Victorian
Catholic
Education
Authority

Victorian Catholic Education Authority
Guidelines for Supporting New Arrivals and Refugees 2025

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Introduction

As Catholic educators, we embrace the principle of diversity, which encompasses all learners, including those from culturally diverse backgrounds. A significant percentage of students for whom English is an Additional Language (EAL) are enrolled in Catholic schools across Victoria. These students come from a diverse range of linguistic and cultural backgrounds and enrol in our schools as both migrants and refugees.

The Guiding Principles for working with New Arrivals and Refugees are founded on Gravissimum Educationis (Second Vatican Council 1965) and renewed in Educating Today and Tomorrow: A renewing passion (Congregation for Catholic Education 2014). All students regardless of race, age or gender, by virtue of their dignity as human persons, 'have an inalienable right to an education,' suited to their needs and adapted to their ability (Second Vatican Council 1965, n. 1).

Guiding Principles

These Guidelines are founded on the following guiding principles, articulating the mission of Catholic education:

- Catholic schools celebrate the uniqueness and dignity of each student and build respectful, collaborative relationships between students, teachers, families and the broader community.
- All students, given appropriate learning and support can achieve their linguistic and cognitive potential.
- Leadership support and a whole-school approach is essential for new arrivals and refugee students to flourish.
- Teachers maintain high expectations of all students, sharing the responsibility of supporting students' language development in all areas of the curriculum.
- Support for students is best provided through a range of appropriate contexts in and out of the mainstream classroom, with explicit EAL teaching where necessary.
- Maintenance and development of the student's first language(s) are fundamental to learning and necessary for the construction of a positive sense of self.
- Competency in Standard Australian English (SAE) is necessary for students to participate in school and the wider community.
- Home and school links are important for collaborative relationships and partnerships to support student learning.

2. Definitions

New Arrival Students

A newly arrived student:

- has entered Australia on a migrant visa, humanitarian visa or as a full fee-paying overseas student (see Migrant Students, Refugee Students and Full Fee-Paying Overseas Students below)
- may or may not attract funding, depending on visa subclass (see Funding)

Migrant Students

Migrant students and their families in Catholic schools have entered Australia on an eligible migrant visa subclass.

Refugee Students

According to the United Nations 1951 Convention and Protocol relating to the Status of Refugees, a refugee is a person who "...owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country ... (Article 1, A (2)).

Refugee students and their families in Catholic schools have entered Australia on a Humanitarian visa subclass.

Full Fee-Paying Overseas Students (FFPOS)

FFPOS refers to a student on a visa that allows them to study in Australia. Full Fee–Paying Overseas Students (FFPOS) enrolled in Catholic schools are not eligible to receive the General Recurrent Grant (GRG) as they have not entered Australia on a visa which grants eligibility to receive program funding and support. *(Refer to VCEA Schedule of Visa Subclasses and Conditions for Enrolment of Overseas Students).*

Community Detention

Students from asylum seeker families who are living in the community under community detention without a visa can now enrol in Victorian Catholic schools.

Culturally and Linguistically Diverse (CALD) Students

Culturally and Linguistically Diverse (CALD) are students who come from a diverse range of linguistic and cultural backgrounds and were either born overseas or have one parent born overseas. CALD students speak one or more languages other than English.

CALD is an inclusive term describing the cultural and linguistic plurality of students.

3. Funding Initiatives

The Victorian Catholic Education Authority (VCEA) provides two funding initiatives for eligible students:

1. **New Arrivals Program Funding Support**
2. **Refugee Support Strategy Funding**

3.1 New Arrivals Program Funding Support

The New Arrivals Program Funding Support aims to increase the educational opportunities and outcomes of students who have recently arrived in Australia, whose first language is not English. The funding allocated under the program targets newly arrived Humanitarian (Refugee) and Non-Humanitarian (Migrant) primary and secondary school students whose proficiency in English language is determined to require an initial period of intensive English-language instruction.

