Asylum Seeker Supportive Transitions Guidelines

Particul Particular thanks to the development team who have worked on this resource for the past 12 months.

Thanks also to the schools that have trialled the guidelines and provided feedback.

This guide incorporates the voice of asylum seeker students who have gone through the transition process.

Antonietta Tabe **The development team:**

Antonietta Tabe Transition Officer Noble Park English Language School

Sue Asimoudis Sue Asimoudis Transition Officer Noble Park English Language School

Mary Andara Mary Andara EAL Coordinator Dandenong Primary School

Chris Toth Christine Toth Principal Dandenong Primary School

Rebecca Learmonth Rebecca Learmonth EAL Coordinator Doveton College

Ana Finlay Ana Finlay Student Wellbeing Lyndale Secondary College

David Ogden David Ogden Student Wellbeing Dandenong High School

Claire McEwan Claire McEwan Knowledge Management Coordinator SEVR

Judy Massey Judy Massey EAL Project Officer SEVR

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| Asylum Seeker Supportive Transition Guidelines:  *Recommendations for Best Practice* |
| Background  Successful transition between and within learning and development settings is essential to a child or young person’s wellbeing and engagement with education. Whilst at its core transition involves a physical point of movement, the process of transition occurs over a period of time including stages of preparation, transfer of the student and their information, settling in and ongoing support. For asylum seekers, supportive and successful transitions can be affected by complex needs and a complicated policy and legislative context. Creating a supportive transition experience for asylum seekers requires special attention to health, structural, emotional and social support systems.  The City of Greater Dandenong has received the greatest number of people seeking asylum of any municipality in Victoria. Asylum seekers are among the most vulnerable in our community, with many having experienced forced displacement, exposure to violence and abuse of human rights, loss and separation from family members, poverty, and prolonged uncertainty about the future.[[1]](#footnote-1)  Schools play a major role in meeting the complex education, health and welfare needs of asylum seeker children, young people and families. Asylum seekers enter our school system requiring consideration and support from their point of enrolment and as they subsequently move through settings. The Department of Education and Training South Eastern Victoria Region has committed to improving the learning and development systems that support asylum seekers, and recognises supportive and successful transitions as an important first step. |
| Purpose  The purpose of this guide is to provide schools in the Dandenong, Casey and Cardinia Local Government Areas (LGA) with information and tools to implement a consistent process for transition in their setting. This guide will assist schools to work with asylum seekers, their families/carers and other learning and development providers to ensure that the foundations for supportive transition are in place across the education system in Dandenong, Casey and Cardinia LGAs. Although this guide is written with asylum seekers in mind it is hoped that schools adopt these practices for all refugee students as well.  This guide has been developed through a process of collaborative design. Transitions officers, EAL teachers and welfare officers from schools across Dandenong worked together to understand the transition experience for asylum seekers, their families/carers and schools. From this understanding they identified specific needs of those involved in transition, and isolated the essential elements of supportive and successful transition. |
| How to use this guide  The guide is designed to support schools to reflect critically on the transition practices they currently have in place to support asylum seeker transition and to support development or enhancement of transitions processes against consistent criteria. Recommendations for best practice are given in the form of essential or recommended elements for successful transition, however it is vital that schools consider their own context as part of any reflection on practice, and take from the guide those elements that meet their local need.  The guide is organised by key phases of the transition process: Pre-transition; Enrolment and Transition; Settling In; and Ongoing Support and Pathways. As transition is not linear, many strategies will apply across the phases. Each phase-specific section contains:   * a description of the transition phase * information about the identified transition needs of asylum seekers and their families/carers * essential or recommended strategies for success * a simple process map as a visual representation of transition * resources and tools that have been identified as useful in supporting transition     The transition process across multiple settings  It is important to note that the transition process for asylum seeker children and young people is not linear. The above diagram demonstrates the fluid way in which asylum seeker students, their families or carers move between each phase of transition across multiple settings. It emphasises the importance of fostering and maintaining strong connections between students and their school and broader community to ensure supportive and successful transitions. With this in mind, the four phases outlined in this guide should be understood to be fluid rather than discrete, and that the essential and recommended elements within each phase are applicable across phases and settings.    The guide also includes a checklist to aid schools in auditing their transitions response to asylum seekers and planning for improvements where needed; a list of useful contacts; and a summary of key evidence drawn on in the development of this guide. |

