

EDUCATION PATHWAYS FOR REFUGEE AND MIGRANT YOUTH

2018



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Introduction

The Settlement Council of Australia (SCoA) represents over 80 agencies in the settlement sector, which comprise the vast majority of agencies across Australia providing settlement support to recently arrived migrants, including those from a refugee background. Our members work directly with a wide range of new arrivals from diverse backgrounds, as well as the mainstream Australian community and various stakeholders.

We have conducted research into different pathways available for school-aged students who have recently arrived in Australia. This paper provides a state by state overview and analysis of available options with the goal of assisting members to determine the most appropriate contacts and programmes in their area.

What is education?

Education broadly comprises the process of acquiring knowledge and skills through learning.¹ For the purpose of this paper, ‘education’ refers to the process of formal education, which occurs through institutional settings including schools, universities or vocational providers.² ‘Schooling’ refers to both primary, secondary and senior secondary education.³

Education is recognised as a human right and is enshrined within multiple international human rights frameworks.⁴ On a global scale, education has been identified as an essential tool to promote development.⁵ This is exemplified in goal of “universal primary education” under the 2000 Millennium Development Goals, and continued within the 2016 Sustainable Development Goals.^{6,7} Goal 4 of the Sustainable Development Goals is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.⁸ This comprises a range of targets including universal primary education, and making secondary and tertiary education widely accessible.⁹

¹ Australian Bureau of Statistics, *Education Variables*, June 2014, cat.no 1246.0, 26 June 2014
<<http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/1246.0main+features33June%202014>> accessed 1 Feb 2018

² Australian Government, ‘Schools in Australia’, *Australian Government: Study in Australia* [website], 2017 <<https://www.studyinaustralia.gov.au/english/australian-education/schools>>, accessed 30 Jan 2018

³ Ibid.

⁴ Australian Human Rights Commission, ‘Right to Education’, *Australian Human Rights Commission*, [website] <<https://www.humanrights.gov.au/right-education>>, accessed 1 Feb 2018

⁵ The World Bank, ‘Education’, *The World Bank*, [website] <<http://www.worldbank.org/en/topic/education/overview>>, accessed 3 Feb 2018

⁶ United Nations, ‘Goal 2: Achieve Universal Primary Education’, *United Nations Millennium Development Goals*, [website], <<http://www.un.org/millenniumgoals/education.shtml>>, accessed 3 Feb 2018

⁷ United Nations Development Programmes, ‘Sustainable Development Goals: Goal 4’, *UNDP* [website], <<http://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-4-quality-education.html>>, accessed 2 Feb 2018

⁸ Ibid.

⁹ Ibid.

Why is education important?

Education has been recognised as a “powerful tool for sustainable development”.¹⁰ The cumulative effects of accessible education upon communities promotes political, social and economic advancement, stability and peace.¹¹

On an individual level, education provides a platform upon which greater quality of life can be sustained.¹² Greater education enables more active civic participation, with research showing that out of 27 OECD countries, 80% of young tertiary graduates vote, and only 54% those who have not completed upper secondary education do.¹³

Education equips individuals with skills required to pursue greater employment opportunities and results in higher average income.¹⁴ Data further indicates that education is strongly positively correlated with life expectancy, and more positive health and wellbeing outcomes.¹⁵

Why is education important for Settlement?

For people from a refugee or migrant background, education through school, university or vocational training provides a platform to enhance settlement outcomes. This can be seen in the capacity for educational pathways to support refugees or migrants in attaining additional qualifications, vocational employment or a proficiency in English language.¹⁶

Each of these pathways have significant benefits for individuals and their families by providing them with skills which can ease their transition into their new life in Australia. Education thus has the capacity to develop self-esteem, promote social inclusion, and build resilience.^{17,18}

Research has also found that a migrants’ employment prospects are determined by a combination of their level of education or technical skills, and their ability to communicate in the local language.¹⁹ Education thus provides a mechanism by which migrants and refugees can harness their skills and strengths to acquire employment opportunities and pave pathways for their future success.

¹⁰ The World Bank, ‘Education’, *The World Bank*, [website] <<http://www.worldbank.org/en/topic/education/overview>>, accessed 3 Feb 2018

¹¹ Ibid.

¹² Ibid.

¹³ OECD 2013, *Education Indicators in Focus*, [website], January 2013 <[https://www.oecd.org/education/skills-beyond-school/EDIF%202013--N%C2%B010%20\(eng\)--v9%20FINAL%20bis.pdf](https://www.oecd.org/education/skills-beyond-school/EDIF%202013--N%C2%B010%20(eng)--v9%20FINAL%20bis.pdf)> , accessed 30 Jan 2018

¹⁴ World Bank, ‘Education’ [website], *Global Partnership for Education*, 2018 <<https://www.globalpartnership.org/education>>, accessed 3 Feb 2018

¹⁵ OECD 2013, *Education Indicators in Focus*, [website], January 2013 <[https://www.oecd.org/education/skills-beyond-school/EDIF%202013--N%C2%B010%20\(eng\)--v9%20FINAL%20bis.pdf](https://www.oecd.org/education/skills-beyond-school/EDIF%202013--N%C2%B010%20(eng)--v9%20FINAL%20bis.pdf)> , accessed 30 Jan 2018

¹⁶ Centre for Multicultural Youth, ‘What’s Important to Youth from Refugee and Migrant Backgrounds?’ [Discussion Paper], Centre for Multicultural Youth, November 2015, p.4.

¹⁷ Block, K., Cross, S., Riggs, R., and Gibbs, L. ‘Supporting Schools to Create an Inclusive Environment for Refugee Students’ [online journal] vol.18, no.12, 2014 *International Journal of Inclusive Education*, p. 1337, 1339.

¹⁸ Australian Government. *Social Inclusion in Australia: How Australia is Faring, Second Edition*. Australian Social Inclusion Board, 2012

¹⁹ McHugh, M., Challinor, A. *Improving Immigrants’ Employment Prospects through Work-Focused Language Instruction*, June 2011, Migration Policy Institute, p.2

Forming a sense of belonging through social engagement is a foundation to the wellbeing of young people from a refugee or migrant background.²⁰ Research indicates that inclusivity and support through schools can provide social engagement and ultimately plays a crucial role in determining settlement outcomes for young people.^{21,22}

Students from a refugee background may also have experiences of trauma.²³ A supportive school environment and specialised programmes can make school a place of stability and security for young people with such experiences, therefore making a positive contribution to their wellbeing.^{24,25}

The Australian School System

In Australia, school education is compulsory for children aged 6-16.²⁶ This includes primary and secondary stages of education.²⁷

Though the Australian Federal Government provides funding to all government and non-government schools in Australia, education policy is a State and Territory Government responsibility.²⁸ There are consequently minor variations across the Australian education system.²⁹ These differences include but are not limited to the age of compulsory schooling, year divisions and curriculum requirements.³⁰ It is therefore important to check the requirements of your state or territory prior to enrolling your child in school.