ELIGIBILITY	
Visa Type	Refer to VCEA Schedule of Visa Subclasses and Conditions for Enrolment of Overseas Students.
School Start Date	**Students in Foundation:** within 18 months of arrival in Australia or **Students in Years 1-10:** within six months of arrival in Australia.
School	First school enrolled upon arrival in Australia *(excludes any student who has attended an English Language Centre).*
First Language	First language is other than English

Funding provisions

Migrant visa holders: Students on eligible migrant visa subclasses are granted $5,464 (0.1 FTE for six months) to support their English language learning needs over a period of 20 weeks.

Refugee/Humanitarian visa holders: Students on eligible refugee/humanitarian visas are granted $11,200.00 (0.1 FTE for 12 months) to support their English language learning needs over a period of 40 weeks.

How to apply:

Schools can apply for funding online via CEVN. You will need to upload the following documents to the application:

1. Scanned copy of Passport **or** Immi Card or Document of Travel to Australia **AND**
2. Scanned copy of Visa Grant notice **or** current VEVO check document that includes current visa subclass number.

Prior to completing the online application, please ensure you complete the following steps:

1. Ensure that the student is registered in the school's administration package as a current student.
2. In Special Flags in your administration package (*e.g. eSIS*), please tick the New Arrivals Program for the student.
3. Produce the Student Details File from your school's administration system and upload it via the CEVN website under *Data Management / Online Data Transfer (ODT)*.

You may wish to refer to the online application instructions video for further support.

Use of Funding:

New Arrivals funding is specifically to employ a suitably qualified teacher. This is a specialised position which demands specific teaching skills to accelerate English language learning of the student/s.

Accountability

As part of funding accountability, schools must complete the New Arrival English Language Proficiency Record **(1 per student)**.

3.2 Refugee Support Strategy Funding

The allocation of Refugee Support Strategy funds to schools recognises the additional supports and targeted programs required beyond the 40 weeks provided through the New Arrivals funding, such as ongoing learning, settlement and transition needs of refugee background students. The funding is available for students who entered Australia on a Humanitarian visa or transitioned to a humanitarian visa and are in the first three years of enrolment in a Catholic primary or secondary school.

Eligibility

To be eligible for funding, students must have entered Australia on a visa in one of the following visa sub-classes: 117, 200, 201, 202, 203, 204, 448, 449, 785, 786, 790, 866; and asylum seekers on a visa sub-class 050 and 051, or without a visa **after** living in community detention.

Note: *Students who entered Australia on an eligible humanitarian/refugee subclass visa and who have since become Australian citizens can be included **where the above conditions are met.** Census guidelines state students who have now become Australian citizens cannot be listed as having a visa sub-class. In these cases, please add a note in the Notes section of the application. (Refer to CEVN - Refugee Strategy Funding for troubleshooting).*

How to apply:

Schools can access refugee funding upon validation of census data and confirmation of enrolment of eligible students on refugee/humanitarian visas.

Funding is dependent upon completion of the Refugee Strategy Funding application online.

The application process must be completed over two rounds:

Round 1: Schools must provide indicative Refugee eligible students by **Friday 13 September 2024**.

Round 2: Schools must confirm their final Refugee eligible students after the February census by **Friday 7 March 2025**.

After each round, following validation of the data, VCEA will notify school principals via email noting funding amounts for the program year.

Use of Funding:

Schools may use the funding to:

- support students through the settlement phase, particularly where students have experienced trauma.
- employ specialist teachers to continue to assess the student's English Language Proficiency (ELP) against achievement standards in the EAL curriculum.
- employ specialist teachers to teach English as an Additional Language (EAL) in a variety of situations, including:
  - intensive and part-time withdrawal instruction
  - parallel and team teaching
  - assistance to regular teachers to enable them to address English language development across the curriculum for EAL learners.
- employ advisory staff: interpreters, translators, bilingual welfare officers, multi-cultural education aides (MEAs) and school–community liaison workers (FLWs)
- develop curriculum and EAL teaching and learning materials.
- attend professional learning related to EAL pedagogy, trauma-informed practice, and cultural inclusivity.

Accountability

As part of funding accountability, schools must complete the Refugee Support Strategy Accountability Statement (**1 per school**).

