

Interview Purpose

The purpose of having an interview with parents when entering the school is to gain insight and information about the student's prior learning experiences, including their development of literacy in their first language (L1) or other languages, and any previous learning in past settings. Teachers and school leaders can use this information as the basis for their initial determination of the student's starting pathway in English and other subjects, and level on the Victorian EALD curriculum.

We hope to develop a relationship between the family and the school, and also to exchange information in order to understand the bi-lingual student's prior learning, the nature of their transition into formal English-immersion education, and the point they are at in developing their bilingual or multilingual competence as they begin formal schooling in Australian classrooms. We wish to develop a rich understanding of the student's prior learning experiences and their language and literacy skills. We hope that our conversations may continue as the year progresses to support a positive experience for your child or children.

QUESTIONS

STUDENT NAME: _____

COUNTRY OF BIRTH: _____

Australian arrival date: ___/___/20__.

List any previous Primary Schools, Kindergarten's or Childcare centres with addresses:

1. _____ Main language at centre: _____
2. _____ Main language at centre: _____
3. _____ Main language at centre: _____
4. _____ Main language at centre: _____

Please provide any educational and/or medical reports and/or assessments from these prior settings.

Did Grandparents provide primary childcare during infancy? _____

If yes, what was the primary language spoken in this setting? _____

1 Is the main language used at home a language other than English? (Please circle)

Yes.

No.

2 If Yes, What is the main language used at home?

Is there a second or third language used at home? (Please list)

2.1.1 Formal schooling from Prep - How long did the student attend previous schools in their country of origin? Please circle.

less than 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years or more
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2.1.2 How would you describe the extent of the student's prior school learning?

(Circle or highlight the most appropriate statement.)

- The student studied a full curriculum for the years of school attended.
- The student had significant gaps in learning because of interruptions to school attendance.
- Learning was limited, because hours of classes were limited (less than 4 hours per day, 5 days per week).

2.2 If the student did not attend formal education, why didn't the student attend school?

(Circle or highlight the most appropriate statement.)

- The student attended preschool, but not school.
- The student was not old enough to attend school.
- The student was old enough but had no opportunity to attend school.

3 What can the student read and write in their first language?

(Circle or highlight or tick what can be done.)

- Can the student read:
 - o their name?
 - o a children's storybook?
 - o school textbooks for the age at which they attended school?
- Can the student write:
 - o their name?
 - o a simple legend or children's story they know from their country of origin?
 - o a description of something they have learnt about at school or a description of a topic they can talk about?

Are these answers the same for other languages the student speaks? *(If any of these things can be done in more than one language, indicate the languages.)*

A. _____ B. _____ C. _____

4 Has the student learnt or used English before?

Yes. ► *Go to Question 4.1.* No. ► *Go to Question 5.*

4.1 How did the student learn English? *(Circle or highlight the most appropriate statement.)*

- The student learnt English at school.
- The student learnt to use English by talking to people (either native speakers of English or other people who speak English) in their country of origin.
- The student learnt English using the internet or a computer at home.
- Other. *(Please explain.)*

4.2 How long has the student been learning or using English? *(Circle or highlight the most appropriate statement.)*

less than 1 year	1 to 3 years	more than 3 years
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4.3 What can the student do in English? *((Circle or highlight or tick the most appropriate statement on what can be done.))*

	The student can speak and listen, or talk about this	The student can read and write about this
Introduce themselves and exchange basic personal information when they meet someone		
Ask and talk about an immediate situation (such as talk about what they are doing, ask and give directions, or buy something in a shop)		
Describe something familiar about their country of origin (such as a place, a famous person or an event such as a holiday or festival)		
Describe a topic they know about (such as how to do something, how something works or how something happens)		
Find out about something they don't already know about (such as how something works or an event)		

5 How long has the student lived in Australia? *(Circle or highlight the most appropriate statement.)*

less than 1 month	1 to 3 months	6 months to 1 year	1 to 3 years	more than 3 years
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6 Has the student previously attended preschool or school in Australia?

Yes. ► *Go to Question 6.1.*

No. ► *Conclusion*

6.1 How long has the student attended school in Australia? *(Circle or highlight the most appropriate statement.)*

less than 1 month	1 to 3 months	6 months to 1 year	1 to 3 years	more than 3 years
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6.2 Which statement best describes the student's experience and progress at school in Australia? *((Circle or highlight the most appropriate statement.))*

- The student has made good progress in the time they have attended school in Australia.
- The student had little support but has made some progress in learning.
- The student has had little support and has made little progress in learning.
- The student has had a lot of support and help but has made little progress in learning.
- The student has experienced difficulties that have interfered with learning or prevented them from learning very much.

► *Conclusion*