Students enrolled in the Intensive English Centre Program at Eddystone Primary School come from countries within Africa, Asia, Europe, Middle East and South America. Students may have been born in Australia, or may have come from migrant or refugee backgrounds and bring with them a diverse range of languages and different cultures of the world. The school community values and welcomes students and their families from culturally and linguistically diverse (CALD) backgrounds and endeavours to build positive relationships with families who are new to the school.

The Intensive English Centre (IEC) works closely with families and other agencies involved in settling into a new school and culture.

The WA Education Department provides a free school bus service to all suburbs in the Northern part of the Metropolitan area to assist families in transporting children to and from school.

School is from Monday to Friday – full time, five days a week. Classes start at 8.40am and finish at 2.45pm. All learning areas are addressed.

**STUDENT ELIGIBILITY**

Students newly arrived to Australia requiring an intensive English language course may enrol, however students must be permanent residents or have an eligible temporary visa. Please contact Eddystone PS on (08) 9406 5106 regarding this or email Alec.Kanganas@education.wa.edu.au

Students born in Australia to parents of migrant and refugee backgrounds who enter school for the first time and who need to improve their English are also eligible to enrol (this includes children who are in pre-primary).

Students returning to Australia after living overseas for a period of time who have limited or no English language skills may be eligible to attend.

For further information regarding students’ visa eligibility please contact: Mr Kanganas.

The school and the wider community are delighted with our rich multicultural environment evident in the diversity of languages, culture and ethnic backgrounds in the school. Our school values diversity and celebrates this annually, especially on Harmony Day.
ENROLLING STUDENTS

Students may enrol at the program (during school terms) as soon as they arrive in Australia. Once enrolled, students are entitled to approximately twelve to twenty four months intensive English language instruction.

An appointment with the Intensive English Program Deputy Principal must be made when enrolling a student. Enrolments may take several hours and where necessary, interpreters are provided. Parents / Caregivers should provide original travel documents or birth certificates (for students born in Australia) and if available, relevant child immunisation documents and previous school reports.

STUDENTS FROM LIMITED SCHOOLING BACKGROUNDS

Students who are classified as having limited schooling can be given additional time if necessary. This will be determined by the Class Teacher and Deputy Principal.

CLASS STRUCTURE

IEC classes are organised into broad age groupings:

- **Junior** 5 – 7 years
- **Middle/Senior** 7 – 9 years, 9 – 12 years

The level a student is placed is determined by the student’s age, prior educational background, physical development, emotional and social maturity.

Within each level there are two phases: Phase 1 and Phase 2. The student’s level of English language proficiency at time of enrolment, determines which phase a student will be placed in.
**Phase 1 Classes:** These classes provide programs for newly arrived students with limited or no English language skills who are in the very early stages of learning English. Students born in Australia and entering school for the first time with limited or no English may also enrol in the phase 1 class.

The phase 1 teacher focuses mainly on the development of oral language skills across the curriculum and related literacy skills. Students are introduced to the Australian culture and environment along with the new environment and routines of the school. Students will experience new ways of learning and develop the appropriate language to assist them when socialising with peers, teachers and the wider community.

**Phase 2 Classes:** These classes provide programs for students who have developed sufficient oral language skills to effectively communicate orally with their peers, school staff and wider community. The teacher focuses mainly on the development of English literacy skills across the curriculum, however extending the student’s oral language skills continues as an integral part of the program. Students will continue and expand their experiences with the Australian culture and environment while also developing knowledge of the local community and Australian society.

**SPECIALIST TRAINED TEACHERS**

Teachers in the Intensive English Centre Program are qualified and passionate about teaching English as a Second Language. They are also registered with the Teacher’s Registration Board. Most teachers have had many years of teaching experience. They all enjoy their work and enjoy working with children from different cultures.
LEARNING AREAS

As well as specifically teaching English, the program uses all learning areas as a vehicle to teach English. These include:

- Maths
- Science
- History
- Geography/Economics
- Physical Education / Health
- Music/Drama
- Art
- Library Studies
- Technologies
SUPPORT STAFF

Deputy Principal: A Deputy Principal manages the Intensive English Program and can be contacted on (08) 9406 5106.

School Officers: School Officers provide administrative support to the Program, while also providing advice and assistance to students and families regarding general aspects of the program. School Officers can be contacted on 9406 5106.

Ethnic Education Assistants (EEAs): The EEAs assist teachers in the teaching & learning program and also translate and interpret for parents and students (when necessary). The ESL program is not a bilingual program and EEAs are not used to deliver the teaching and learning program bilingually to students.