Public schools (also known as Government schools) are free of charge and accessible to all students who live within the defined zoning area of that school.³¹ Most schools do however request a small,

²⁰ Correa-Velez, I., Gifford, S., Barnett, A. 'longing to belong: social inclusion and wellbeing among youth with refugee backgrounds in the first three years in Melbourne, Australia.' [online journal] vol.71, 2010, *Social Science and Medicine*, pp. 1399-1408.

²¹ Matthews, J., 'Schooling and Settlement: Refugee Education in Australia' [online journal] vol.18, no.1, 2008 *International Studies in Sociology of Education*, p.31

²² Block, K., Cross, S., Riggs, R., and Gibbs, L. 'Supporting Schools to Create an Inclusive Environment for Refugee Students' [online journal] vol.18, no.12, 2014 *International Journal of Inclusive Education*, p. 1337, 1339.

²³ Joint Standing Committee on Migration, *Inquiry into Migrant Settlement Outcomes*, Parliament of Australia, Canberra, 2017, p.65

²⁴ Block, K., Cross, S., Riggs, R., and Gibbs, L. 'Supporting Schools to Create an Inclusive Environment for Refugee Students' [online journal] vol.18, no.12, 2014 *International Journal of Inclusive Education*, p. 1337, 1339.

²⁵ Matthews, J., 'Schooling and Settlement: Refugee Education in Australia' [online journal] vol.18, no.1, 2008 *International Studies in Sociology of Education*, pp.31-39

²⁶ Australian Government, 'Australian Education System', *Australian Trade and Investment Commission* [website], 2017 <<https://www.studyinaustralia.gov.au/english/australian-education/education-system>>, accessed 30 Jan 2018

²⁷ Ibid.

²⁸ Parliament of New South Wales, 'The Roles and Responsibilities of Federal, State and Local Governments', *Parliament of NSW*, [website] <<https://www.parliament.nsw.gov.au/about/Pages/The-Roles-and-Responsibilities-of-Federal-State-a.aspx>>, accessed 4 Feb 2018

²⁹ Australian Bureau of Statistics, *Schools, Australia*, 2014, cat no.4221.0, 5th February 2015, <<http://www.abs.gov.au/ausstats/abs@.nsf/Previousproducts/4221.0Appendix12014?opendocument&tabname=Notes&prodn=4221.0&issue=2014&num=&view=>>>, accessed 5th Feb 2018

³⁰ Ibid.

³¹ Department of Social Services, *Building a New Life in Australia*, Australian Government, Canberra, pp.36-39

sometimes optional, annual fee to cover education and sporting programmes.³² Students holding temporary visas may be required to pay full school fees depending on the school's policy.³³

Uniforms and other education materials including pens, pencils and books may also be required.³⁴ If there is a problem with cost, individual schools often provide support in the form of second hand uniforms or book lending facilities.³⁵ Parents will need to contact the individual school for information on this.

If children are above compulsory school age, there are still options to enrol in a school programme, but there may be additional challenges in accessing mainstream education.³⁶

When enrolling school, parents will need to contact the school through phone or in person. Visa or entry to Australia documents will need to be presented, along with proof of the child's date of birth, any papers relating to their previous education and immunisation documentation.³⁷ Parents and carers who speak limited or no English are able to access an interpreter to provide assistance in discussions with the school.³⁸ If an interpreter is required, this must be arranged prior to contacting the school. For translating services, contact TIS National on 131 450 (24 hours, seven days a week) or go to www.tisnational.gov.au.

English Language Education

Standard Australian English is the official language of Australia, and as such the vast majority of social interactions and education are undertaken in English.^{39,40} Providing language education for people from a non-English speaking background is therefore vital to support refugees or migrants in all aspects of their new life in Australia.⁴¹ There are various programmes across Australia that deliver English language classes to refugees and migrants.

Australian Migrant English Program (AMEP)

The Adult Migrant English Program (AMEP) provides up to 510 hours of English language tuition to eligible migrants and humanitarian entrants.⁴² AMEP is funded by the Australian government and aims to enhance settlement outcomes through facilitating social and economic participation by assisting participants to learn foundation English language and settlement skills.⁴³

³² Ibid.

³³ Ibid.

³⁴ Ibid.

³⁵ Ibid.

³⁶ Ibid.

³⁷ Department of Social Services, *Building a New Life in Australia*, Australian Government, Canberra, pp.36-39

³⁸ Ibid.

³⁹ Australian Bureau of Statistics, *Census reveals a fast changing, culturally diverse nation*, [media release], 27 June 2016 <http://www.abs.gov.au/AUSSTATS/abs@.Nsf/2f762f95845417aeca25706c00834efa/d67b7c95e0e8a733ca2570ec001117a2!OpenDocument>, accessed 7 Feb 2018

⁴⁰ Australian Curriculum Assessment and Reporting Authority, 'Students for whom EAL/D', *Australian Curriculum Assessment and Reporting Authority* [website] <<https://www.australiancurriculum.edu.au/resources/student-diversity/students-for-whom-eald/>>, accessed 1 Feb 2018

⁴¹ Department of Social Services, *Building a New Life in Australia*, Australian Government, Canberra, p.34

⁴² Department of Education and Training, 'Australian Migrant English Program', *Australian Government*, [website], 19 October 2017, <<https://www.education.gov.au/adult-migrant-english-program-0>>, accessed 1 Feb 2018

⁴³ Department of Social Services, *Building a New Life in Australia*, Australian Government, Canberra, p.34

AMEP is designed for adult migrants and humanitarian entrants who speak limited or no English.⁴⁴ To be eligible for the programme, either a permanent visa or eligible temporary visa must have been granted.⁴⁵ Some youths who are aged between 15 and 17 may also qualify for the programme, depending on their circumstances.⁴⁶ AMEP classes are run by qualified English language providers, and occur at different times on either a full-time or part-time basis.⁴⁷ Some classes also provide child care for the time of the class.⁴⁸

This paper will however focus on pathways for school aged students from migrant or refugee backgrounds for whom AMEP is not an option and schooling is compulsory. For more information on AMEP, see: <https://www.education.gov.au/adult-migrant-english-program-service-providers>

English as an Additional Language or Dialect (EALD) Education

Overview of the programme

In Australia, English as An Additional Language or Dialect (EALD or EAL/D) is the primary programme provided to school aged students for whom Standard Australian English is not their first language or dialect.⁴⁹ This may include migrants, refugees, people on temporary visas who are enrolled in school, or Aboriginal and Torres Strait Islander students whose first language is an Indigenous language or Aboriginal English.⁵⁰ These programmes run through specific schools or Intensive English Language Centres.

