - Independent A/1216	Permanent Resident	Yes	Yes	Yes	Yes
199	Business & Humanitarian Unassisted A/1216	Permanent Resident	Yes	Yes	Yes	Yes
200	Self-fund - Independent A/1216	Permanent Resident	Yes	Yes	Yes	Yes
201	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
202	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
203	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
204	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
205	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
206	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
207	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
208	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
209	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
210	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
211	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
212	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
213	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
214	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
215	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
216	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
217	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
218	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
219	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
220	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
221	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
222	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
223	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
224	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
225	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
226	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
227	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
228	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
229	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
230	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
231	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
232	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
233	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
234	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
235	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
236	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
237	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
238	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
239	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
240	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
241	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
242	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
243	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
244	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
245	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
246	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
247	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
248	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
249	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
250	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
251	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
252	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
253	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
254	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
255	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
256	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
257	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
258	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
259	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
260	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
261	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
262	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
263	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
264	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
265	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
266	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
267	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
268	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
269	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
270	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
271	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
272	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
273	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
274	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
275	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
276	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
277	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
278	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
279	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
280	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
281	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
282	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
283	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
284	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
285	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
286	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
287	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
288	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
289	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
290	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
291	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
292	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
293	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
294	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
295	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
296	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
297	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
298	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
299	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
300	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
301	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
302	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
303	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
304	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
305	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
306	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
307	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
308	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
309	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
310	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
311	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
312	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
313	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
314	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
315	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
316	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
317	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
318	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
319	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
320	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
321	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
322	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
323	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
324	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
325	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
326	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
327	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
328	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
329	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
330	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
331	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
332	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
333	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
334	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
335	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
336	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
337	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
338	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
339	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
340	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
341	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
342	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
343	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
344	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
345	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
346	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
347	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
348	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
349	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
350	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
351	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
352	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
353	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
354	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
355	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
356	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
357	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
358	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
359	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
360	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
361	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
362	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
363	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
364	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
365	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
366	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
367	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
368	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
369	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
370	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
371	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
372	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
373	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
374	Self-fund - Sponsored A/1216	Permanent Resident	Yes	Yes	Yes	Yes
375	Self-fund - Sponsored A/1					

Visa subclass - <https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing>

SCHOOL BASED INFORMATION AVAILABLE FROM CASES21

ST21038

Do you know who these children are?
Have you put faces to the data?

Year Level	L1		L2		L3		L4		L5		Totals		
	Not LRB	LRB	Not LRB	LRB	Not LRB	LRB	Not LRB	LRB	Not LRB	LRB	Not LRB	LRB	EAL
00	77	8									77	8	85
01			5	1	75	5					81	6	87
02			55	5	15	4					75	10	85
03			58	5	12	1					68	6	74
04			42	6	7						50	6	56
05			10	2	11						21	2	23
06			15	5	8						23	5	28
Total	77	8	265	21	121	19					462	27	489

Legend:
 L1 - Students in Prep
 L2 - Students in Grade 1 - 6 AND Student has been in Australian school for between 2 - 5 years
 L3 - Students in Grade 1 - 6 AND Student has been in Australian school for less than 2 years
 L4 - Students in Year 7 - 12 AND Student has been in Australian school for between 2 - 4 years
 L5 - Students in Year 7 - 12 AND Student has been in Australian school for less than 2 years
 EAL - EAL students of likely refugee backgrounds

Criteria for students eligible for EAL contingency funding:
 - student or a primary family adult has a language other than English spoken at home and
 - student's main language spoken at home is not English and
 - student has been enrolled in an Australian school for at least 6 years from the current school year
 - student is SHIP funded

EAL Student Achievement Data										
From Campus 1 to Campus 1										
Student Name	MF	Home Lang	1st Enrol In Aust.	Year Level	Enrol Date	PE	SE	EH	Refugee	New Arr. Prog.
Abdullahi Ahmed	F	Arabic	28/01/2019	00	28/01/2019	0	0	N	N	
Achievement Data			Year/ Semester Score	Year/ Semester Score	Year/ Semester Score					
ESA - EAL Stage A Reading			00	2019.1	A1.2					
ESA - EAL Stage A Speaking and Listening			00	2019.1	A1.1					
ESA - EAL Stage A Writing			00	2019.1	A1.1					

ST21905

EAL Provision for Newly Arrived Students

Purpose of this policy

To ensure that parents or guardians of newly arrived students for whom English is an additional language are aware of what intensive English language support is available for their children, and how it can be accessed.