4. Roles and Responsibilities

Key contact	Responsibilities:
Diocesan representative	Staff employed within each diocese provide support to meet the needs of the 'newly arrived' migrant and or refugee student in primary and secondary schools. **The support services may include:** • assisting with the initial assessment of the newly arrived student • providing advice regarding assessment and reporting • advising on whole-school practices, policies, and procedures • providing information about cultural and educational differences • highlighting settlement and family issues • discussing methods and strategies for differentiation of the curriculum • providing information about EAL assessment and reporting • recommending and delivering professional learning at the school, region, and system level • assisting with goal setting for the Refugee Support Strategy Funding Accountability Statement.
New Arrivals Teacher	**The New Arrivals teacher collaborates with school leadership and the diocesan representative to:** • welcome the New Arrival student and their family to the school community. • complete a diagnostic interview for an initial determination of the student's starting pathway and level on the English as an Additional Language (EAL) curriculum • complete a sociolinguistic profile to support the diagnostic interview. • complete the New Arrivals English Language Proficiency Record for accountability purposes. • advocate for student and/or family when necessary • consult with the classroom teacher, suggesting differentiation for language activities and locating appropriate resources. • support the school in meeting the pastoral and social needs of the student. • assist the school with referrals and the provision of translators, interpreters, or community services. • participate in professional development opportunities at the school, team, and regional levels. • support planning of professional learning alongside the Literacy leader.

Key contact	Responsibilities:
Community Liaison Officer / Multicultural Aide (MEA) / Family Liaison Officer	A Community Liaison Officer/Multicultural Aide (MEA)/ Family Liaison Officer has skills in a language or languages other than English and can also contribute to making the mainstream curriculum more responsive to Victoria's rich cultural heritage and diversity. These skills enable them to function as a bridge between the community, school and family. **MEAs can assist with:** • effective communication between students and teachers in the classroom • integrating EAL learners into school activities by helping them to understand school • expectations and goals • assisting teachers to understand the home cultures and the expectations families have of the school and of education in general. • assisting newly arrived families to settle into the school community.

5. Steps following enrolment

5.1. Sociolinguistic Profiling

The *Australian Professional Standards for Teachers* comprise seven Standards, with the first standard in the domain of professional knowledge being: *Know students and how they learn*. The development of a sociolinguistic profile assists schools in developing curriculum and learning experiences that consciously support and build on students' prior cultural and linguistic experiences and meet the English language demands of new learning.

A sociolinguistic profile assists teachers in documenting, for each newly arrived student, their:

- cultural, language and learning history.
- journey and settlement challenges.
- previous educational experiences and achievements.

Schools are encouraged to create their own sociolinguistic profiles and conduct a parent–teacher conference, with the assistance of an accredited interpreter, within the first weeks after enrolling an EAL student, to collect data to build a cultural and linguistic (sociolinguistic) profile of the student.

Resources:

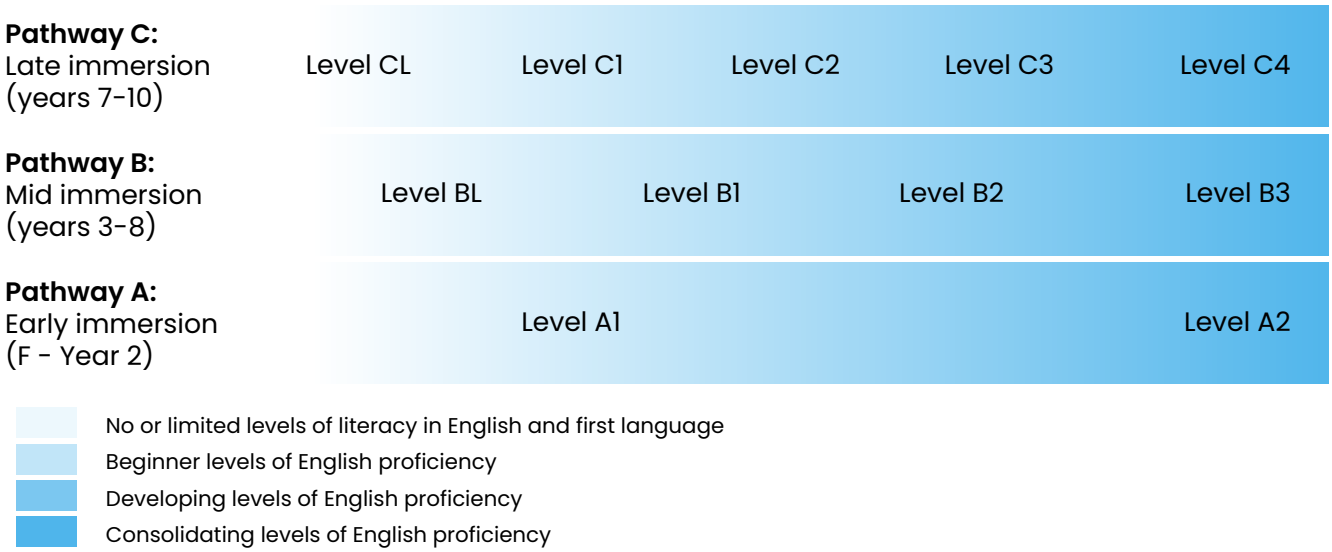
- VCAA Language and Learner Interview
- For students receiving New Arrivals funding: English Language Proficiency Record (Section A)