Why EALD?

There is recognition within EALD schools or language centres that students may have had interrupted or no formal schooling; or may have experienced torture or trauma and may require additional social, emotional and cultural support alongside language development.⁵¹

The ultimate aim of EALD programmes is to provide the necessary support services and language education to enable the transition of students into mainstream education after a period of time.⁵²

EALD education is generally taught within the context of key learning areas in the relevant mainstream curriculum, so that integration into mainstream classes is achieved following completion of the programme.⁵³ Though this varies across different programmes, students

⁴⁴ Department of Education and Training, 'Australian Migrant English Program', *Australian Government*, [website], 19 October 2017, <<https://www.education.gov.au/adult-migrant-english-program-0>>, accessed 1 Feb 2018

⁴⁵ Department of Social Services, *Building a New Life in Australia*, Australian Government, Canberra, p.34

⁴⁶ Ibid.

⁴⁷ Ibid.

⁴⁸ Ibid.

⁴⁹ Australian Curriculum Assessment and Reporting Authority, 'Students for whom EAL/D', *Australian Curriculum Assessment and Reporting Authority* [website] <<https://www.australiancurriculum.edu.au/resources/student-diversity/students-for-whom-eald/>>, accessed 1 Feb 2018

⁵⁰ Ibid.

⁵¹ South Australian Department for Education and Child Development, *English as an Additional Language or Dialect (EALD) Program*, [website], <https://www.decd.sa.gov.au/sites/g/files/net691/f/eald_program_outline_2016.pdf>, accessed 30 Jan 2018

⁵² Ibid.

⁵³ NSW Department of Education and Communities, *English as an Additional Language or Dialect Advice for Schools* [website] <https://education.nsw.gov.au/policy-library/associated-documents/eald_advice.pdf>, accessed 30 Jan 2018

generally spend approximately 12 months in EALD programmes, with longer periods of time available upon request.⁵⁴

After their time in the programme, most schools and Intensive English Language Centres help with the transition into mainstream schooling for their students and families. Though dependent on the school, this may include cultural liaison officers, qualified EALD support teachers, Multicultural Education Aides or designated mainstream teachers.⁵⁵⁵⁶⁵⁷

The Australian Curriculum, Assessment and Reporting Authority (ACARA) has developed the English as an Additional Language or Dialect Teacher Resource to assist teachers as they develop teaching and learning programmes in the Australian Curriculum for EALD learners.⁵⁸ The ACARA EALD learning progression does not take the place of existing state and territory EALD assessment and monitoring tools.⁵⁹ ACARA instead encourages schools in states and territories to continue using the 'more detailed information' of their own scales.⁶⁰

For more information about the ACARA Resource, see:

<https://www.acara.edu.au/curriculum/student-diversity/english-as-an-additional-Language-or-dialect>

Where to access EALD support?

Though partially funded by the Commonwealth Government, the decentralisation of such programmes mean that the nature and availability of EALD support varies across State and Territories, and also within schools.⁶¹ As such, this paper will provide an overview of the different pathways for EALD Education for students of various ages across each state and territory in Australia.

Conditions for enrolling in EALD Education

There are common requirements to enrol in EALD programmes across Australia. Though enrolment in the programme can generally be done at any time throughout the year, students must:

- Have enrolled in their first school in Australia with 6 months of arrival (or 18 months for the first compulsory year of schooling)⁶²

⁵⁴ Ibid.

⁵⁵ Ibid.

⁵⁶ Victorian State Government Department of Education and Training, *Multicultural Education Aides*, [website] 2017, <<http://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/ealmea.aspx>> accessed 2 Feb 2018

⁵⁷ South Australian Department for Education and Child Development, *English as an Additional Language or Dialect (EALD) Program*, [website], <https://www.decd.sa.gov.au/sites/g/files/net691/f/eald_program_outline_2016.pdf>, accessed 30 Jan 2018

⁵⁸ Australian Curriculum Assessment and Reporting Authority, 'Students for whom EAL/D', *Australian Curriculum Assessment and Reporting Authority* [website] <<https://www.australiancurriculum.edu.au/resources/student-diversity/students-for-whom-eald/>>, accessed 1 Feb 2018

⁵⁹ Ibid.

⁶⁰ Ibid.

⁶¹ Joint Standing Committee on Migration, *Inquiry into Migrant Settlement Outcomes*, Parliament of Australia, Canberra, 2017, p.46

⁶² NSW Department of Education and Communities, *English as an Additional Language or Dialect Advice for Schools* [website] <https://education.nsw.gov.au/policy-library/associated-documents/eald_advice.pdf>, accessed 30 Jan 2018, p.16

- Be an Australian citizen, permanent resident or approved temporary resident visa holder⁶³

State by State Overview of EAL/D Services

Australian Capital Territory

Education System Overview

- Preschool enrolment is not compulsory and subject to the availability of places
- The first year of compulsory schooling is Kindergarten (aged 5 or 6)
- Primary school comprises Kindergarten to Year 6
- High school comprises Year 7-10
- College comprises Years 11 and 12

EALD Information:

- EALD programmes are provided through Intensive English Language Centres which are located at specific schools throughout the ACT.
- Following their completion of the programme, students will be assisted with their transition into mainstream schooling

Intensive English Language Centres in Canberra:

Program	Location	Primary/Secondary	Contact
Belconnen Primary Introductory English Centre	Charnwood Dunlop School	Primary (K-6)	62057322
Northside Primary Introductory English Centre	North Ainslie Primary School	Primary (K-6)	62056674
Southside Primary Introductory English Centre	Hughes Primary School	Primary (K-6)	62055669
Gungahlin Primary Introductory English Centre	Palmerston District Primary School	Primary (K-6)	62057241
Tuggeranong Primary Introductory English Centre	Wanniassa Hills Primary School	Primary (K-6)	62050808
Secondary Introductory English Centre	Dickson College	Secondary (7-11)	61420149