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| PHASE 1 – PRE-TRANSITION |
| About this phase  The pre-transition phase relates to the engagement of students and their families/carers to commence in the process of connecting to school. It enables the school or service to support them in being equipped with the knowledge, skills and resources to start or continue their education in the Victorian school system. |
| Identified concerns and needs in pre-transition |
| * Making friends and fitting in with new peers * Coping with and managing school work * Knowing what school looks like * Understanding the Victorian education system * Being understood and understanding the complexity of English language in a new setting * Leaving the feeder school/setting with academic capacity in language, numeracy, literacy and resilience |
| Essential strategies for success – laying the foundations for transition |
| ESSENTIAL   * Destination school teacher/s visits to feeder school * Primary/Secondary school staff understand EAL continuum and corresponding needs of students * Regular interaction with English speakers to improve oracy and build confidence * Regular information sessions for transitioning students and their parents/carers covering: * Victorian education system * pathways options * ways to support students before, during and after transition * Assessment of social and emotional needs of transitioning students * Assessment of health and wellbeing needs of transitioning students * Assessment of learning and development needs and education history of transitioning students * Record transitioning student needs in an Individual Learning and Development Plan * Obtain consent to share enrolment, learning, health and development information with destination school with relevant teachers |
| RECOMMENDED   * School discovery days (visits to destination schools) * Destination school open nights or expos for parents/carers of transitioning students * Destination school students visits to feeder school * Former Noble Park English Language School (NPELS) students to visit feeder school as ‘ambassadors’ |
| Relevant resources and tools  Antoniette Tabe, Sue Asimouds Transition Officers, Noble Park English Language School Tel: 9546 9578  EAL school nurse  Student welfare teacher  Victorian Interpreting service <http://client.vits.com.au>  South Eastern Melbourne Primary Healthcare Network Tel: 5911 7902  Tools for Enhancing Assessment Literacy for Teachers of English as an Additional Language <http://teal.global2.vic.edu.au>  DET, English as an Additional Language [http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/default.aspx](https://www.edumail.vic.gov.au/owa/redir.aspx?SURL=NxnWXhnVRtyZt0O-v2I9BwhTNBRcQ5QOzR7jzEYEvU-lpOqk6dTSCGgAdAB0AHAAOgAvAC8AdwB3AHcALgBlAGQAdQBjAGEAdABpAG8AbgAuAHYAaQBjAC4AZwBvAHYALgBhAHUALwBzAGMAaABvAG8AbAAvAHQAZQBhAGMAaABlAHIAcwAvAHQAZQBhAGMAaABpAG4AZwByAGUAcwBvAHUAcgBjAGUAcwAvAGQAaQB2AGUAcgBzAGkAdAB5AC8AZQBhAGwALwBQAGEAZwBlAHMALwBkAGUAZgBhAHUAbAB0AC4AYQBzAHAAeAA.&URL=http%3a%2f%2fwww.education.vic.gov.au%2fschool%2fteachers%2fteachingresources%2fdiversity%2feal%2fPages%2fdefault.aspx)    The Victorian Government ‘s vision for English as an additional language in education and development settings - <http://www.education.vic.gov.au/about/programs/cultures/Pages/eal.aspx> |

