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**NSW Department of Education**

Intensive English Centre (IEC) guide

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# The purpose of this guide

NSW public schools are committed to the pursuit of excellence and the provision of high-quality educational opportunities for every child. This includes provisions that support the education and English language learning needs of students who are new to Australia, to enable their equitable participation at school.

Intensive English Centres (IECs) and the Intensive English High School (IEHS) are typically located in areas of high migrant settlement. They provide intensive English tuition to newly arrived, high school aged students whose first language is not English. Targeted programs are designed to assist these students in the development of the academic English language skills and content knowledge required to successfully access the secondary curriculum.

IECs and the IEHS also provide orientation, settlement and wellbeing programs to prepare students for further study and employment and for successful participation in Australian society. IECs and the IEHS both offer similar provisions for students. However, the IEHS is a stand-alone school whereas IECs are located within mainstream secondary schools.

This guide aims to assist principals and school leaders to:

* understand the specialist nature of the IECs and the unique nature of each setting
* understand how resources are allocated to meet the needs of IEC students
* use school resources innovatively and effectively to support the learning outcomes and wellbeing of IEC students
* ensure the effective operation of the IEC within the broader school context
* recognise the role of IECs as a system-wide resource.

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# Introduction

In 2019, 35.9% (291,544) primary and secondary students were identified as having a language background other than English (LBOTE). Approximately 23% of all students (189,000 students) were learning English as an additional language and approximately 10,300 (1.3%) students were from refugee backgrounds.

English as an additional language or dialect (EAL/D) education aims to develop EAL/D students’ English language competence across the curriculum so they can fully participate in schooling and independently pursue further education, training, and employment. It includes on-arrival, intensive English tuition for newly arrived EAL/D students at the early stages of learning English and ongoing EAL/D support to develop students’ proficiency in the academic English required for success at school.

With EAL/D specialist teaching support, EAL/D students may take up to seven years to develop the Cognitive/Academic Language Proficiency (CALP) required to achieve equitable education outcomes. For refugee students who may have a background of trauma or disrupted schooling, it could take up to eleven years to master the academic language required for success in the school context. These students require additional assistance to support their wellbeing, settlement and transition to schooling in Australia.

All schools have a Strategic Improvement Plan (SIP) which must show their school community how they propose to improve student outcomes. Accountability for the effective use of funds to improve student learning occurs through the SIP and the Annual Report.

In schools that excel, resources are strategically used to achieve improved student outcomes and high-quality service delivery.

Leading Domain, School Excellence Framework

# Targeted (individual student) support

Refugee student support is a targeted funding allocation to support refugee students who have been enrolled in an Australian school for less than three years. This allocation does not include IECs and the IEHS which are separately resourced through their staffing entitlement.

The New Arrivals Program provides targeted funding to support newly arrived students who speak a language other than English as their first language and require intensive English language tuition. New Arrivals Program funding does not apply for IECs or the IEHS.

In NSW public schools, EAL/D students are identified as being in one of four phases within the EAL/D Learning Progression: [beginning, emerging, developing or consolidating.](http://www.acara.edu.au/docs/default-source/curriculum/2015_eald_learning_progression.pdf?sfvrsn=2)

Eligible newly arrived EAL/D students at the beginning or emerging phases of learning English receive on-arrival, intensive English tuition and orientation support as follows:

* + primary schools receive targeted (individual student) funding through the New Arrivals Program to deliver intensive English tuition and orientation support to primary school aged new arrivals
  + secondary and Year 6 new arrivals in metropolitan Sydney, Wollongong and Armidale may first enrol in an IEC or the IEHS which provide intensive English tuition, orientation, settlement and wellbeing programs to prepare students for successful learning in a mainstream secondary school
  + regional and rural secondary schools (in areas where there is no IEC available to support students) receive targeted (individual student) funding through the New Arrivals Program to deliver intensive English tuition, orientation, settlement and wellbeing support to secondary aged new arrivals.

Once students have completed their intensive English tuition and orientation programs, they typically attract ongoing EAL/D support funded through the equity loading for English language proficiency in the School Budget Allocation Report (SBAR). This loading supports the additional learning needs of students with limited English language proficiency and is provided to schools (excluding IECs and the IEHS) on the basis of student EAL/D phase of learning English.