5.2. Placement on the Victorian Curriculum F-10 English as an Additional Language (EAL)

Conduct diagnostic assessments for the three language modes–Speaking and Listening, Reading, and Viewing and Writing.

Use the EAL Reporting Resource to place the student on the Victorian Curriculum F-10 EAL.

F–10 EAL Pathways



Notes:

1. It is advised this should be done as a team, including the classroom teacher, EAL specialist teacher and the new arrivals teacher.
2. If a student has had **equivalent level of schooling in their first language/home country**, students should **not** be placed on a pre-literate level (e.g. Level B.L or Level C.L).
3. **For students receiving New Arrivals funding: English Language Proficiency Record (Section B)**

Resources:

- Tools to Enhance Assessment Literacy – For Teachers of English as an Additional Language
- Reading and Vocabulary Assessment Tool (RVEAL)
- FELA (single administrator) — Roslyn Neilson
- First language assessment material: Teacher materials | Resource | Arc
- Action Picture Test - 5th Edition - Speechmark - Catherine Renfrew
- Assessing English language proficiency
- Classroom observations

6. Learning and Teaching

Curriculum

Victorian Curriculum F-10 English as an Additional Language (EAL)

The Victorian Curriculum F-10 English as an Additional Language (EAL) curriculum is central to the learning and development of all young Australians for whom English is not their home language. Through the EAL curriculum pathways, students develop English language competence in the modes of Speaking and Listening, Reading and Viewing, and Writing. Whilst Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English.

Resources:

- EAL Resources Diagram

Other curriculum areas

The use of the English language is quite extensive in other curriculum areas, particularly with subject specific concepts and terms. It is important for EAL learners to be supported with the language of subject-specific curriculum areas as well as English.

To assist in planning for other curriculum areas for EAL learners, use the following steps to assist in differentiation:

- Assess the language demands of the task. (e.g. teach vocabulary/genre structure/language features that is specific to the subject. Break down the question.)
- Identify gaps (e.g. concepts which may have differing cultural understandings).
- Devise specific support for the EAL learner. (e.g. Use visual aids and concrete materials; work gradually, one concept at a time; use games and, where possible, use the learner's first language to bridge gaps in language.)
- Implement differentiation of learning and teaching, in small groups or with peer support.

Resources:

- Teaching Resources-Differentiating learning sequences for EAL students across curriculum areas

Plurilingualism awareness

Plurilingual awareness refers to a person's ability to use their knowledge of different languages. This knowledge can help them communicate and learn. EAL students are adding English to the language(s) they already speak and use. Contemporary research (Cross, 2011) indicates a learner's first language gives them a stronger basis for learning an additional language. When we encourage students to continue to develop their abilities in two or more languages, they gain a deeper understanding of language and how to use it effectively. In embracing this diversity, we maintain and strengthen the relationships with the families and communities of EAL students, enabling the construction of a positive sense of self and of identity within the school community. Recognition that migrant and refugee populations possess high-quality linguistic capital of immense value is vital to our present and future classrooms and communities. Additive language learning approaches allow children to build strong literacy skills in their mother tongues and lead to successful outcomes for EAL students.