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| PHASE 2 – ENROLMENT AND TRANSITION |
| About this phase  The enrolment and transition phase refers to the period of time where students and families/carers make contact, become familiar with, connect and commit to their new education setting. |
| Identified needs and concerns in Enrolment and Transition |
| * Fitting in at the destination school * Being welcome at the destination school * Leaving the familiarity, known teachers and peers of a feeder school (where relevant) * Feeling unsettled during transition * Understanding expectations and taking in a large amount of information * Have school uniform and books ready to start the first day like everyone else * Students don’t want to be made to feel ‘special’ or that they ‘stand out’ * Students don’t want to have to re-tell their stories |
| Essential strategies for success – providing supportive and seamless transition |
| ESSENTIAL   * Support students and families/carers to feel confident about their choice of destination school * Inform students and families/carers of the legal documentation required to enrol at destination school * Provide clear information to families/carers on: * the Victorian education system – e.g. learning methods and pathways expectations * ways to support students during and after transition * Conduct enrolment meeting at destination school in the weeks prior to transition * Ensure a MEA and/or interpreter and transition officer attends the enrolment meeting * Ensure essential learning, health and wellbeing information has been transferred to destination school at enrolment * Reserve enough time at enrolment meetings for a tour of the school grounds and facilities and to meet with some key staff * Provide clear information about any foundation/reception/bridging programs students will be required to attend at transition * Organise school uniform, stationery and books prior to transition (unless otherwise arranged) * Refer any student NOT coming from the English language school to the school nurse for eye, ear and teeth check. * Follow up any existing referrals (e.g. health, counselling, speech, Student Services Support Officer (SSSO)) * Facilitate (via transitions officer) any necessary peer support conversations between feeder and destination school teachers |
| RECOMMENDED   * During enrolment: * provide a tour of the school and relevant facilities * allow time to connect with destination school ‘buddy’ * meet with teacher, coordinators, EAL staff and wellbeing staff (MEA or interpreter to be present) * Consider gradual transition options (2-3 transition days) for students with particular transition needs * Conduct a welcome and information evening for students and families/carers where ‘buddy families’ may be allocated (Multicultural Education Aide (MEA) or interpreters to be present) |
| Relevant resources and tools  New arrival students NOT arriving from NPELS – contact the Outreach Coordinators at NPELS for an EAL Placement Test Tel: 9546 9578  School nurse – only for those students NOT coming from NPELS  Victorian Interpreting service <http://client.vits.com.au>  Tools for Enhancing Assessment Literacy for Teachers of English as an Additional Language <http://teal.global2.vic.edu.au>  South Eastern Melbourne Primary Healthcare Network Tel: 5911 7902  State Schools Relief Tel: 9575 7900 can help with school uniform, glasses, work boots for VET and VCE classes and scientific calculators. Contact must be through school leadership <https://www.ssr.net.au/>  SSSO staff  MEA staff  EAL staff  Student welfare teacher  Resources available for free download from FUSE <https://fuse.education.vic.gov.au/>:   * Beginning EAL – Primary and Secondary * Where’s English? At school * Language games for EAL students * Word study for new arrivals   Foundation House has a number of resources for teachers of EAL students  <http://www.foundationhouse.org.au/schools-support-program-resources/>  Beaut buddies: <http://www.foundationhouse.org.au/schools-refugees-resource-1-beaut-buddies-school-based-peer-support-transition-program/>  Buddy programs – various  Advice for planning and implementing an effective EAL program  <http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/eslhandbook.pdf> |