⁶³ NSW Department of Education and Communities, *English as an Additional Language or Dialect Advice for Schools* [website] <https://education.nsw.gov.au/policy-library/associated-documents/eald_advice.pdf>, accessed 30 Jan 2018, p.16

For more information contact the ACT Education and Training Directorate:
www.det.act.gov.au/teaching_and_learning/english-as-an-additional-language-or-dialect

New South Wales

Education System Overview

- Preschool enrolment is not compulsory and subject to the availability of places
- The first year of compulsory schooling is Kindergarten (aged 5/6)
- Primary school comprises Kindergarten to Year 6
- High school comprises Year 7-12

EALD Information

- The type of programme and application for EALD in NSW varies based on the location of the program
- In Metropolitan Sydney and Wollongong:
 - Students in Year 6 or High School to refer to their local Intensive English Language Centre or Intensive English High School for enrolment
 - Students in Kindergarten to Year 5 enrol in any local school and request EALD teaching support directly through the school
- In other parts of NSW: all students to enrol in local school and request EALD teaching support directly through the school.
- Under the Multicultural Education policy, Schools in NSW are required to:
 - Provide inclusive teaching practices which recognise and value the backgrounds and cultures of all students and promote an open and tolerant attitude towards different cultures, religions and world views.⁶⁴
 - Provide students with English as an Additional Language appropriate support to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.⁶⁵
 - Provide specific teaching and learning programs to support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds⁶⁶

Intensive English Centres in Sydney and Wollongong:

Program	Location	Primary/Secondary	Contact
Bankstown Intensive English Centre	Bankstown Senior College	Secondary (11-12)	02 9796 8138
Beverly Hills Intensive English Centre	Beverly Hills Girls High School	Secondary	02 9533 1293

⁶⁴ NSW Department of Education and Communities, *English as an Additional Language or Dialect Advice for Schools* [website] <https://education.nsw.gov.au/policy-library/associated-documents/eald_advice.pdf>, accessed 30 Jan 2018

⁶⁵ Ibid.

⁶⁶ Ibid.

Cabramatta Intensive English Centre	Cabramatta High School	Secondary	02 9727 3562
Chester Hill Intensive English Centre	Chester Hill High School	Secondary	02 9645 3780
Cleveland Street Intensive English High School	Surry Hills	Secondary	02 9319 4806
Evans Intensive English Centre	Evans High School, Blacktown	Secondary	9622 1289 and 9622 1348
Fairfield Intensive English Centre	Fairfield High School	Secondary	02 9724 6885
Holroyd Intensive English Centre	Holroyd High School, Greystanes	Secondary	02 9896 1172 and 9896 1057
Kogarah Intensive English Centre	Kogarah High School	Secondary	02 9587 0529 and 9587 5053
Lurnea Intensive English Centre	Lurnea High School	Secondary	02 9602 1858
Marrickville Intensive English Centre	Marrickville High School	Secondary	9550 0251 and 9550 0252
Marsden Intensive English Centre	Marsden High School, West Ryde	Secondary	02 9858 3440
Miler Intensive English Centre	Miller High School	Secondary	02 9607 2751
Warrawong Intensive English Centre	Warrawong High School	Secondary	02 4274 4346

For more information, contact NSW Department of Education:

www.schools.nsw.edu.au/gotoschool/az/esl.php

Victoria

Education System Overview

- Foundation is the first year of compulsory schooling
- Primary school is Foundation to Year 6 (ages 5-12)
- Secondary school: Year 7-10 (ages 13-16)
- Senior secondary school: Year 11-12. (Aged 16-18).
- School education is compulsory until aged 17

EALD Programs

- New arrivals programs are delivered to students through English language schools and centres in the Melbourne Metropolitan area
- Regional programs also operate in Mildura, Geelong and Shepparton
- Outpost programmes:

- English language schools operate programmes in primary schools with many newly arrived students who cannot access other programmes
- Intensive program for 5 days a week for eligible students
- Participate in mainstream schooling when not in programme
- Locations flexible and subject to change according to settlement patterns
- Outreach services
 - Assist schools without experience in EAL/D
 - Recommend support programmes, provide information for schools in region
- Virtual programme:
 - Delivered by a qualified teacher
 - Available to support students who are newly arrived and may be in a remote location.
 - Delivers both curriculum-related and individualised content

Victorian EALD Eligibility Requirements

- Hold a visa that entitles them to enrol in a Victorian government school and attract SRP funding
- Speak a language other than English as their main language at home
- 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
- Begin at an English language school or centre or the Virtual New Arrivals Program
 - within 18 months of arrival in Australia if entering the first year of primary schooling
 - within six months of arrival in Australia if entering any other year of schooling
- At the time of enrolling at an English language school or centre or a Virtual New Arrivals Program, be undertaking or intending to undertake primary or secondary education at a Victorian government school as soon as practicable after completing the course.

Metropolitan Programs

Program	Location	Primary/Secondary	Contact
Blackburn English Language School	Burwood East	Primary and Secondary	9803 4022
Collingwood English Language School	Collingwood	Primary and Secondary	9419 7633
Noble Park English Language School	Noble Park	Primary and Secondary	65469578
Western English Language School	Braybrook	Primary and Secondary	93119325
Brunswick English Language Centre	Brunswick	Secondary	93806889
Glen Eira English Language Centre	Caulfield	Secondary	95725877

Hume Central English Language Centre	Broadmeadows	Secondary	93026011
Westall English Language Centre	Clayton South	Secondary	95461723 or 95463223

For more information contact Victorian Department of Education and Training:

<http://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/ealnewels.aspx>

Refugee Education Support Program (RESP)

- A partnership between the Department of Education and Training, the Centre for Multicultural Youth and Foundation House, and delivered in collaboration with the Catholic Education Commission Victoria and Independent Schools Victoria.⁶⁷
- RESP works together with schools that have high numbers of refugee background students to provide support and encourage responsiveness from students and their families using a whole-school approach⁶⁸

Multicultural Education Aides (MEAs)⁶⁹

- Each year funding is provided to eligible government schools who meet EAL eligibility criteria, which includes MEA teacher funding
- This funding is provided to more than 400 government schools per year
- MEAs play a role in helping communication between teachers and students in the classroom, and helping students integrate into mainstream school activities
- They also play an important role in the communication between parents and families of EAL students:
 - Communication of families and welfare services
 - Assist families with the transition from one educational institution to another
 - Translate and guide understandings of expectations and written documents provided by the school

Western Australia

Education System Overview

- Kindergarten is not compulsory
- Pre-Primary is the first year of compulsory schooling (one year before year 1) at 5 years old
- Primary school: Year 1 - Year 6
- Secondary School 7-10
- Senior Secondary 11-12

Intensive English Language Centres

⁶⁷ Foundation House, 'Refugee Education Support Program' *Foundation House* [website]

<<http://www.foundationhouse.org.au/refugee-education-support-program-resp/>>, accessed 4 Feb 2018

⁶⁸ Ibid.