# Intensive English Centres and the Intensive English High School

There are 15 Intensive English Centres (IECs) located across Sydney, and in Wollongong and Armidale. The Intensive English High School (IEHS) is located in central Sydney.

* + Armidale Intensive English Centre
  + Bankstown Intensive English Centre
  + Beverly Hills Intensive English Centre
  + Cabramatta Intensive English Centre
  + Central Sydney Intensive English High School
  + Chester Hill Intensive English Centre
  + Evans Intensive English Centre
  + Fairfield Intensive English Centre
  + Holroyd Intensive English Centre
  + Kogarah Intensive English Centre
  + Lurnea Intensive English Centre
  + Marrickville Intensive English Centre
  + Marsden Intensive English Centre
  + Miller Intensive English Centre
  + Northern Sydney Intensive English Centre
  + Warrawong Intensive English Centre.

It’s a haven away from the sadness of leaving home. We feel safe to learn our new language – the one that will open opportunities that we never imagined or had before. I can succeed now and make my parents proud. They have sacrificed everything to be here for me, my brothers and sisters.

Student IEC

# How do IECs operate within a school?

Each NSW public school is part of a unique local community. Principals of schools with IECs are required to lead diverse, dynamic communities and manage the complex needs of students and a fluctuating IEC student enrolment across the school year in ways that are inclusive, future-focused and ensure opportunity and equity for all.

The principal is accountable . . . for the quality of outcomes achieved by students in the school. The principal’s accountability is exercised within the context of the community in which the school is located and the total resources allocated to the school.

Leading and managing the school

While IECs are located within a school, they are not a faculty. They are a system-wide resource that draws a significant number of enrolments from a wide geographic area with classes organised on the basis of students’ English language learning needs rather than the scholastic year.

Students enrol at any time over the course of a school year and typically exit after three terms of tuition. Classes prepare students to access the secondary curriculum. IEC programs are aligned to NSW syllabuses, however are not intended to deliver specific syllabus learning outcomes.

Because of their unique role and purpose, IECs have been resourced to function as a sub-unit within a host secondary school, managed by a designated executive officer: the IEC deputy principal or IEC head teacher.

Staff allocated to IECs ensure the effective delivery of educational provision and include:

* + executive staff
  + classroom teachers
  + school counsellor
  + school administrative staff
  + school learning support officers (SLSOs) (bilingual).

All of these positions are clearly identified in the SBAR as per published staff entitlement reports. In determining the number of classes in an IEC, the following class sizes apply:

* + regular classes - 18 students
  + special needs classes – 10.22 students.

Each IEC class attracts the appointment of 1.4 FTE teachers. Please see the [staffing formula guidelines](https://www.teach.nsw.edu.au/documents/staffingformulaeguidelines.pdf) for more information.

# The IEC deputy principal/head teacher

For an IEC to function efficiently and effectively, there needs to be ongoing collaboration, cooperation and trust between the host school and the IEC team. Communicating and meeting regularly with the host school is essential. It’s all about working together to support the students.

Deputy Principal, IEC

The IEC deputy principal/head teacher is responsible for the overall management of the IEC and has oversight of:

* + day-to-day operations
  + staffing and recruitment
  + financial operations
  + teaching and learning programs
  + staff and student wellbeing
  + parent and community engagement
  + student enrolment, assessment and reporting
  + class formation and timetabling
  + professional learning for teaching and non-teaching staff.

# The host school principal

The IEC is unique but not separate.

Principal, IEC host school

Host school principals support the operation of the IEC in a variety of ways, including:

* + providing delegations in SAP that allow the IEC deputy principal/head teacher to manage the IEC effectively
  + providing a fair and equitable budget allocation with which to operate the IEC
  + ensuring the IEC deputy principal/head teacher is a member of the senior executive and involved in whole school decision making
  + sharing host school resources equitably across the school, including with the IEC
  + supporting effective transition of the IEC students to secondary school, which may include the host school, on completion of their IEC studies
  + meeting regularly with the IEC deputy principal/head teacher
  + ensuring the IEC deputy principal/head teacher is a member of the host school’s finance/resourcing committee.

We would not have been able to meet the needs of students in the IEC without the collaboration, support and resource sharing of the host school.

Deputy Principal, IEC

# Contacts

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