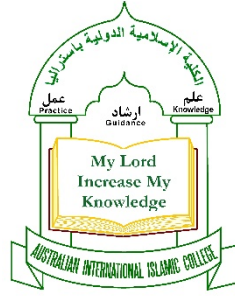


In the Name of **Allah**, Most Beneficent, Most Merciful

الكلية الإسلامية الدولية باستراليا



Australian International Islamic College

Learning Support & English as a Second Language (ESL) INFORMATION BOOKLET

2015

Our mission is to educate students with strong Islamic values and beliefs and provide an excellent academic foundation for students to advance according to the capabilities bestowed on them by Allah (SWT) to excel and achieve their career goals and live harmoniously within the wider community.

LEARNING SUPPORT

Australian International Islamic College is committed to ensuring students have access to high quality education services that meet their specific needs. The following is an overview of the services that are available to students with particular support needs.

The AIIC Support team works with class teachers across the school to assist them to adjust and individualize programs, utilize resources effectively and to meet the needs of all the students.

The Learning Support team:

Mrs Samsodien (Junior Learning Support)

Miss Ali (Junior LS/Reading recovery)

Mrs MacManus (Senior ESL Durack Campus)

Ms Graham (GC Campus ESL/LS)

Miss Doran (Junior ESL/LS Durack Campus)

We have a group of teachers from junior school classes who help with Learning Support at Durack Campus:

Miss Banwa, Miss Heslehurst, Miss Frost, Mrs Girach, Mrs Khan and Mrs Hashim, Miss Kurtic and Miss Amiri

And a group of teachers from Gold Coast campus who help with Learning Support at Gold Coast Campus:

Mr Hall, Miss Rogers, and Mr Marhashemi.

Each of our Prep classes have teacher aides to assist with learning and each one of our support staff have been assigned different year levels to cater for in ESL and Learning Support. Support staff work with classroom teachers to assist in the provision of programs for students who qualify for learning support and special education programming. Support Staff are focused on supporting the student within the classroom setting where students can be provided with direct links to classroom curriculum, positive models of behavior and social connections with peers.

ENGLISH AS A SECOND LANGUAGE (ESL)

Focus is on preparing students for life situations by improving their understanding of basic life skills using the resources we have and real life situations. Students will cover topics that include Time, Body and Health, Animals, Colors, Personal Identification and the Classroom Situation. They will learn skills like recognizing sounds, reading sight words, reading appropriate books, handwriting and many more classroom activities that will help them with the transition into the classroom learning environment and life in Australia. Students will also be given time to participate in HPE/Sport, ICT, Islamic, Quran, Arabic and Home Economics.

We have been moving towards using the Australian curriculum in the delivery of our entire ESL program. Presently we are using a combination of the NLLIA system and the introduction of the Australian curriculum framework and plan to move into our final stages of this implementation in 2015.



The Australian Curriculum covers broad descriptions of the characteristics of learner groups at each of the four phases of English language learning. ESL students of any group may be in any of the language learning phases. The learning phases are Beginning English, Emerging English, Developing English and Consolidating English. A typical English language learning pathway would include three stages of schooling; Foundation to Year 2, Years 3 to 6, and Years 7 to 10; at each stage we would assess the four phases of language proficiency and within the four phases we would address and improve the language modes of listening, speaking, reading and writing. It is important to remember that it can take many years for an ESL student to complete this progression.

Each of the four phases describes a period of significant English language learning development, and there will be differences between a student at the beginning of the phase and a student at the end of a phase. ESL students each move through the four phases at different rates: some students may move through a phase within one school year; while some may take more than one year to move from one phase to another. Students may also be at different phases across the language modes of listening, speaking, reading and writing.

Students may be required to complete ESL assessments based on Australian Curriculum descriptors and will be graded accordingly. Sufficient evidence of progress will be collected by teachers to support student learning and progress. Students may be required to complete some tasks at home and may require the support of parents, siblings or friends to ensure their progress is not hindered.

Being able to interact in society is very important. We will focus on preparing students for life situations by improving their understanding of basic life skills using the resources we have and real life situations. Students will cover topics that include Time, Body and Health, Animals, Colors, Personal Identification and the Classroom Situation. They will learn skills like recognizing sounds, reading sight words, reading appropriate books, handwriting and many more classroom activities that will help them with the transition into the classroom learning environment and life in Australia.

GENERAL INFORMATION

A. VOLUNTEERS

We always welcome volunteers to come in and assist in our learning support unit so see one of the Learning Support Team and we can accommodate you easily.

B. SCHOOL NEWSLETTER UPDATES

Please refer to the School newsletter (and school website) for updates and support.

C. READING AT HOME

Additional reading will be supplied by classroom teachers in order for students to read at home. Please direct your enquiries to your child's teacher for more information about reading at home.

D. DICTIONARY

If you are able to provide you child with an English translation dictionary, please do so.

E. THE REFERRAL PROCESS

All of our services are accessed through the referral process.

1. In the initial stage, teachers begin data collection in the area of concern. This may include observations, past teacher knowledge, standardized testing, informal classroom assessments and work samples. This assists the teacher to clarify an area of support and trial adjustments and modifications to support.
2. The teacher seeks informal support from colleagues and other support personnel in the school to trial additional strategies in the class. They may give parents a phone call during this stage.
3. The formal referral form to Learning Support is completed and sent to the Learning Support Team.
4. The student is recognized as in need of support and allocated an area of support for focus.
5. Students are continually reassessed and monitored.