⁶⁹ Victorian State Government Department of Education and Training, *Multicultural Education Aides*, [website] 2017, <<http://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/ealmea.aspx>> accessed 2 Dec 2018

- Provide specialist 12 month English language programme to eligible students who are in early stages of English language acquisition
- Exit students into mainstream schooling at the end of each term for Primary school or the end of each semester for secondary
- Continuous enrolments – can enrol at any time
- Enrolment for 12 months, but can be extended for an extra 12 months for students holding refugee and humanitarian visa subclasses
- The principal of the school where the application for enrolment is lodged will ensure the assessment of language proficiency of a child, consult with the centre about results, discuss with parents the option and fees and discuss with parents the option to enrol in a nearby school offering an EAL/D Cell or Support programme if there is no vacancy at an IEC.

Secondary EAL/D WACE Course

- The Western Australian Certificate of Education English as an Additional Language or Dialect (EAL/D) course is offered for Year 11 and 12 students in a number of schools.
- The EAL/D Foundation, General and ATAR course is designed as an alternative to “English” for students who speak a language or dialect other than English as their first or ‘home’ language.
- Each course comprises of 4 units with students completing a unit each semester.

Intensive English Centres in Western Australia

Program	Location	Primary/Secondary	Contact
Beaconsfield Primary School	Beaconsfield	Primary	9335 5806
Eddystone Primary School	Heathridge	Primary	9401 2235
Highgate Primary School	Highgate	Primary	9328 4201
Koondoola Primary School	Koondoola	Primary	9328 4201
Mirrabooka Primary School	Dianella	Primary	9440 7777
Nollamara Primary School	Nollamara	Primary	9349 5866
Parkwood Primary School	Parkwood	Primary	9354 3014
Thornlie Primary School	Thornlie	Primary	9459 4304
Balga Senior High School	Balga	Secondary	9343 6169
Greenwood College	Greenwood	Secondary	9243 9200
Lynwood Senior High School	Parkwood	Secondary	9354 0600

Melville Senior High School	Melville	Secondary	9330 0341
Cyril Jackson Senior Campus	Bassendean	Senior Secondary (11 & 12) only	9379 5156
Northlake Senior Campus	Kardinya	Senior Secondary (11 & 12) only	9314 0444

Queensland

Education System Overview

- First year of compulsory schooling is Prep
- Primary School: Year 1-6
- Secondary School: Year 7-12

EAL/D Programs

- EAL/D support is primarily achieved through schools
- Students to enrol in local school then request EALD support
- In secondary schools, some offer EAL/D classes as alternative to other subjects or tutorials in breaks
- Students support are identified upon enrolment or within the classroom by teacher
- There are local English language classes at local migration reception centres. However, children are only entitled to these classes if they have been referred to by their local school
- If it is determined that these classes are required, this will be arranged by the school and covered by tuition fees
- Students are taught the Australian Curriculum appropriate to their age

To support EAL/D students, schools may:

- offer interpreter services
- make adjustments to classroom tasks, teaching materials, teaching styles and assessments
- deliver specialist language programs in intensive English language units
- Recommend other support or counselling services through the guidance officer.
- In all cases, teachers monitor the progress of students, provide extra support when needed and keep parents informed of progress.

For more information, see: <http://education.qld.gov.au/schools/inclusive/english-language-support.html>

South Australia

Education System Overview

- Preschool or kindergarten: not compulsory but strongly encouraged
- Reception is the first year of compulsory education (students must be attending by their 6th birthday)
- Primary School: Reception- Year 7

- High School: Year 8-12

EAL/D Program

Preschool Bilingual Program

- Provides funding to preschools to employ a registered Preschool Bilingual Assistant or translation services

Primary Intensive English Language Program

- Run through Intensive English Language Centres
- For children aged 5-12 years
- Students are eligible for either one year or 18 months depending on their circumstance, which can be extended following request and approval
- Aims to prepare children for transition into Australian education curriculum, develop confidence, integrate students with mainstream students
- Achieved through support through EALD specialist teachers, learning English through curriculum areas, school and community based activities and small classes
- Eligibility: enrolled in the programme 12 months prior to arrival in Australia, or 18 months in reception or year one.
- Certain categories of temporary visa holders are not eligible (visa details required when enrolling)

Intensive English Language Centre Locations

- | | |
|------------------------------------|------------------------------------------|
| • Bellevue Heights Primary School | • Ingle Farm Primary School |
| • Blair Athol North Birth-7 School | • Kilkenny Primary School |
| • Clovelly Park Primary School | • Mount Gambier North R-7 Primary School |
| • Cowandilla Primary School | • Pennington R-7 School |
| • Darlington Primary School | • Richmond Primary School |
| • East Torrens Primary School | • Salisbury North R-7 School |
| • Elizabeth Downs Primary School | • The Pines R-7 School |
| • Elizabeth Vale Primary School | • Adelaide Secondary School of English |
| • Gilles Street Primary School | |
| • Hampstead Primary School | |

Secondary New Arrivals Program

- For students in Secondary school (12-17 years)
- Provides intensive English language support
- Students are eligible to stay in the programme for up to 24 months or 2 years
- Provides classes at different levels of English proficiency
- Opportunities for community participation

- Eligibility: enrolled in the programme 12 months prior to arrival in Australia. Certain categories of temporary visa holders are not eligible (visa details required when enrolling)
- Integrated into mainstream classes through exit reports and test results (the type of test varies, recommended but not required)

Senior Secondary New Arrivals Program

- Senior Secondary school (17 years and over)
- Students are eligible to stay in the programme for up to 24 months or 2 years
- Provides classes at different levels of English proficiency through areas of study including English, mathematics, science, Australian geography and history, computing, career education and career planning