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| PHASE 3 – SETTLING IN |
| About this phase  The settling in phase encompasses the period of time after students have moved into their new learning environment. It is a critical time in which a sense of belonging and community is supported and cultivated. |
| Identified needs and concerns in settling in |
| * Feeling comfortable, welcome and settled in school * Building positive relationships with adults and students in schools * Connecting with students from their feeder school/setting * Maintaining relationships with feeder school teachers and students * Not wanting to be treated differently to other students * Achieving in school and building a future pathway * Meeting financial and family/carer pressures, particularly for older students * Having the skills and knowledge to engage with school work in mainstream schools |
| Essential strategies for success – providing welcoming and supportive experiences while settling in |
| ESSENTIAL   * Provide a welcoming and respectful environment for asylum seeker children, young people and families/carers * Provide an in-school reception program or applied reception approach to support new students as they settle in to mainstream school. A program may include: * orientation to the school buildings and grounds * buddy greet and ongoing contact * class visits * learning the routines and rules of school * information about pathways within and outside school * assessment of academic skills and knowledge to assist teachers to appropriately target learning and development * getting to know teachers and peers * dedicated time to join class for lunch and play/recess * support by MEAs or interpreters * Present and provide key information about starting and thriving in mainstream school, negotiating the school environment, expectations of school pathways and settling using accessible and appropriate formats (e.g. translated resources, YouTube videos) * Ensure that teachers have access to academic, health and wellbeing information that is relevant to teaching and learning in the classroom * Establish and support regular follow ups by welfare or EAL teacher * Provide support and capacity building professional development for teaching staff and the school community including working with and supporting asylum seekers in their classrooms or at school level (e.g. impact of trauma) * Reflect and celebrate the cultures of asylum seeker students in curriculum and school community * Continue to follow up referrals - health, wellbeing, SSSO’s |
| RECOMMENDED   * Establish and support a buddy system for students * Establish and support a buddy system for families/carers * Allocate a mentor teacher that a student or family/carer can go to for any support needed * Promote positive connections between students and adults in school * Facilitate and promote ongoing peer support relationships between feeder and destination school teachers/staff * Provide opportunities for follow up contact between students and feeder school staff to share experiences and celebrate transition * Connect students with out of hours learning support and activities. |
| Relevant resources and tools  Buddy program for students  Buddy program for parents  MEA officers  Centre for Multicultural Youth [www.cmy.net.au/](http://www.cmy.net.au/)  Foundation House <http://www.foundationhouse.org.au/>  After and before school homework clubs, sports clubs and after school activities  The EAL Developmental Continuum  <http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/continuum/Pages/default.aspx>  The Languages and Multicultural Education Resource Centre (LMERC) is a specialist resource centre for schools across all sectors.  <http://www.education.vic.gov.au/school/teachers/support/Pages/lmerc.aspx>  Teaching Strategies  <http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/continuum/pages/teachstrat.aspx>  Resources  <http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/default.aspx>  <http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/ealresources.aspx>  Teacher Professional Learning  <http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/learningcalendar.aspx>  Advice for planning and implementing an effective EAL program  <http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/eslhandbook.pdf> |

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| PHASE 4 – ONGOING SUPPORT AND PATHWAYS |
| About this phase  The ongoing support and pathways phase relates to the ongoing support of students to enable them to participate academically and socially in an engaging and meaningful manner in the school. It prepares them for the best possible future transitions within and outside school. |
| Identified needs and concerns in ongoing support and pathways |
| * Older students are particularly workforce oriented * Students want the opportunities to build employment skills * Students want to participate in work experience and achieve success * Students and families/carers hold high expectations for education and pathways * Having the same opportunities as peers * Staying connected to and engaged with school * Coping with and managing more challenging school work over time * Supporting family financial and emotional needs (particularly older students) |
| Essential strategies for success – building the necessary skills for success in school and beyond |
| ESSENTIAL   * Appoint a teacher responsible for monitoring and supporting asylum seeker students throughout their time in school, not just at transition * Establish specialised follow-up mechanisms for at-risk or disengaged students * Access regular information from Department of Immigration and Border Protection and share with appropriate staff * Provide course selection support for all year levels based on strengths, interests and assessment * Provide high and medium level support as required to build English language and literacy and numeracy skills at all year levels * Develop a pathways plan with asylum seeker students both in and out of school, bringing in pathways experts where needed * Provide individual ongoing pathways case support * Provide opportunities for students to engage with VCE curriculum prior to moving into VCE * Provide opportunities for students to visit secondary and tertiary institutions |
| RECOMMENDED   * Establish ongoing peer support mechanisms for students and for families/carers – e.g. buddy system, information evenings * Provide ongoing support, professional learning and peer mentorship for teachers covering exemplary practice for the teaching of students with asylum seeker backgrounds * Provide out of hours learning support * Support students to explore and describe what success in school and pathways looks like for them * Provide opportunities to experience work and a range of industries (e.g. ‘Job Club’, work experience placements) |
| Relevant resources and tools  Foundation Senior Studies Pathways Program  Career Education Association of Victoria <http://www.ceav.vic.edu.au/>  Career Development: Resource for Teachers of English and as Additional Language  Centre for Multicultural Youth [www.cmy.net.au/](http://www.cmy.net.au/)  Various Homework clubs and out of school hours clubs  Foundation House <http://www.foundationhouse.org.au/>  School career teacher  Community resources – after school/holiday work  Resources  <http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/default.aspx>  <http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/ealresources.aspx>  Teaching Strategies  <http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/continuum/pages/teachstrat.aspx>  Career Development and Youth Transition  <http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/careers.aspx>  Career resource guidelines for EAL and CALD Young People <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/secondlanguage.aspx>  ESL and CALD career resources  <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/ealresources.aspx> |