School Psychologist: A School Psychologist works collaboratively with staff to address the specific academic, social and emotional needs of students identified as being at educational risk. The school psychologist is also available to provide advice to parents regarding the academic, social and emotional development of students.

Student Support Worker (SSW): The SSW works collaboratively with staff to support students’ settlement into the Western Australian Education System. The SSW also provides a supportive link between the child, the family, the school and other appropriate agencies in the community.
STAGE ONE PROGRAM

Eddystone provides English as a Second Language (ESL) Program for Stage one ESL students. This program aims to provide students with the English language skills and cultural understandings necessary for them to begin to access and be very successful in the mainstream curriculum. We believe this is best achieved by:

- A secure supportive learning environment.
- Addressing students’ educational, linguistic and cognitive needs.
- Providing a range of teaching approaches that are flexible and best suit the needs of the students.
- Assisting students to adjust to the environment of the Australian school and wider community.
- Promoting understanding and respect among cultural groups within the school community.

Stage One ESL students newly arrived to Australia are learning, developing and improving in their use of Standard Australian English (SAE). For these students, the curriculum emphasis will be on developing English language communication skills across and through all curriculum areas. Students will also be provided with language learning opportunities that emphasise and support them in developing socio-cultural understandings related to SAE.

Previously student’s high academic achievement levels have demonstrated the success of the program, which has resulted in our school being in high demand.

Additional Programs: Some children in the upper primary have the opportunity to attend a school camp. The camp provides students with the opportunity to practise their English language skills while interacting in an informal social setting with their peers. In addition to this, they are involved in many interesting and exciting activities that provide an insight into aspects of Australian lifestyle and the local environment.

Integration with the mainstream school: Students in the Intensive English classes have their own class program, however there are many opportunities for integration with mainstream students, such as:

- Whole school assemblies.
- School and interschool sport.
- School choir (optional).
- Year six graduation assembly and dinner.
- School counsellor positions (students are voted into these positions by their peers).
- Recess and lunch play sessions.
- P&C Disco evenings (optional).
- Whole school incursions.
- School community days and evenings (all families invited).
- Excursions outside the school (often with mainstream classes).
- ‘Buddy classes’ – IEC and mainstream classes form a buddy class and engage in a shared lesson.
SPECIAL PROGRAMS

Students identified as being at educational risk are monitored and targeted through Individual Education Plans. These plans are developed in collaboration with the class teacher, IEC Deputy Principal and School Psychologist and address the academic, social and emotional needs of students. Parents are also consulted.

Additionally specific programs are also provided for groups of students to address common areas of need. Some programs provided are:

The Rainbow Program: This program fosters connection between migrant families and acknowledges & provides an opportunity to discuss settlement in a new country. Students and their parents recognise the challenges of settlement & explore hopes for a positive future. It promotes positive communication between new arrival families and the school.

Drum Beat Classes: This program allows students to explore a range of feelings and emotions through the intonation of the drum while incorporating this with managing their own behaviour.

ASSESSMENT AND REPORTING

The EAL/D Progress Map is the monitoring, assessment and reporting tool used by ESL teachers with Stage 1 ESL students. The Progress Maps are the relevant monitoring tool to be used for ESL students who do not have the English language proficiency that allows them to fully demonstrate their skills, knowledge and understandings across a range of contexts in English as described in the Australian Curriculum.

Students are given a written report at the end of each semester. Parent interviews are held when students exit the IEC and are given their final report, however an appointment for a parent interview may be requested at any time.

Eddystone has Open Days in the school year. Parents are invited to visit their child’s classroom to view the teaching and learning program as well as receive additional information from the class teacher.
LINKS TO OTHER SERVICES

ASSETTS
(Association for Services to Torture and Trauma Survivors)
286 Beaufort St
Perth  WA  6000

Edmund Rice Centre
18 Brewer Place
Mirrabooka  WA  6030

Metropolitan Migrant Resource Centre
1/14 Chesterfield Road
Mirrabooka  WA  6030

Centre Care
12 Brewer Place
Mirrabooka  WA  6030

Metropolitan Migrant Resource Centre
237a Ocean Keys Blvd
Clarkson  WA  6030

Mercy Care
4 Brewer Place
Mirrabooka  WA  6061

Greenwood Intensive English Centre
79 Coolibah Drive
Greenwood  WA  6024

Edith Cowan University
Joondalup Campus
Mount Lawley  Campus