Adelaide School of Secondary English

- The only metropolitan government school that caters for newly arrived students aged 13-18
- Offers a range of classes based on ability
- Introduction to the South Australian Certificate of Education (SACE)
- Support students to move to a mainstream school
- Support services

Regional schools for secondary school-aged children

- Mount Gambier North R-7 Primary School
- Mount Gambier High School

Northern Territory

Education System Overview

- Preschool or kindergarten: not compulsory but strongly encouraged
- Transition is the first year of compulsory education (students must be attending by their 6th birthday)
- Primary School: Transition- Year 6
- Middle school: Year 7-9
- Senior School: Year 10-12

EALD Information

- For each stage of schooling, there is a school dedicated to the provision of EALD support
- Primary school: Anula Primary School
- Middle School: Sanderson Middle School
- Senior School: Darwin High School

Anula Primary School

- Responsible for provision of Primary Intensive English
- For Students aged 5-12 (transition-year 6)
- Students initially enrol for 12 months, but extra semesters can be made available upon request and determination that it is required
- Free bus transport to and from the programme
- Following the completion of the program, students enrol at a different school in their local area with the help of Anula Primary school staff
- This initiative is jointly funded by the Federal and NT Governments

Sanderson Middle school

- Sanderson Middle School Intensive English Unit (MIEU) is the programme that caters for the learning needs of middle school students who have recently arrived in Australia
- Students aged 11-14 (year 7-9)
- Prior to commencing, each students English language is assessed and they are placed into a class at an appropriate level
- Students go through 4 stages: Beginning English Phase, Emerging English Phase, Developing English Phase, Consolidating English before transitioning into mainstream classes
- Staff include specialist intensive English teachers, Mainstream subject teachers and Home Language Officers
- Reports are sent home at the end each semester to inform the parents/ guardians of student's progress and achievement.
- Parents/guardians are invited to attend Parent Teacher Interviews to discuss student progress and achievement.

- Home Language Officers may act as interpreters to assist with communication.

Darwin High School

- Secondary Intensive English Unit
- For students 15-17.5 years of age identified as requiring intensive English language instruction (Senior school)
- Aims to teach English language skills in reading, writing, speaking and listening and develop confidence in students
- They are grouped into beginner, intermediate or exiting
- At the Beginners level, students work through ESL Levels 1 and 2. They will learn to listen and speak using functional and conversational English, understand basic teacher instructions and will begin to develop basic control over reading and writing in English.
- At the Intermediate level, students are working through ESL Levels 2 & 3. The students further develop reading, writing, listening and speaking skills and are introduced to the demands of mainstream learning and assessment.
- At the Exiting level, students are working through ESL Levels 4 – 5. Students are supported to use and develop their literacy and oral skills to prepare for the demands of mainstream learning and assessment requirements and are enrolled in several mainstream subjects
- Students are recommended to exit the SIEU when they demonstrate the English skills necessary to continue and be successful in their mainstream school studies and/or further education and training.
- Students in the programme are supported by our SIEU Classroom Teachers and Bilingual Officers.
- The SIEU team speak over ten languages including Indonesian, Greek, Thai, Tagalog, Cebuano, Ilonggo, French, Vietnamese, Kirundi, Swahili and other Central African languages.
- Interpreter services can also be arranged with prior notice.

Tasmania

Education System Overview

- Kindergarten (preschool) is not compulsory but encouraged
- Prep (preparatory) is the first year of compulsory full time school
- Primary school: Year 1-6
- Secondary School: Year 7-10
- Senior Secondary School: Year 11-12

English as an Additional Language Programs

- The EAL Program Manager coordinates and manages the provision of English language support in Tasmanian schools.
- The Manager is supported by the EAL Program Leadership Team which consists of Advanced Skills Teachers and a Senior Project Officer.

- Support in schools is provided by EAL specialist teachers, teacher assistants and multilingual teacher assistants.
- Interpreters are used ensuring that students and their parents/carers receive essential information and to allow dialogue between all those involved in the students' education and wellbeing.

Providers of EAL/D Programs

- Claremont College (Secondary)
- Don College (Secondary)
- Elizabeth College (Secondary)
- Fahan School (Primary/Secondary)
- Guilford Young College (Secondary)
- Hobart College (Secondary)
- Launceston Church Grammar School (Primary)
- Launceston College (Secondary)
- Newstead College (Secondary)
- Rosny College (Secondary)
- Scotch Oakburn College (Primary/Secondary)
- St Michael's Collegiate School (Primary/Secondary)
- The Friends' School (Primary/Secondary)
- The Hutchins School (Primary/Secondary)

For more information see:

<https://www.tasc.tas.gov.au/students/courses/english/eal315115/>

Discussion

Issues and Questions

Research into the nature EALD programmes across Australia has raised some key questions and concerns. Some of these concerns have been reflected in submissions to the Parliamentary Inquiry into Migrant Settlement Outcomes (the Inquiry).⁷⁰ This section will identify some key concerns with the programmes and barriers faced by students from a refugee or migrant background. It will subsequently provide insight into other services that provide assistance to students and families from a refugee or migrant background to assist with their school experience.

Issues with EALD Programmes in Australia

“The major barrier to achieving educational excellence for EAL/D learners in Australian schools is the widespread, destructive impact of school autonomy and flexible resource management policies on targeted English language provision in schools” – ACTA ⁷¹

⁷⁰ Joint Standing Committee on Migration, *Inquiry into Migrant Settlement Outcomes*, Parliament of Australia, Canberra, 2017, p.57-62

⁷¹ Australian Council of TESOL Associations, ‘Submission to the Review to Achieve Educational Excellence in Australian Schools’, Australian Council of TESOL Associations [website], 2017, < <http://tesol.org.au/>>, accessed 4 Feb 2018, p.1

Most of the concerns raised in submissions to the Inquiry and individual reports by settlement organisations arise from the decentralisation of funding responsibility to state and territory governments, and the increased responsibility of individual schools to produce and provide EALD programmes and training.⁷²⁷³ Greater autonomy is however perceived by some schools to be beneficial to students as it allows increased flexibility to produce individualised programmes that can cater to the needs of a diverse student population.⁷⁴

The concerns with increased school autonomy with the creation and delivery of EALD programmes can be summarised as:

- Fluctuating funding can make long term planning for students problematic, and may lead to inconsistencies in the ability of schools to provide a cohesive and comprehensive programme.⁷⁵
- Some schools (especially those in regional areas) may not be aware of the funding made available for EALD programmes.⁷⁶
- Less accountability for the type of programme and the progress made by students. This gives school greater flexibility and may see misuse of allocated funding for EALD for other needs that are considered a higher priority⁷⁷

Concerns about EALD training for teachers have also been noted, including:

- Recognition of EALD qualifications is “variable, lacking or unclear”, due to it being a State and Territory Government responsibility⁷⁸
- There is a decreasing demand for and thus provision of EALD qualifications in tertiary institutions.⁷⁹
- Though there is a positive effort by many schools to enable further training for EALD teachers, there is a gap in skill level of EALD teachers across Australia.⁸⁰
- Decentralisation has resulted in reduced EALD professional development support for teachers.⁸¹

⁷² Joint Standing Committee on Migration, *Inquiry into Migrant Settlement Outcomes*, Parliament of Australia, Canberra, 2017, p.57-62.

