



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

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

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Applying for eligibility to enrol in the Year 12 ATAR EAL/D course

Enrolment eligibility information

A Year 12 student can only enrol in the ATAR EAL/D course if they have eligibility approval from the School Curriculum and Standards Authority (the Authority). For a student to gain approval to enrol, they must complete an online eligibility application and submit it to the Authority, along with the required supporting documentation, by the deadline published in the *Activities Schedule*. A student's EAL/D eligibility status is determined by the Authority on a case-by-case basis.

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

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

Students who are applying for eligibility to enrol in the Year 12 ATAR EAL/D course and extra time to complete the OLNA must meet one of the three criteria outlined below.

Criteria	Students
1.	whose first language is not English AND who will not have resided in Australia or another predominantly English speaking country for a total period of more than seven years prior to 1 January of the year the student will be in Year 12 AND who have been enrolled at schools where English has not been the main medium of course delivery for a total period of more than seven years prior to the year the student will be in Year 12 OR
2.	who are Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island and for whom Standard Australian English (SAE) has been the medium of instruction, but for whom SAE is an additional language or dialect, and whose exposure to SAE is primarily within the school context OR
3.	who are deaf or hard-of-hearing and communicate using signing, such as Auslan (Australian Sign Language), as a first language.

Year 12 ATAR EAL/D course application information

Teachers and principals must endorse each student's application within three working days of receipt of an email notification that an application requires their attention. This is to ensure that the application can be processed by the Authority before the Year 12 enrolment deadline as published in the *Activities Schedule*.

Students must ensure that they attach the relevant required documentation, such as:

- photocopies of passport showing personal details and photograph
- proof of dates of entry to Australia or other English speaking countries
- copies of school reports or letters from schools indicating (a) achievement in English and (b) proof of language of delivery, i.e. English/other/combination.

EAL/D eligibility notifications

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

Checking EAL/D eligibility status in the SRMS

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

Checking EAL/D eligibility status in SIRS

To check students' EAL/D eligibility status in SIRS, schools will need to log in to view whole school student eligibility information, which can be accessed through the generation of reports in SIRS. This means that schools can view the eligibility status for all their students once their applications have been processed. Schools should allow approximately five working days during March and August and three working days at other times of the year for applications to be processed once they are received by the Authority.

EAL/D eligibility determinations in SIRS

When a student's application has been processed by the Authority, their EAL/D eligibility status will be updated in SIRS. The status will show as one of three possible determinations:

- Eligible
- Not eligible
- Further action required.

If the student's EAL/D eligibility status shows as **Further action required**, this means that they have **not** been granted EAL/D eligibility and further action is required by the student or school to progress the application. The student must log in to the student portal and follow the instructions to ensure that the required additional information is supplied. The Authority will then reassess the application to determine if the student is eligible or ineligible.