Policy

Principals or their delegates must tell parents or guardians of newly arrived English as an Additional Language (EAL) students of their eligibility to attend an English language school/centre or participate in the Virtual EAL New Arrivals Program, if assessed as requiring an intensive English program.

New arrivals provision

The Department provides intensive EAL instruction to prepare students for participation in mainstream schools.

Students typically attend an English language school/centre for between six and twelve months, depending on their educational background and/or refugee/humanitarian status.

The Virtual New Arrivals Program is available for students in isolated or rural schools who cannot access an English language school/centre.



Eligibility criteria

To be eligible to attend an English language school/centre or participate in the Virtual EAL New Arrivals Program students:

- must hold a visa that entitles them to enrol in a Victorian government school and attract SRP funding
- must speak a language other than English as their main language at home
- must have proficiency in English that is determined, at the local level by a school or English language school, to require intensive assistance to enable them to participate fully in mainstream classroom programs
- must begin at an English language school/centre or enrol in the Virtual EAL New Arrivals Program within 18 months of arrival if entering the first year of primary schooling
- within 6 months of arrival if entering any other year of schooling?
- at the time of enrolling in an English language school/centre or the Virtual EAL New Arrivals Program, must be undertaking or intending to undertake primary or secondary education at a Victorian Government school as soon as practicable after completing the course.

International students

Fee paying overseas students requiring an intensive English language course before entering mainstream classes can enrol in an English language school/centre to undertake such a course.

Students must enrol in a school through the **International Student Program** before enrolling in an English language school/centre.

LANGUAGE SCHOOL ASSISTANCE

Principals can obtain the assistance of an outreach services coordinator from the English language school in their region:

- North Eastern Victoria Region: Blackburn English Language School (03) 9803 4022
- North Western Victoria Region: Collingwood English Language School (03) 9419 7633
- South Eastern Victoria Region: Noble Park English Language School (03) 9546 9578
- South Western Victoria Region: Western English Language School (03) 9311 9325