⁷³ Australian Council of TESOL Associations, ‘Submission to the Review to Achieve Educational Excellence in Australian Schools’, Australian Council of TESOL Associations [website], 2017, < <http://tesol.org.au/>>, accessed 4 Feb 2018, p.1

⁷⁴ Australian Council of TESOL Associations, ‘State of EAL/D Education in Australia 2014’, Australian Council of TESOL Associations [website], September 2014, < <http://tesol.org.au/>>, accessed 5 Feb 2018, p.9

⁷⁵ Joint Standing Committee on Migration, *Inquiry into Migrant Settlement Outcomes*, Parliament of Australia, Canberra, 2017, p.59

⁷⁶ Australian Council of TESOL Associations, ‘Submission to the Review to Achieve Educational Excellence in Australian Schools’, Australian Council of TESOL Associations [website], 2017, < <http://tesol.org.au/>>, accessed 4 Feb 2018, p.4-5

⁷⁷ Joint Standing Committee on Migration, *Inquiry into Migrant Settlement Outcomes*, Parliament of Australia, Canberra, 2017, p.60

⁷⁸ Australian Council of TESOL Associations, ‘Submission to the Review to Achieve Educational Excellence in Australian Schools’, Australian Council of TESOL Associations [website], 2017, < <http://tesol.org.au/>>, accessed 4 Feb 2018, p.8

⁷⁹ Ibid.

⁸⁰ Ibid.

⁸¹ Ibid.

Other concerns about the programmes

- A report by the Migrant and Youth Network (MYAN) into EALD services in NSW describes services delivery as “area specific and ad hoc”, with most programmes and resources located in metropolitan areas.⁸²
- It has been proposed that some students are being disadvantaged by length of time they are able to be enrolled in Intensive English Centres, with more intensive support required to facilitate their transition into mainstream schooling.⁸³
- Mainstream teachers often do not feel as they have the training, or do not feel responsible for the additional support EALD students require, which is problematic due to the importance of a positive and inclusive whole school experience.⁸⁴
- Problems in the integration of students into mainstream schooling regarding their placement into the appropriate year level based on their chronological age or level of education.⁸⁵

Barriers facing students

- The transition into mainstream schooling can be hard, even once students have completed EALD. This is particularly hard for older students with low level English language proficiency.⁸⁶
- The transition into mainstream schooling requires continued support, even once a student has finished their time in an EALD programme.⁸⁷ Even though some schools have a comprehensive transition program, there must be recognition of the need for this continued support across the board.
- Deficit views - there is a tendency for mainstream schools to view student’s stages of progresses as confirmation that the student has a deficit rather than as evidence of their achievements and progression.⁸⁸
- Racism, bullying and harassment from other students at school can have damaging effects on EALD students’ confidence and wellbeing. Schools need to continue to promote values of inclusivity and kindness.⁸⁹

⁸² Multicultural Youth Affairs Network, ‘Emerging Issues in education for young people from refugee backgrounds in NSW’, *Multicultural Youth Affairs Network*, [website], August 2012 <http://www.myan.org.au/file/file/policy/Education_Paper_August_2012.pdf> ,accessed 3 Feb 2018, p.2

⁸³ Ibid.

⁸⁴ Joint Standing Committee on Migration, *Inquiry into Migrant Settlement Outcomes*, Parliament of Australia, Canberra, 2017, p.59

⁸⁵ Oliff, L. ‘Finding the Right Time and Place: Exploring post-compulsory education and training pathways for young people from refugee backgrounds in NSW’ *Refugee Council of Australia* [website] July 2010 <https://www.refugeecouncil.org.au/wp-content/uploads/2018/02/20170825_School-to-work.pdf> , accessed 2 Feb 2018, p.20

⁸⁶ Joint Standing Committee on Migration, *Inquiry into Migrant Settlement Outcomes*, Parliament of Australia, Canberra, 2017, p.68-69

⁸⁷ Ibid.

⁸⁸ Dobinson, T., ‘Catering for EAL/D Students’ Language Needs in Mainstream Classes: Early Childhood Teachers’ Perspectives and Practices in One Australian Setting’, *Australian Journal Teacher Education*, vol. 41, no.2, February 2016, p.36, accessed 6 Feb 2018

⁸⁹ Oliff, L. ‘Finding the Right Time and Place: Exploring post-compulsory education and training pathways for young people from refugee backgrounds in NSW’ *Refugee Council of Australia* [website] July 2010 <https://www.refugeecouncil.org.au/wp-content/uploads/2018/02/20170825_School-to-work.pdf> , accessed 2 Feb 2018, p.30

- Inappropriate learning materials and instructional texts leads to unfamiliarity with the cultural context of texts and insufficient vocabulary requirements for determining meaning.⁹⁰
- Insufficient recording of progression can have negative impacts on the recognition of progression at an individual level.
- Family barriers including possible limited engagement due to cultural constructs around parents' role in education, an unfamiliarity with education system or an inability to understanding curriculum requirements.⁹¹ Schools need to come up with strategies encourage involvement and support families to support their student without being overbearing.
- Other challenges following migration experience: Alongside a language barrier, students may have experienced traumatic events, be unfamiliar with local culture, or have disruptions in their educations.⁹²

Acknowledging what works well

Despite some concerns with the structure and delivery of EALD programmes in Australia, they are an integral part of the support provided for students from a refugee and migrant background in their transition to life in Australia.⁹³

Settlement support services are also crucial to strengthening educational outcomes for these students, and can help overcome some of the barriers facing refugee or migrant students that have been identified in the above analysis.