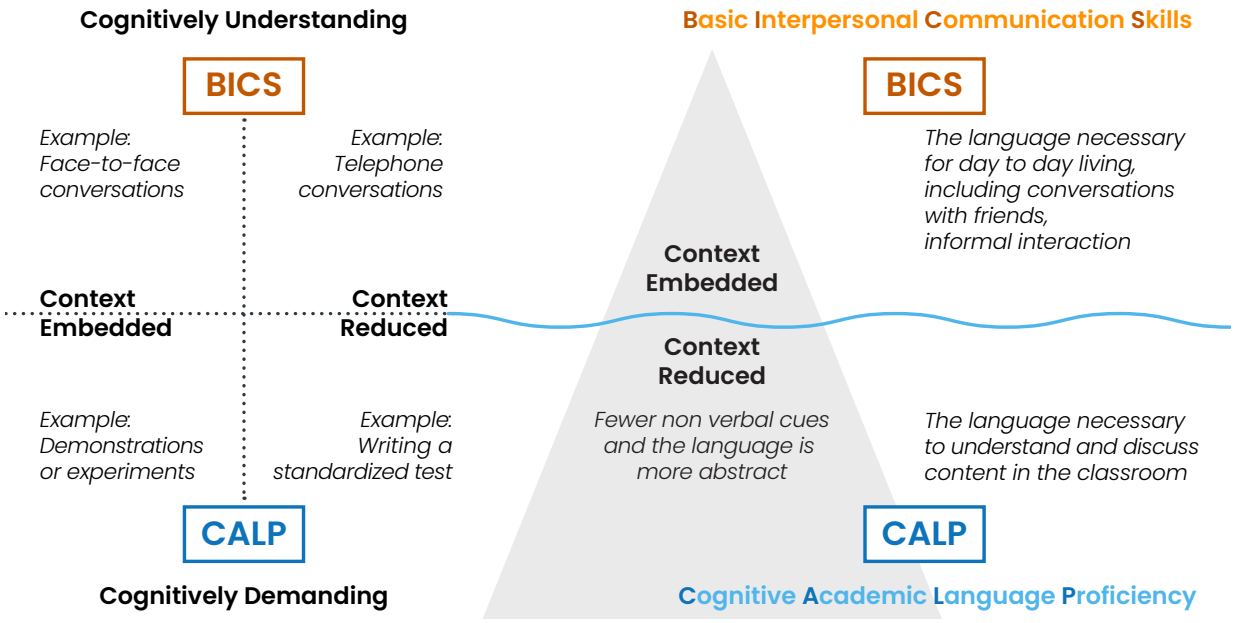
Resources:

- Plurilingual awareness
- Plurilingual Strategies for Primary Classrooms

Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) are commonly used terms in EAL education and arise from the early work of Cummins (1984) in which he demonstrated his ideas about the two principal continua of second language development in a simple matrix. BICS describes the development of conversational fluency in the second language, whereas CALP describes the use of language in academic language learning situations.

Cummins' Iceberg theory



Classroom teachers need to understand the difference between social language and academic language acquisition:

- Students who learn a second language can be expected to gain proficiency with social communication skills (BICS) over two years.
- The development of CALP skills – skills in academic language, or the language of learning –can take anywhere from five to seven years of exposure to the second language. New research shows it can take up to 10 years to achieve developmental norms.

Teaching and Learning Cycle

The Teaching and Learning Cycle (TLC) (Derewianka & Jones 2016; Humphrey 2017; Humphrey & Feez 2016) provides a principled pedagogic approach to support learning for EAL students. The TLC describes the process by which teachers make teaching and learning decisions and then act on them. The TLC provides a pedagogical framework to scaffold students with their English language learning. EAL students are not only learning English but learning through English across domain areas, including mathematics, science, history and geography.

The TLC involves five key stages, which incorporate support for reading, writing, speaking and listening through varied interactional routines: whole-group, small-group, pair, individual.