**Checklist**

The following checklist captures the essential and recommended success elements of all four phases of transition. It is designed to assist schools to audit their existing transitions response for asylum seeker and refugee students, and to support strategic planning for improvements where needed. The checklist includes a ‘responsible’ column to support identification of roles responsible for implementing elements not already in place

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| Essential Elements | **PRE-TRANSITION** | **Yes** | **No** | **Responsible** | **N/A** |
| Destination school teacher/s visits to feeder school |  |  |  |  |
| Primary/Secondary school staff understand EAL continuum and corresponding needs of students |  |  |  |  |
| Regular interaction with English speakers to improve oracy and build confidence |  |  |  |  |
| Regular information sessions for transitioning students and their parents/guardians covering: the Australian education system – focusing on similarities and differences in own experiences |  |  |  |  |
| Assessment of social and emotional needs of transitioning students |  |  |  |  |
| Assessment of health and wellbeing needs of transitioning students |  |  |  |  |
| Assessment of learning and development needs and education history of transitioning students |  |  |  |  |
| Record transitioning student needs in an Individual Learning and Development Plan |  |  |  |  |
|  | Obtain consent to share enrolment and learning and development information with relevant teachers |  |  |  |  |
| Recommended  Elements | **PRE-TRANSITION** | **Yes** | **No** | **Responsible** | **N/A** |
| School discovery days (visits to destination schools) |  |  |  |  |
| Destination school open nights or expos for parents/guardians of transitioning students |  |  |  |  |
| Destination school students visits to feeder school |  |  |  |  |
| Former NPELS student to visit feeder school as ‘ambassadors’ |  |  |  |  |
| Essential Elements | **ENROLMENT AND TRANSITION** | **Yes** | **No** | **Responsible** | **N/A** |
| Support parents and students to feel confident about their choice of destination school |  |  |  |  |
| Provide clear information to parents on the Australian education system, teaching and learning methods, pathways, expectations and ways to support students during and after transition |  |  |  |  |
| Conduct enrolment meeting at destination school in the weeks prior to transition |  |  |  |  |
| Ensure a MEA and/or interpreter and transition officer attends the enrolment meeting |  |  |  |  |
| Ensure essential learning, health and wellbeing information has been transferred from feeder to destination school prior to enrolment meeting |  |  |  |  |
| Reserve enough time during enrolment meetings for a tour of the school grounds and facilities and to meet with some key staff |  |  |  |  |
| Provide clear information about any foundation/reception/bridging programs students will be required to attend at transition |  |  |  |  |
| Provide school uniform, stationary and books **prior** to transition |  |  |  |  |
| Follow up an existing referrals (e.g. counselling, speech, SSSO) |  |  |  |  |
| Facilitate (via transitions officer) any necessary peer support conversations between feeder and destination school teachers |  |  |  |  |