Examples of such services include the Community Hub programmes which work with migrant and refugee women and children to provide support services including English language and school support, skills training and other events.⁹⁴ With 59 Hubs across Victoria, New South Wales and Queensland, the Community Hubs provide a safe space that can encourage families' involvement within schools and support them with transition into school.⁹⁵

Homework Club programmes are also run across Australia by various settlement support organisations, including but not limited to the Centre for Multicultural Youth, the NSW

⁹⁰ Australian Curriculum and Reporting Authority, 'Students for whom EALD', *Australian Curriculum* [website] <<https://www.australiancurriculum.edu.au/resources/student-diversity/students-for-whom-eald/>>, accessed 4 Feb 2018

⁹¹ ACT Education and Training Directorate, *Progressing Parental Engagement School Fact Sheet, 2014* [website], 2014 https://www.education.act.gov.au/__data/assets/pdf_file/0007/807433/150897-Engaging-with-EALD-families.pdf, accessed 4 Feb 2018

⁹² Joint Standing Committee on Migration, *Inquiry into Migrant Settlement Outcomes*, Parliament of Australia, Canberra, 2017, p.65

⁹³ Joint Standing Committee on Migration, *Inquiry into Migrant Settlement Outcomes*, Parliament of Australia, Canberra, 2017, p.45

⁹⁴ Community Hubs Australia 'Community Hubs', *Community Hubs Australia*, [website] 2017, <<http://www.communityhubs.org.au/>> ,accessed 6 Feb 2018

⁹⁵ Ibid.

Settlement Partnership and the Australian Refugee Association.⁹⁶⁹⁷⁹⁸ These programmes aim to support migrant and refugee students at primary and secondary level with one-one one and small group tutoring.⁹⁹ They provide support with literacy, numeracy and study skills; but also facilitate improved self-esteem and confidence for students, and help families understand and engage in the education system in a safe space.¹⁰⁰

For example, CMY in Victoria has a comprehensive homework programme entitled 'Learning beyond the Bell'.¹⁰¹ This comprises over 300 homework support clubs across the state which use standardised resources to provide support for refugee or migrant students with their school work. The programme is funded by the Victorian Department of Education and Early Childhood Development.¹⁰²

In Sydney, the St Vincent de Paul Society runs a programme called SPARK.¹⁰³ This programme runs in collaboration with primary schools across Western Sydney and has over 150 volunteers that help to run a range of community events and activities to provide educational, social and cultural support to refugee and migrant youth and their families.¹⁰⁴ Part of this involves language, homework and communication support.

Another example of an out-of-school programme from Victoria is the programme run by Brotherhood of St Laurence, entitled "Parent Student Connect".¹⁰⁵ This programme recognises the importance of parent involvement in children's education for success, and aims to help parents from refugee, asylum seeker and migrant backgrounds to become more involved in their child's education.¹⁰⁶ Alongside working with families, they also engage with schools to provide greater understanding of the barriers faced by students and families from these backgrounds.¹⁰⁷

In Queensland, Multicultural Families Organisation runs The Homework Club. This programme supports students in navigating the Australian school system, learning a new

⁹⁶ Australian Refugee Association, 'Homework Clubs', *Australian Refugee Association* [website], <<http://www.australianrefugee.org/services/youth-services-2/homework-clubs/>>, accessed 7 Feb 2018

⁹⁷ Centre for Multicultural Youth, 'Homework Clubs', *Centre for Multicultural Youth* [website], <<http://www.cmy.net.au/homework-clubs/>>, accessed 6 Feb 2018

⁹⁸ Settlement Services International, 'Homework Club Tutor Volunteer Opportunity', *Settlement Services International*, [website] <<https://www.ssi.org.au/support-ssi/volunteer/volunteer-opportunities/1079-homework-club-tutor>>, accessed 6 Feb 2018

⁹⁹ Ibid.

¹⁰⁰ Williamson, B. 'The Homework Club: Helping refugee students get through school' *ABC News Adelaide*, 4th September 2009, <<http://www.abc.net.au/local/stories/2009/09/04/2677072.htm>>, accessed 6 Feb 2018

¹⁰¹ Centre for Multicultural Youth, 'Learning Beyond the Bell', *Centre for Multicultural Youth* [website], <<http://www.cmy.net.au/article/learning-beyond-bell>>, accessed 7 Feb 2018

¹⁰² Ibid.

¹⁰³ St Vincents De Paul Society NSW, 'The SPARK Program', *St Vincents De Paul Society* [website] <<https://spark.vinnies.org.au/0>> accessed 7 Feb 2018

¹⁰⁴ St Vincents De Paul Society NSW, 'The SPARK Program', *St Vincents De Paul Society* [website] <<https://spark.vinnies.org.au/0>> accessed 7 Feb 2018

¹⁰⁵ Brotherhood of St Laurence, 'Parent School Connect' *Brotherhood of St Laurence* [website], <<https://www.bsl.org.au/services/children-and-families/parent-school-connect/>>, accessed 13 Feb 2018

¹⁰⁶ Ibid.

¹⁰⁷ Ibid.

language and their transition into a new life in Australia.¹⁰⁸ The programme provides a safe environment that encourages learning and social interaction; and delivers opportunities such as academic support, school holiday activities, workshops and team-building activities.¹⁰⁹

It is important to note that these examples are only a screenshot of the multiple educational support services for refugee or migrant youth provided by SCoA's members. Whether government funded initiatives, school-based or volunteer services; the provision of support through extracurricular homework and language support or cultural and community activities all plays a vital role in enhancing the educational experiences of refugee or migrant youth, and ultimately improving settlement outcomes.

Conclusion

SCoA hopes this information will provide some clarity around available EALD services for refugee and migrant students across Australia.

As has been identified above, we note that there are many examples of concerns and/or barriers that are being experienced by our members and their clients across the country, as well as innovative practices being implemented across the sector to address some of those concerns.

We want to hear from you

SCoA is seeking input from members across the country, both in respect of the content of this paper but, importantly, any of the following:

- Specific examples of how EALD works in your area;
- Any concerns or barriers you have identified; and
- Projects, programs and initiatives designed and implemented across the settlement sector to assist migrant and refugee students.

Please provide your input by email to info@scoa.org.au or by phoning our CEO, Nick Tebbey on 02 6282 8515.

February 2018.

¹⁰⁸ Multicultural Families Organisation, 'Youth Club', *Multicultural Families Organisation* [website] <<https://www.mfo.org.au/copy-of-about-us-1>>, accessed 13 Feb 2018

¹⁰⁹ Ibid.