These five stages are:

1. Building knowledge of the field – understanding the role of texts in our culture and building shared understanding of the topic
2. Supported reading-continues to build knowledge of the field, but now with an emphasis on reading carefully selected texts or text extracts in the topic area.
3. Learning about the genre – using mentor texts to explicitly focus on the structure and the language of the text, how language choices work to shape meaning, and to build a shared metalanguage.
4. Supported writing – teachers and students participating in successful text construction, including modelling, joint construction and guided writing.
5. Independent Construction – students producing independent texts based on the shared understandings and metalanguage built on in the previous stages

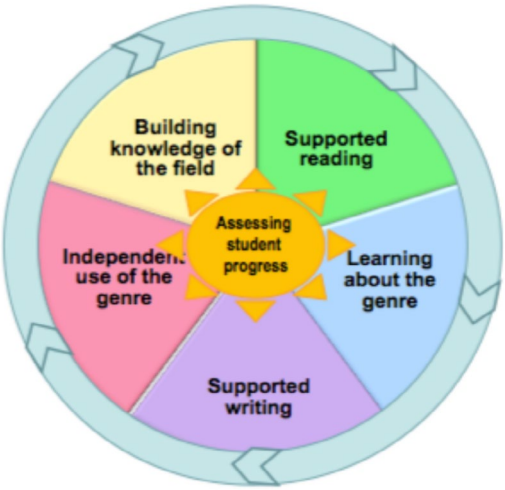


Illustration from VicTESOL Teaching and Learning Cycle Project

When you are working through the TLC, you should also consider Mariani's (1997) model of scaffolding of high challenge and high support.

Resources:

- VicTESOL Teaching and Learning Cycle Project 2018
- Scaffolding Language Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom (Pauline Gibbons, 2015)

Classroom Strategies

Oral Language

Oral language provides the foundation for all literacy learning. EAL learners require daily opportunities to practise their oral language skills. **Recommendations for oral language use in the classroom include the following:**

- Use language experience activities.
- Use concrete experiences/models as a basis for learning.
- Allow discussion during an activity with same-language peers as a way into learning.
- Model and recast vocabulary use through discussion.
- Incorporate barrier games to encourage oral language use.
- Implement small group work to boost oral language proficiency in smaller settings.

Teacher Talk

One of the key ways to support development of EAL learners' oral language skills is through supportive teacher talk. **Teacher talk can be:**

- a key source of information for newly arrived students
- communicative processes and strategies
- language structures and vocabulary
- a means of accessing curriculum content through modified input.

Some examples of supportive teacher talk are:

- slowing the pace of delivery while maintaining a natural speech rhythm
- breaking down long instructions into shorter steps
- using eye contact, facial expressions, intonation and gesture to illustrate meaning
- repeating, paraphrasing and recycling language
- allowing peers to translate
- using think-aloud strategies to model ways of talking.

Literacy

To develop the literacy skills of EAL students, teachers should **explicitly teach, model and scaffold:**

- vocabulary in context (subject-specific)
- spelling
- phonological knowledge – letter–sound relationships
- word families
- punctuation
- syntax – the way the text is organised.
- semantics – the meaning of the text.

Using a functional model of language or functional grammar (Derewianka, 2012; Halliday & Matthiessen, 2013). **This will assist in providing:**

- language for interaction
- language for text structure and organisation.

Resources:

- The Literacy Teaching Toolkit
- Tools to Enhance Assessment Literacy (TEAL)-Units of Work

Numeracy

The use of the English language is quite extensive in Mathematics, particularly with specific Mathematical concepts and terms. It is important for EAL learners to be supported with the language of Mathematics as well as English. Whilst some EAL learners may experience some success with Mathematics once processes and formulas are known, they will need to be further supported with subject specific technical words in Mathematics.

To assist in Numeracy planning for EAL learners, use the following guidelines to assist in differentiation:

- Determine the Mathematical skills required (e.g. multiplication, division etc.).
- Assess the language demands of the task. (Discuss vocabulary that is specific to mathematics. Break down the question.)
- Identify gaps (e.g. concepts which may have differing cultural understandings).
- Devise specific support for the refugee learner. (Use visual aids and concrete materials; work gradually, one concept at a time; use games and, where possible, use the learner's first language to bridge gaps in language.)
- Implement differentiation of learning and teaching, in small groups or with peer support.