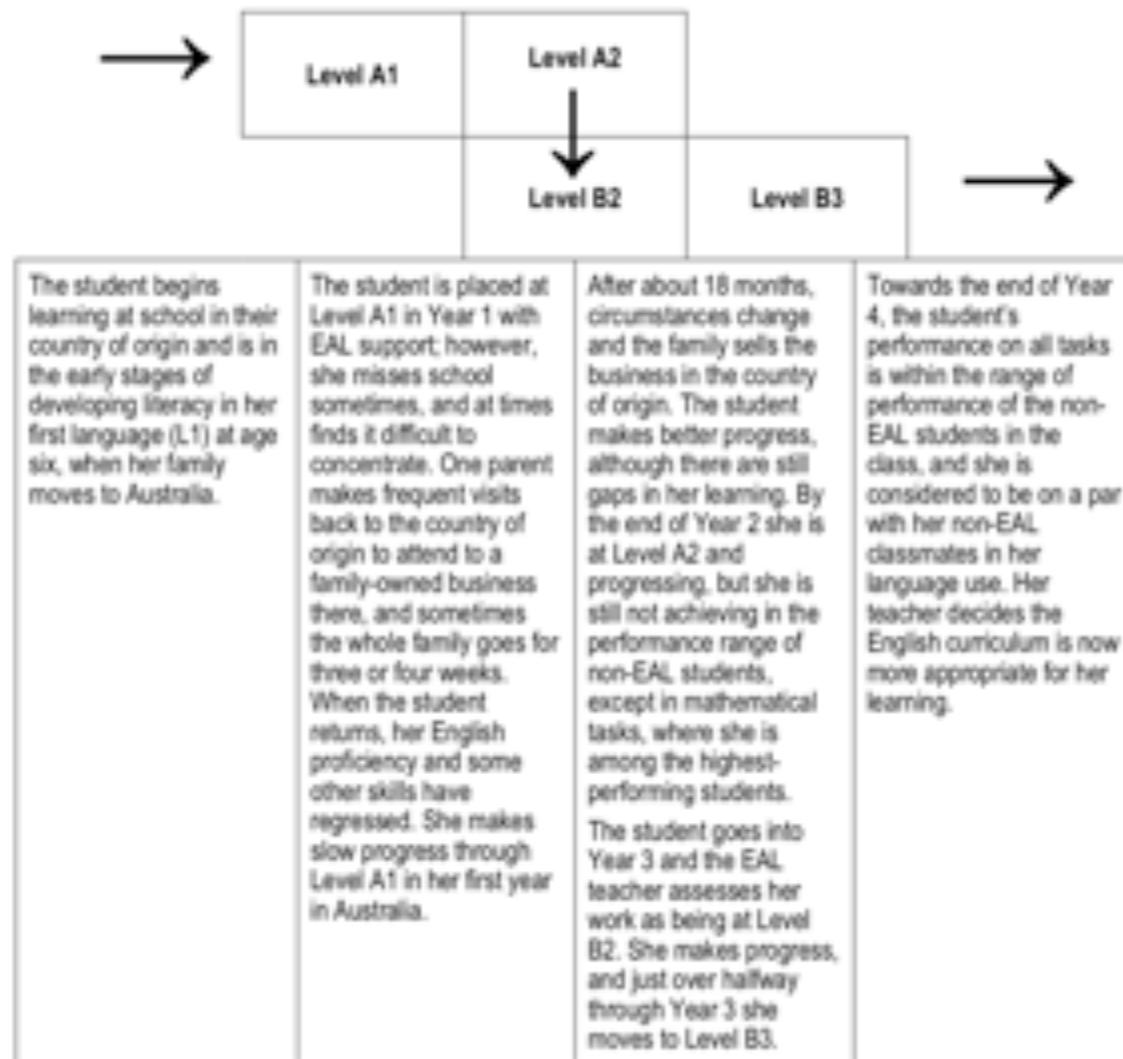


Pathway C: Late immersion (Years 7–10)	Level CL	Level C1	Level C2	Level C3	Level C4
Pathway B: Mid immersion (Years 3–8)	Level BL	Level B1	Level B2	Level B3	
Pathway A: Early immersion (F–Year 2)		Level A1		Level A2	

	no or limited levels of literacy in English and first language
	beginner levels of English proficiency
	emerging levels of English proficiency
	consolidating levels of English proficiency

Sample 2: Early immersion

PROGRESSION THROUGH THE STAGES



<https://www.vcaa.vic.edu.au/Documents/viccurric/eal/EALresource-SampleprogressionsthroughtheEALPathways.pdf>

DIAGNOSTIC INTERVIEW

Diagnostic interview template

- 1 Is the main language used at home a language other than English?
Yes. ➔ Go to Question 2. No. ➔ See guidelines. Go to Question 2.
- 2 Did [name of student] attend school before arriving in Australia?
Yes. ➔ Go to Question 2.1.1. No. ➔ Go to Question 2.2.
- 2.1.1 How long did [name of student] attend school in their country of origin?
- | | | | | | | | | | | |
|------------------|--------|---------|---------|---------|---------|---------|---------|---------|---------|------------------|
| less than 1 year | 1 year | 2 years | 3 years | 4 years | 5 years | 6 years | 7 years | 8 years | 9 years | 10 years or more |
|------------------|--------|---------|---------|---------|---------|---------|---------|---------|---------|------------------|
- 2.1.2 How would you describe the extent of [name of student]'s prior school learning?
(Choose the most appropriate statement.)
- The student studied a full curriculum for the years of school attended.
 - The student had significant gaps in learning because of interruptions to school attendance.
 - Learning was limited, because hours of classes were limited (less than 4 hours per day, 5 days per week).
- ➔ Go to Question 3.
- 2.2 Why didn't [name of student] attend school? (Choose the most appropriate statement.)
- The student attended preschool, but not school.
 - The student was not old enough to attend school.
 - The student was old enough but had no opportunity to attend school.
- 3 What can [name of student] read and write in their first language? (Tick what can be done.)
- Can [name of student] read:
 - o their name?
 - o a children's storybook?
 - o school textbooks for the age at which they attended school?
 - Can [name of student] write:
 - o their name?
 - o a simple legend or children's story they know from their country of origin?
 - o a description of something they have learnt about at school or a description of a topic they can talk about?
- Are these answers the same for other languages the student speaks? (If any of these things can be done in more than one language, indicate the languages.)
- 4 Has [name of student] learnt or used English before?
Yes. ➔ Go to Question 4.1. No. ➔ Go to Question 5.

Reading				
A1.1 (Beginning)	Texts and responses to texts	Cultural conventions of language use	Linguistic structures and features	Maintaining and negotiating communication
Students <ul style="list-style-type: none"> do not seem to recognize English print may recognize their own language, if it has a written form, and may recognize that English print is different from their own language show little interest in environmental print and books and have a very limited attention span during shared reading activities 				
A1.2 (Progressing towards)	Texts and responses to texts	Cultural conventions of language use	Linguistic structures and features	Maintaining and negotiating communication
Students <ul style="list-style-type: none"> show interest in print and recognize some environmental print including their name can recognize and name some letters watch and listen as texts are read aloud to them but may not join in rely on peer or teacher support to complete structured activities show an interest in books and focus on illustrations demonstrate reading-like behaviour such as holding a book, sitting and looking at a book, turning pages and looking at pictures 				

<https://www.vcaa.vic.edu.au/foundation10/Pages/viccurriculum/eal/intro.aspx?Redirect=1>

The **TEAL test framework** explains the nature of informative, imaginative and persuasive texts.