Generating EAL/D eligibility reports in SIRS

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

CSE198

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

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

CSE197

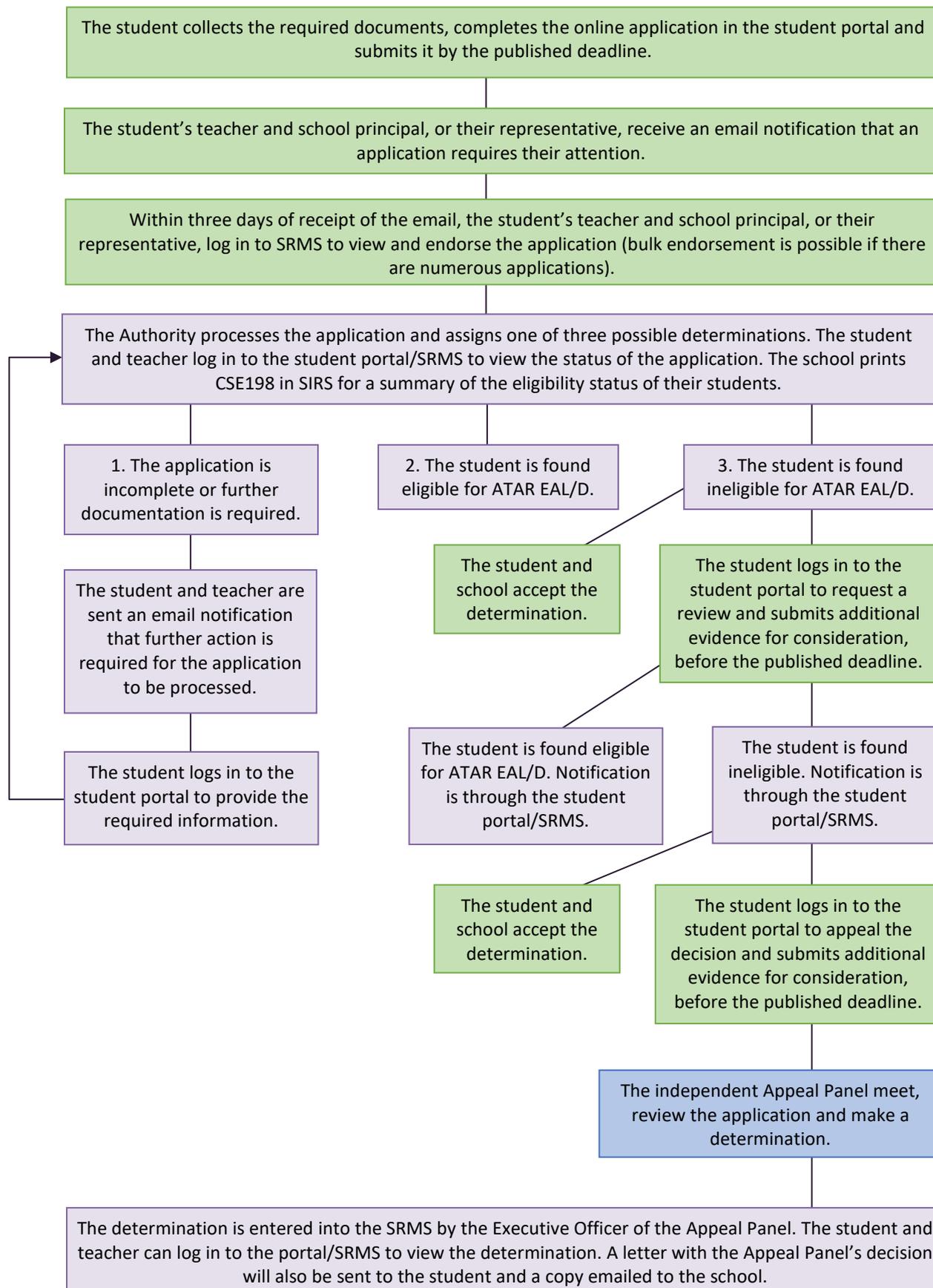
This report will show, for each school, which students have been found eligible **and have been enrolled into EAL/D** by the school.

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

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

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

Overview of the Year 12 ATAR EAL/D application, review and appeal processes



Application, review and appeal process for Year 12 ATAR EAL/D

Application process

- The Authority informs schools and students of the criteria for determining EAL/D eligibility and of the deadlines for submission of applications through its publications (*11to12 Circular, Data Procedures Manual, Activities Schedule, English as an Additional Language or Dialect – Eligibility guide and allocation of extra time to complete the OLNAs*) available on the Authority website.
- Students complete and submit EAL/D eligibility applications through the student portal **before the deadline published in the *Activities Schedule***.
- Teachers and school principals (or their representative) receive an email notification that an EAL/D eligibility application requires their attention.
- Within three days of the receipt of the email, the student's teacher and school principal (or their representative) log in to the SRMS to view and endorse the application (bulk endorsement is possible if there are numerous applications).
- The Authority considers the application and makes a determination based on the published criteria and the evidence provided and enters this into the SRMS.
- Students and teachers log in to the student portal/SRMS to view the status of the application. Schools print CSE198 in SIRS for a summary of the eligibility status of their students.

Review process

- Students deemed ineligible to enrol in the Year 12 ATAR EAL/D course may request a review of their application by providing additional evidence to support their eligibility **before the deadline**. Additional evidence could include:
 - international movement records or copies of passport pages containing visas and dates of entry or exit
 - a letter from the relevant school(s), signed by the school administration, making it clear whether the school's main medium of delivery is English (and/or was English during the student's tuition), the percentage of instruction in English and whether that English is standard English or a dialect.
- The Authority reviews the application, and makes a determination based on the additional evidence provided and enters this into the SRMS.
- Students and teachers log in to the student portal/SRMS to view the status of the application. Schools print CSE198 in SIRS for a summary of the eligibility status of their students.

Appeal process

- Students deemed ineligible to enrol in the Year 12 ATAR EAL/D course after the review process, may appeal the decision **before the deadline published in the *Activities Schedule***.
- Students log in to the student portal to lodge an appeal and submit additional evidence for consideration. Additional evidence could include:
 - international movement records or copies of passport pages with date of arrival stamps
 - a letter from the relevant school(s), signed by the school administration, making it clear whether the school's main medium of delivery is English (and/or was English during the student's tuition), the percentage of instruction in English and whether that English is standard English or a dialect.