Use of Visuals

Visuals provide context and access for EAL learners, who need to make sense of new information and new language to learn. Visuals enable the language demands of an activity to be reduced without reducing the cognitive demand.

Visuals support EAL learners to:

- demonstrate thought processes.
- provide a record which can be revisited for learners to clarify their thinking.
- summarise information.

report back

- introduce new vocabulary.
- access complex texts.
- develop academic language.

7. Assessment and Reporting

Assessment

EAL learners should have access to the full range of learning and assessment experiences across curriculum learning areas. They may require differentiated practices and/or additional scaffolding to support access to learning and assessment opportunities. As students' progress through the school levels, technical and abstract language demands increase across curriculum learning areas.

Teachers should use a range of assessment data and strategies to inform their judgements regarding EAL students' English language proficiency, learning needs and progress towards the Victorian Curriculum F-10 EAL achievement standards. The achievement standards of the curriculum describe what students can understand and do at the end of each level of learning.

Resources:

- Assessment of Student Achievement and Progress F-10 (including EAL students)
- TEAL Assessment Tools

Targeted Assessment

Targeted teaching can be used to differentiate between an oral language difficulty or a developmental language delay and EAL developmental factors. The targeted teaching process involves the identification and clarification of a language skill or strategy followed by the designing and implementing of a targeted teaching program that addresses the specific skill or strategy. Teachers can then determine the level of skill attainment by the student and whether further actions may be required.

A targeted teaching process should include the following steps over a recommended period of 4-6 weeks:

1. Conduct a diagnostic assessment.
2. Analyse the data from the assessments.
3. Determine a short-term goal based on the data from the diagnostic assessment.
4. Conduct targeted teaching sessions, documenting progress.
5. Conduct a post assessment.
6. Analyse the data from progress and post assessment, comparing with diagnostic assessment.
7. Depending on the analysis, further testing may be required.

Reporting

The Victorian Curriculum F-10 English as an Additional Language (EAL) curriculum **replaces** the age expected scale for English, therefore EAL students **cannot be** concurrently assessed against both the EAL and English achievements standards.

For all other curriculum areas, EAL learners **must** be reported on against the achievement standards specific to those subjects.

An EAL report provides a summary of **achievement level**, indication of **stage** within the achievement level and a **five-point expected growth scale**.

For more information on reporting requirements, refer to the
Reporting Student Progress and Achievement: 2022 Revised Guidelines for Victorian Catholic Schools.

Resources:

- EAL Reporting resource
- Five Point Scale-Scales for English as an Additional Language (EAL)
- CEVN-Reporting to EAL

8. Trauma Informed Pratice

Impact of Trauma on Learning

For many refugee students, trauma is ongoing. Trauma can have a severe, long-lasting impact on children's overall development, which often has the effect of reducing their capacity to concentrate and to learn. Situations of extreme stress become an integral part of their development (learned responses when things were not safe). Trauma can affect young children's long-term perception of themselves and the world. Traumatic experiences can affect the capacity for learning in several ways.

Some common learning issues for refugee students are:

- difficulty understanding appropriate behaviour
- stronger oral language skills in comparison to written skills
- under-developed literacy and numeracy skills
- more developed gross motor skills than fine motor skills
- poor strategies for learning
- requirement to take frequent breaks from learning to ease cognitive overload
- poor working memory skills
- difficulty concentrating
- tendency to shut down and not engage with learning and others
- difficulty working win cooperative groups
- poor impulse control
- difficulty forming relationships
- learning difficulties caused by factors such as malnutrition and deprivation
- sight and hearing problems
- anxiety.

Possible behavioural presentations due to the level of oral language ability include:

- inability to resolve conflict, or explain themselves
- miscommunication
- overdependence on known words
- anti-social behaviour
- aggression/passivity
- inability to interpret social/cultural cues (verbal and non-verbal)
- inability to work cooperatively with others
- social isolation
- experiencing a 'Silent' phase.