Task Name	Informative	Imaginative	Persuasive
Task 1: <i>My weekend</i>	A1, A2, B1, B2, SL, S1, S2		
Task 2: <i>My favourite animal</i>	A2, B1, B2, S1, S2		
Task 3: <i>Story book captions</i>		A1, A2, B1, B2, SL, S1, S2	
Task 4: <i>How to make an origami dog</i>	A1, A2, B1, B1, B2, SL, S1		
Task 5: <i>Story retell</i>		A1, A2, B1, B1, B2, SL, S1, S2	
Task 6: <i>An imaginary animal</i>		A1, A2, B1, B1, B2, SL, S1, S2	

Annotations, Commentaries and Feedback Task :: My weekend

Sample One

Sample Two

Sample Three

Sample Four

simple recounting of experiences
meaning generally clear

uses key sentence starters

relevant topic words

factual retelling with little elaboration

writing shows some control of key text structure elements

scaffolded writing

variable use of personal pronouns

correct letter forms

variable manipulation of regular and irregular past verb forms

coordinating conjunctions

basic punctuation

upper and lower case

variable use of subject, verb, object pattern

variable use of articles

simple and compound sentences

some grammatical errors

some elaboration of events

uses print environment to spell familiar words

On the weekend I had a nice time. On Saturday went to 'Haverley Gardens' for shopping, then to my home. On Sunday go to Zoo with my family and with my dog's friend and with the garden, paper and the others will dog. After go to Haggis for the car. At 10:00 I took go home for sleep.

[illegible]

Assessment

<http://teal.global2.vic.edu.au>

Session 2	<p>Learning Intention: To write a recount.</p> <p>Success Criteria: :) I can write a simple recount with some assistance. * I know that verbs represent different processes (doing, thinking, saying, and relating). ** I know that verbs are anchored in time through tense. *** I understand that richer sentences can be made through the use of verbs.</p>	<p>Model writing a recount on the board. Have two true things, one untrue. Make it slightly believable, eg, I swam in my pool. Use some incorrect tenses, eg, I swim in the pool, I walk to the shops, we were walked/walk home. Correct these and discuss verb tenses</p> <p>This is called two <u>truths</u>, <u>one lie</u>.</p>	<p>Students to write their own recount with 2 truths, one lie. This means they include 2 actual happenings from the holidays and one thing that did not happen.</p>	<p>Teacher to roam and conference with students.</p>	<p>Select two students to go on the Author's Chair</p>
------------------	--	---	---	--	--

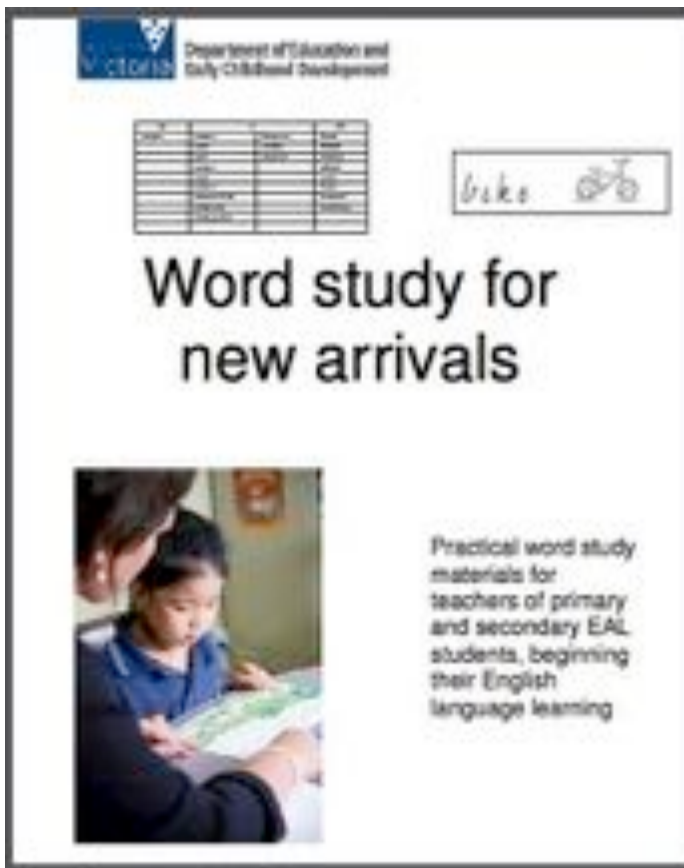
PLANNING

Where does EAL factor into your planning?