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| Recommended  Elements | **ENROLMENT AND TRANSITION** | **Yes** | **No** | **Responsible** | **N/A** |
| At transition, provide an orientation/reception including a tour of the school and relevant facilities, connect with destination school ‘buddy’, and meetings with teacher, coordinators, EAL staff and wellbeing staff (MEA or interpreter to be present) |  |  |  |  |
| Consider gradual transition options (2-3 transition days) for students with particular transition needs |  |  |  |  |
| Conduct a welcome and information evening for parents and students where ‘buddy families’ are allocated (MEA or interpreter to be present) |  |  |  |  |
| Essential Elements | **SETTLING IN** | **Yes** | **No** | **Responsible** | **N/A** |
| Provide a welcoming and respectful environment for asylum seeker children, young people and families |  |  |  |  |
| Provide an in-school reception program or applied reception approach to support new students as they settle in to mainstream school. |  |  |  |  |
| Present and provide key information about starting and thriving in mainstream school, negotiating the school environment, expectations of school pathways and settling using accessible and appropriate formats (e.g. translated resources, YouTube videos) |  |  |  |  |
| Ensure that teachers have access to academic, health and wellbeing information that is relevant to teaching and learning in the classroom |  |  |  |  |
| Establish and support regular follow ups by welfare or EAL teacher |  |  |  |  |
| Provide support and capacity building professional development to teaching staff and the school community including how to work with and support asylum seekers in their classrooms or at school (e.g. impact of trauma) |  |  |  |  |
| Reflect and celebrate the cultures of asylum seeker students in curriculum and school community |  |  |  |  |
|  | Continue to follow up referrals – health, wellbeing, SSSO’s |  |  |  |  |
| Recommended  Elements | **SETTLING IN** | **Yes** | **No** | **Responsible** | **N/A** |
| Establish and support a buddy system for students |  |  |  |  |
| Establish and support a buddy system for families |  |  |  |  |
| Allocate a mentor teacher that a student or family can go to for any support needed |  |  |  |  |
| Promote positive connections between students and adults in school |  |  |  |  |
| Facilitate and promote ongoing peer support relationships between feeder and destination school teachers/staff |  |  |  |  |
| Provide opportunities for follow up contact between student and feeder school staff to share experiences and celebrate transition |  |  |  |  |
| Connect students with out of hours learning support and activities |  |  |  |  |
| Essential Elements | **Ongoing Support** | **Yes** | **No** | **Responsible** | **N/A** |
| Appoint a teacher responsible for monitoring and supporting asylum seeker students throughout their time in school, not just at transition |  |  |  |  |
| Establish a specialised follow-up mechanisms for at-risk or disengaged students |  |  |  |  |
| Access regular information from Department of Immigration and Border Protection and share with appropriate staff |  |  |  |  |
| Provide course selection support for all year levels based on strengths, interests and formal assessment where relevant |  |  |  |  |
| Provide high and medium level support as required to build English language and literacy and numeracy skills at all year levels |  |  |  |  |
| Develop a pathways plan with asylum seeker students both inside and out of school, bringing in pathways experts where needed |  |  |  |  |
| Provide individual ongoing pathways case support |  |  |  |  |
| Provide opportunities for students to engage with VCE curriculum prior to moving into VCE |  |  |  |  |
| Provide opportunities for students to visit secondary and tertiary institutions |  |  |  |  |

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| Recommended  Elements | **Ongoing Support** | **Yes** | **No** | **Responsible** | **N/A** |
| Establish ongoing peer support mechanisms for students and for parents/families – e.g. buddy system, introduction evenings |  |  |  |  |
| Provide ongoing support and peer mentorship for teachers including exemplary practice for the teaching of students with asylum seeker or refugee backgrounds |  |  |  |  |
| Provide out of hours learning support |  |  |  |  |
| Support students to explore and describe what success in school and pathways looks like for them |  |  |  |  |
| Provide opportunities to experience work and a range of industries (e.g. ‘Job Club’, work experience placements) |  |  |  |  |
| Provide special VET courses which include a range of experiences and language support utilising and sharing resources/capability with other schools where necessary |  |  |  |  |

**Useful Contacts**

**Asylum Seekers Resource Centre**: Tel: 9326 6066 179 Lonsdale St Dandenong (Monday to Thursday) The Schools Program provides facts about asylum seekers to school students in our community in an interactive and positive learning environment. <http://www.asrc.org.au/about-us/>

# Anglicare Parent zone Tel: 5945 2000 Anglicare Victoria provides support to 70,000 children, young people and families every year.