Resources:

- School's In for Refugees-Foundation House

9. External Services

External agencies are valuable resources to assist schools in providing new arrivals and refugee students with the support they need. Agencies are key partners which can provide social connections and settlement services, particularly for refugees and asylum seekers. Please seek locally based information for regional services.

AMES provides a comprehensive range of settlement services for refugees and migrants. These include on-arrival settlement support, English language and literacy training, vocational training and employment services.

Arabic Welfare Incorporated is a charity that supports settlement and casework support recently arrived Arabic speaking refugees and migrants.

The Asylum Seeker Resource Centre (ASRC) is Australia's largest asylum seeker organisation, delivering services through programs such as material aid, health, legal, counselling, casework and foodbank. The ASRC also aims to strengthen families and communities through community development and campaigning for social change.

The Centre for Multicultural Youth is a not-for-profit organisation based in Victoria, providing specialist knowledge and support to young people from migrant and refugee backgrounds. Our vision is that young people from migrant and refugee backgrounds are connected, empowered and influential Australians.

The Department of Education and Training (DET) provides advice and resources for teaching and learning EAL students.

The statistics section of the Department of Immigration and Border Protection website can provide up-to-date data on the migration and humanitarian programs in Australia. It also has comprehensive country profiles on several migrant source countries to Australia.

The Ethnic Communities' Council of Victoria works to empower people from culturally diverse backgrounds and giving a voice to multicultural Victoria.

FKA Children's Services (FKA) advocates for children's cultural and linguistic rights and provides support to education and care services in the provision of culturally rich environments.

Foundation House provides services to advance the health, wellbeing and human rights of people of refugee backgrounds in Victoria who have experienced torture or other traumatic events in their country of origin or while fleeing those countries.

Migrant Resource Centres are an excellent resource to assist in understanding local CALD communities. They can be found across Victoria. Search for them via the Victorian Multicultural Commission, under Resources / Community Directory.

The Royal Children's Hospital Immigrant Health Service includes a weekly outpatient clinic, patient consultations, education for service providers and work in policy development.

The School Focussed Youth Service (SFYS) is available to support students from Year 5 to 12 who are attending school but showing signs of disengaging.

VICSEG New Futures is committed to community development, capacity building, universal and secondary approaches to achieve culturally competent services for children, young people and families. VICSEG programs are in partnership with local government and community organisations to develop culturally responsive service models in childcare, family day care, maternal and child health, kindergarten, integrated family services and library services.

The Victorian Multicultural Commission supports and advocates for culturally and linguistically diverse Victorians.

10. Resources

Victorian Catholic Education Authority (VCEA)

Resources developed by VCEA available on the CEVN website, under *Student Support / Cultural Diversity / New Arrivals & Refugees.*

- Guidelines for the use of Interpreting and Translating Services for Catholic Schools in Victoria
- New Arrival Online Funding application
- New Arrivals Language Proficiency Record
- Refugee Support Strategy Funding online application
- Refugee Support Strategy Accountability Statement
- Schedule of Visa Subclasses and Conditions for Enrolments of Overseas Students

Governments and Agencies

- Australian Professional Standards for Teachers
- Victorian Curriculum F-10 English as an Additional Language (EAL)
- National Code of Practice for Providers of Education and Training to Overseas Students
- Out-of-Home Care Education Commitment:
  A Partnering Agreement between the Department of Health and Human Services, the Department of Education and Training, the Catholic Education Commission of Victoria Ltd, Independent Schools Victoria, the Victorian Aboriginal Child Care Agency and the Centre for Excellence in Child and Family Welfare
- EAL Handbook
- Literacy Teaching Toolkit
- MEA Handbook
- VRQA Guidelines

Other Resources

- The Cultural Atlas
- Reading and Vocabulary Assessment for EAL Learners (RVEAL), accessed via the Insight Assessment platform.
- Speech Pathology Australia
- Tools to Enhance Assessment Literacy for Teachers of English as an Additional Language (TEAL)
- United Nations 1951 Convention and Protocol relating to the Status of Refugees.

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