<p>Learning Intention: To distinguish between fact and opinion.</p> <p>Success Criteria: :) I can identify one fact and opinion from the text. * I can identify <u>that</u> text structures and language features are used to communicate factual information. ** I understand <u>how</u> language features, images and vocabulary choices are used to communicate fact and opinion. *** I can understand and <u>explain how and where</u> language features, vocabulary and images are used to communicate fact and opinion.</p>

FUSE

<http://fusecontent.education.vic.gov.au/63c89c76-6b74-48ec-9735-14bab2461487/word%20study%20for%20new%20arrivals.pdf>



Word list 1

a l

after in and is

at it because little big looked boy mine brother mum by
my city name dad no day on down park friend played fun
saw girl school go she good shop he sister house some
the

then they

to under up

very

was watched we weekend went will with

yes you



Kids Own Publishing
PH:03 9078 1168

New Arrivals kit - EAL digital resources



<https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=3341db36-8fc5-4d43-96b4-90e14a0f9ae0&SearchScope=All>

<https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=0ee6a101-dc32-4fce-85ef-bc85ffa03943&SearchScope=All>



SUPPORTS

- * Foundation House

- Free counselling and support

- * School Nurse

- Can do hearing and sight as well as general referral

- * LMERC

EAL Regional Program Officers

EAL Regional Program Officers (RPOs) support schools in their region to develop and implement effective EAL programs.

Contacts

North Eastern Victoria region - Madeleine Parker

parker.madeleine.c@edumail.vic.gov.au

(03) 8392 9350

North Western Victoria region - Kim Kenealy

kenealy.kim.j@edumail.vic.gov.au

Giuliana Mecoli

mecoli.giuliana.g@edumail.vic.gov.au

Sarah Jane Culican

culican.sarah.j@edumail.vic.gov.au

(03) 9488 9488

South Eastern Victoria region - Judy Massey

massey.judy.l@edumail.vic.gov.au

(03) 8765 5713

South Western Victoria region - Chryssanthi Eleftheriou

eleftheriou.chryssanthi.c@edumail.vic.gov.au

(03) 7005 1915

<https://www.youtube.com/watch?v=5ZIGPK9kvAU> - School in England

WELCOMING THOSE FROM OVERSEAS

<https://www.abc.net.au/btn/classroom/refugee-school/10529828>

Alusine Fofanah is a Sierra Leone born Australian football (soccer) player who plays as an attacking midfielder. He is currently a free agent, having last played for the Western Sydney Wanderers in the Australian A-League.

He is the youngest ever player in the history of the A-League, making his debut at just 15 years and 189 days

Alusine Fofanah			
Personal information			
Full name	Alusine Fofanah		
Date of birth	21 November 1997 (age 21)		
Place of birth	 Freetown , Sierra Leone		
Height	1.66 m (5 ft 5 1⁄2 in)		
Playing position	 Attacking midfielder		
Club information			
Current team	 Rydalmere Lions		
Youth career			
2013	 Bankstown Berries		
2013-2016	 Western Sydney Wanderers		
Senior career*			
Years	Team	Apps	(Gls)
2014-2016	 Western Sydney Wanderers	5	(0)
2016	 Western Sydney Wanderers NPL	7	(2)
2017	 Sydney FC NPL	5	(1)
2017	 Heidelberg United	5	(0)
2018-	 Rydalmere Lions	13	(2)
National team [†]			
2015-	 Australia U-20	8	(3)



AUSTRALIAN NATIONAL ANTHEM

Australians all let us rejoice,
For we are young and free;
We've golden soil and wealth for toil;
Our home is girt by sea;
Our land abounds in nature's gifts
Of beauty rich and rare;
In history's page, let every stage
Advance Australia Fair.
In joyful strains then let us sing,
Advance Australia Fair.

Beneath our radiant Southern Cross
We'll toil with hearts and hands;
To make this Commonwealth of ours
Renowned of all the lands;
For those who've come across the seas
We've boundless plains to share;
With courage let us all combine
To Advance Australia Fair.
In joyful strains then let us sing,
Advance Australia Fair.

'For we are young and free'

**'For those who've come across
the lands;
We've boundless plains to share'**