# Through a range of diverse programs and services, they work towards strengthening families and communities so they can protect and nurture the children within them. Anglicare does this directly through services like foster care, emergency food and crisis accommodation, as well as indirectly through family and community support services such as financial counselling, parent education and group work. They also offer parenting programs. <http://www.anglicarevic.org.au/>

**Centre for Multicultural Youth**: Tel: 8571 1647 39a Clow Street, Dandenong To ensure that young people from migrant and refugee backgrounds have every opportunity to succeed in Australia. Also works with schools to develop homework clubs. <http://www.cmy.net.au/topic/about-us>

**City Of Greater Dandenong Youth Network**: Tel: 9793 2155 YStop, 39a Clow Street Dandenong CGD youth services provide free and confidential individual and family counselling and support. No mental health plan is required. <http://youth.greaterdandenong.com>

# Dandenong and Springvale Libraries. The Vault is an online resource that provides help with English language skills, homework support for primary and secondary students, reading and fun interactive games, supportive information and resources for families and access to newspapers from around the world. <http://www.greaterdandenong.com/document/27484/the-vault-unlock-your-potential>

**Embrace Education**: Tel: 0467 736 188 Embrace Education is a non-profit, university student-run organisation that offers free educational support to disadvantaged secondary school students in Melbourne, Victoria. <http://www.embrace-education.org/>

**Foundation House**: Tel: 8788 3333 155 Foster Street, Dandenong. Foundation House provides services to people of refugee backgrounds in Victoria who have experienced torture or other traumatic events in their country of origin or while fleeing those countries. The Schools Support Program recognises the expertise of teachers, the leadership of principals, and the commitment of schools, in providing for the education and wellbeing needs of all students, including those of refugee and asylum-seeker backgrounds. The Professional and Organisational Development program provides approximately 240 facilitated sessions a year to over 5,200 professionals on working with people from refugee backgrounds. <http://www.foundationhouse.org.au/>

# Headspace: Tel: 1800 367 968 Headspace is the National Youth Mental Health Foundation providing early intervention mental health services to 12-25 year olds. The service is designed to make it easy as possible for a young person and their family to get the help they need for problems affecting their wellbeing. This covers four core areas: mental health, physical health, work and study support and alcohol and other drug services.

# The services can be accessed through headspace centres, online counselling service eheadspace and postvention suicide support program headspace School Support. <http://headspace.org.au/about-us/>

**KidsMatter**: KidsMatter is an Australian mental health and well-being initiative set in primary schools and early childhood education and care services (preschools, kindergartens and day care centres). It’s a framework that helps these places take care of children's mental health needs by: creating positive school and early childhood communities, teaching children skills for good social and emotional development, working together with families and recognising and getting help for children with mental health problems. <https://www.kidsmatter.edu.au/about-kidsmatter>

**Life Without Barriers**:Tel: 8752 8500 Services include family support and out-of-home care, disability services, home and community care for older Australians, support to refugees and asylum seekers. They also work in the areas of mental health, homelessness and youth justice and have a strong commitment to reconciliation and delivering culturally sensitive programs. <http://www.lwb.org.au/>

**State Schools Relief Inc**: Tel: 9575 7900 State School Relief provides assistance directly to the child by providing quality school clothing, footwear, socks and underwear, glasses, safety boots for VET and VCAL classes. Referrals must be through the principal, assistant principal or welfare teacher. <https://www.ssr.net.au/>

**Sail Away at Somers**: Tel 9510 7066 A fun program aimed at helping to build connections and strengthen the community among youth from a new migrant or refugee backgrounds. They run the weekend program in partnership with the Sudanese Australian Integrated Learning Program (SAIL) and the City of Casey.