- An independent Appeal Panel reviews the application, and makes a determination based on the additional evidence provided and enters this into the SRMS.
- The determination is entered into the SRMS by the Executive Officer of the Appeal Panel. Students and teachers can log in to the portal/SRMS to view the determination. A letter with the Appeal Panel's decision will also be sent to the student and a copy emailed to the school.
- A record of the Appeal Panel's decision is prepared for the approval of the Chair of the panel.

The Authority is responsible for ensuring procedural fairness throughout the application, review and appeal processes.

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

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

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

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

Enrolment eligibility information

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

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

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

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

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

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

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

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

For further information regarding Year 12 EAL/D courses, contact Louise Dodman, Principal Consultant – English as an Additional Language or Dialect on (08) 9273 6785 or louise.dodman@scsa.wa.edu.au.

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

Scenario 1 – Peng

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

Evidence

Peng proved that she has not been a resident in Australia or another predominantly English speaking country for a total period of more than seven years prior to Year 12, as **she provided a copy of the date of arrival stamp in her passport**. She also proved that English was not the main language of communication and/or course delivery at her school in China through **provision of a copy of her Chinese school reports**.

Determination

Peng is eligible for ATAR EAL/D, as she has not been a resident in Australia or another predominantly English speaking country for a total period of more than seven years prior to Year 12. English was also not the main medium of communication and/or course delivery for a total period of more than seven years prior to Year 12.

Scenario 2 – Michelle

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

Evidence

Michelle could not prove that English was not the main language of communication and/or course delivery at her school in the Philippines as **she could not provide any school reports or letters from her school in the Philippines which stated that English was not the main language of instruction.**

Determination

Michelle is not eligible for ATAR EAL/D, as English was the main language of communication and/or course delivery for a total period of more than seven years prior to Year 12.

Scenario 3 – Joseph

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

Evidence

Joseph could not prove that English was not the main language of communication and/or course delivery at his second school in Zimbabwe. **He could not provide a primary school report and the information in his high school reports indicate that English was main language of instruction. In addition, the national education policy in Zimbabwe states that English is the language of instruction from Year 4 and English is one of the official and main languages of Zimbabwe, making this a predominantly English speaking country.**

Determination

Joseph is not eligible for ATAR EAL/D, as English was also the main language of communication and/or course delivery for a total period of more than seven years prior to Year 12. He has also been a resident in Australia or another predominantly English speaking country for a total period of more than seven years prior to Year 12.

Scenario 4 – Xiao

Detail	Description
Residency	Xiao was born in Hong Kong and lived there from birth until he was 15 years old when he moved to Australia with his family.
Educational background	Xiao stated that from Kindergarten to Year 7, he attended a local school, where Cantonese and English were the languages of instruction (60% and 40% respectively). He then stated that he moved to high school, where English, Cantonese and Mandarin were the languages of course delivery (50%, 30% and 20% respectively). When he arrived in Australia, Xiao studied at an Intensive English Centre for six months, then moved into mainstream Year 11 the following year, where he studied EAL/D.
Linguistic background	At home and with friends, Xiao speaks Cantonese. At school and in the wider community, Xiao speaks English.

Evidence

Xiao proved that he has not been a resident in Australia or another predominantly English speaking country for a total period of more than seven years prior to Year 12, as **he provided a copy of the date of arrival stamp in his passport**. He also proved that English was also not the main language of communication and/or course delivery at his schools in Hong Kong through the **provision of a school report from his first school which was written in Cantonese, and a signed letter from his second school which stated that English was not the main language of instruction**.

Determination

Xiao is eligible for ATAR EAL/D, as he has not been a resident in Australia or another predominantly English speaking country for a total period of more than seven years prior to Year 12. English was also not the main language of communication and/or course delivery for a total period of more than seven years prior to Year 12.

Scenario 5 – Arshwin

Detail	Description
Residency	Arshwin was born in India and lived there from birth until he was 16 years old when he moved to Australia with his family.
Educational background	Arshwin stated that from Kindergarten to Year 6, he attended a local school, where English was the language of course delivery 55% of the time, and Hindi was the language of course delivery 45% of the time. Arshwin then stated that from when he was 13 until 16, he changed to a school where English was the language of course delivery for all subjects.
Linguistic background	At home, Arshwin speaks Hindi. At school, with friends and in the wider community, Arshwin speaks English.

Evidence

Arshwin could not prove that English was not the main language of communication and/or course delivery at his schools in India. **The information in his primary school reports indicated that English was the language of instruction 55% of the time and the information in his secondary school reports indicated that English was the language of instruction 100% of the time.**

Determination

Arshwin is not eligible for ATAR EAL/D, as English was the main language of communication and/or course delivery for a total period of more than seven years.