[info@lordsomerscamp.org.au](mailto:info@lordsomerscamp.org.au)

**South Eastern Medicare Local** Tel: 8792 1911314A Thomas Street Dandenong VIC 3175 The South Eastern Melbourne Medicare Local is part of a broad range of health care functions within the municipalities of Greater Dandenong, Casey and Cardinia that ensures local communities receive the right care in the right place at the right time by making it easier for the community and health care providers to navigate the local health care system, providing more connected care, closing any gaps and making it easier for communities to receive the treatment and services needed and supporting local primary health care providers to assist in the provision of services that meets the needs and priorities of patients and the community. [admin@semml.com.au](mailto:admin@semml.com.au)

**Southern Ethnic Advisory and Advocacy Council (SEAAC):** Tel: 9530 4986 SEAAC is a community based organisation that seeks to enable young people from migrant and refugee backgrounds to be active, informed and well skilled members of society. They explicitly seek to empower individuals and local communities to have greater influence over the decisions that influence their lives. SEAAC caseworkers provide individual support to migrant and refugee young people and their families around particular issues. Casework may involve: a comprehensive assessment of the settlement needs of the young person/family and the development and implementation of strategies to address those needs, for example: practical help (e.g. filling in forms, enrolling in study), information, referral (e.g. help with legal information), and support.

<https://www.ourcommunity.com.au/directories/listing?id=40289>

**The Smith Family**: Tel: 03 9419 7666 The Smith Family is a national, independent children's charity helping disadvantaged Australians to get the most out of their education, so they can create better futures for themselves. <https://www.thesmithfamily.com.au/>

**Try Australia: Tel:** 8545 9504 TRY Mentoring**:** aims to support disadvantaged young people between the ages of 7-20 to help them reach their potential by matching them with a positive adult role model who is able to provide support, guidance and friendship. This is achieved through a range of opportunities including one to one and group environments. <http://youth.try.org.au/node/103>

The Languages and Multicultural Education Resource Centre (LMERC) : Tel: 9349 1418 150 Palmerston St. Carlton. LMERC is a specialist resource centre for schools across all sectors. Each year up to 1000 teachers, educators and pre-service teachers borrow around 20,000 items. These include books, posters, CDs, DVDs, policy documents and realia (cultural artefacts). This service is available at no cost. <http://www.education.vic.gov.au/school/teachers/support/pages/lmerc.aspx>

# Tools for Enhancing Assessment Literacy for Teachers of English as an Additional Language (TEAL)

# The TEAL project, launched in 2015, is an online resource for teachers of primary and secondary level students who are learning English as an additional (EAL) language in Australia.  It brings together a range of tools and advice for the assessment and reporting of the English language proficiency and progress of students within an ‘assessment for learning’ framework. <http://teal.global2.vic.edu.au/>

# Victorian Multicultural Commission: The VMC has developed a Teachers’ Resource Kit, to provide teachers with some inspiration for lesson plans, activities, excursions and events to explore themes around cultural diversity. <http://www.multicultural.vic.gov.au/projects-and-initiatives/cultural-diversity-week/cultural-diversity-week-and-schools>

# VicTESOL: VicTESOL is a professional association committed to promoting excellence in Teaching English to Speakers of Other Languages and fostering and supporting cultural and linguistic diversity through high quality multicultural education. EAL professional development is also listed at this website <http://www.victesol.vic.edu.au/index.php>

**Youthworks Victoria:** Tel: 9796 3725 Youth Works aims to empower and equip young people in all aspects of their lives through a range of programs catering for the diversity of Australian society and the changing issues and needs of young people. The Youthworks team is passionate about improving the lives of each young person they encounter and creating pathways that benefit the individual and the community through training, diversion programs, mentoring, advocacy, leadership programs, healthy lifestyle programs, out of home care, sports and alternative learning programs. <http://www.youthworksvictoria.org>

Judy Massey, EAL Regional Project Officer, South Eastern Victoria Region Tel: 8765 5713 E: [massey.judy.l@edumail.vic.gov.au](mailto:massey.judy.l@edumail.vic.gov.au)



1. VAGO Report May 2014 Section 1.3. [↑](#footnote-ref-1)