



School's In for Refugees Audit Tool

School name:

Date:

Purpose

The School's In for Refugees audit tool is intended to:

- provide a comprehensive picture of what your school is currently doing to support students and families of refugee backgrounds;
- identify the school's strengths and areas for whole school improvement; and
- guide whole-school action planning

How to conduct the audit

The following audit tool is divided up into Sections (1-5). After reading each question, tick the box that most closely represents where your school is at ('Yes' or 'No' or 'Review'). Add any comments that will help to clarify your answer.

Section 1: Enhancing transition practices

Students of refugee backgrounds will make multiple transitions over their school lives. They will transition between institutions and academically as they progress through the different stages of schooling. In that process, they will also need to make social transitions in engaging with their peers and teachers.

Dimension: The enrolment process

	Yes	No	Review	Comments
1. Do the school staff know how to identify students and families of refugee backgrounds, including those seeking asylum, at enrolment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2. Does the school collect information at enrolment about new students of refugee backgrounds such as country of origin, language(s) spoken at home, education history (pre and post-arrival), and visa category?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3. Are there procedures in place to support administration staff as they welcome families enrolling their children at the school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4. Does the school provide administrative staff with professional learning on supporting newly arrived students and families of refugee backgrounds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5. Does the school provide translated content language options on the school website?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Dimension: The transition process

	Yes	No	Review	Comments
6. Has the school developed a comprehensive process to ensure the successful transition of students through different stages of schooling and between schools?				
7. Does the school have designated staff to coordinate and oversee the transition process of students?				
8. Does the school regularly review its transition practices?				
9. Does the school collect school-based indicators and information/data to track individual students' risk of disengagement?				
10. Does the school have translated resources setting out school information, values and expectations?				

Dimension: Orientation/transition programs

	Yes	No	Review	Comments
11. Does the school run an orientation program to welcome new students of refugee backgrounds?				
12. Does the school involve current students in orientation programs (as buddies or guides for visits from new families)?				
13. Does the school provide new students with assistance to navigate school grounds, locate classrooms and other areas of the school?				

Dimension: Orientation/transition programs - continued

	Yes	No	Review	Comments
14. Does the school have a process in place to ensure that new students are aware of how to request assistance and access support?				
15. Does the school use feedback from students to review and improve orientation/transition programs for new students?				

Section 2: Strengthening teaching and learning

Strengthening teaching and learning relates to teacher effectiveness and the capacity of teachers to positively impact on student learning. This includes building teachers' professional knowledge and practice, and facilitating their professional engagement with colleagues and other stakeholders.

Dimension: Professional Learning for staff

	Yes	No	Review	Comments
16. Do school staff participate in professional learning which covers an understanding of the refugee experience and the impacts of trauma on learning and wellbeing?				
17. Does the school routinely evaluate staff's knowledge, ability and confidence to support students of refugee backgrounds?				
18. Does staff and student feedback reflect that staff understand the role of positive relationships for supporting trauma recovery?				

Dimension: Classroom strategies

	Yes	No	Review	Comments
19. Do teachers routinely use High Impact Teaching Strategies (HITS) to support students learning?				
20. Do teachers routinely use positive learning behaviour strategies to support student wellbeing?				

Classroom strategies - continued

	Yes	No	Review	Comments
21. Do teachers implement English as an Additional Language (EAL) strategies in mainstream classrooms across all subject areas?				
22. Does the school use the EAL continuum to monitor students' progress across all subject areas?				
23. Does the school have an EAL specialist staff member(s)?				
24. Does the role of EAL staff include supporting teachers and support staff with strategies to scaffold and modify learning support for students?				

Dimension: Out-of-school hours programs

	Yes	No	Review	Comments
25. Does the school offer/ or is it affiliated with a local agency that offers out of school hours language and learning support program(s)?				
26. Do school staff actively promote participation in these programs?				
27. Has the school sought funding for these programs?				

Dimension: Inclusive curriculum

	Yes	No	Review	Comments
28. Does the school actively use the Intercultural Capability resources to inform teaching and learning across the curriculum?				
29. Is global citizenship curriculum content included at all stages of schooling?				
30. Have teachers been given training on how to approach curriculum content in a way which is sensitive to the needs and experiences of refugee-background students?				
31. Does the school use curriculum content to support students' understanding of the impact of inequality and discrimination upon citizenship?				
32. Has the school audited its teaching and learning resources including library resources for cultural bias?				
33. Does the school provide flexible learning options to meet the needs of refugee-background students (e.g. EAL, VCAL, transition or bridging programs, tailored programs, VET and 3 year VCE)?				

Dimension: Social and emotional learning

	Yes	No	Review	Comments
34. Does the school currently deliver any social & emotional learning to students of refugee backgrounds?				

Section 3: Promoting an inclusive school climate

School climate refers to the character and quality of school life. This includes the quality of student-teacher relationships and relationships across groups of students. Affirmation of diversity, school connectedness and clarity around school rules and procedures contribute to the school climate.

Dimension: Policies and practice

	Yes	No	Review	Comments
35. Are the school's policies reflective of the cultural diversity of the school?				
36. Is the school's commitment to inclusion embedded in the school's policies and practices?				
37. Does the school have a policy on racial discrimination?				
38. Does the school have a process in place for recording and reviewing incidents of racial discrimination?				
39. Are school staff, students and families familiar with this process?				

Dimension: Interpreting and Translation

	Yes	No	Review	Comments
40. Does the school routinely use interpreters?				
41. Do staff receive training on how to use interpreters?				

Dimension: Interpreting and translation - continued

42. Does the school have written communications translated into community languages? (e.g. website, consent forms, newsletters)

Yes No Review

Comments

Dimension: Working with Multicultural Education Aides (MEAs) *1

43. Does the school employ a Multicultural Education Aide (MEA)?

Yes No Review

Comments

44. Does the school have roles and responsibilities for MEAs in line with the DET MEA Handbook?

Yes No Review

45. Are MEAs utilised by school staff as outlined in school policy?

Yes No Review

46. Does the school utilise MEAs to support and inform staff about refugee issues including country/culture-specific information?

Yes No Review

47. Does the school support MEAs to undertake relevant professional development?

Yes No Review

48. Does the school have information available for new or replacement teachers about how to work with MEAs?

Yes No Review

1. For the purposes of this audit tool, a Multicultural Education Aide (MEA) refers to a school staff member who is bicultural and/or bilingual and employed to work cross-culturally with culturally and linguistically diverse (CALD) students and families. Alternative titles for an MEA may include Bi-Cultural Worker, Education Support Staff (ESS) or Community/Family Liaison Worker.

Dimension: School environment

	Yes	No	Review	Comments
49. Does the school implement strategies to support students in the schoolyard, including preparing for break times, teaching appropriate behaviours and providing structured activities?				
50. Does the school provide a prayer room and/or quiet relaxation spaces for students?				
51. Does the school's canteen cater for all students take into account any dietary restrictions?				

Dimension: Student wellbeing

	Yes	No	Review	Comments
52. Does the school have school- wide student wellbeing and engagement guidelines for staff?				
53. Does the school have specific opportunities for students of refugee backgrounds to enable them to contribute to the life of the school?				
54. Does the school offer/ or is it affiliated with local agencies that offer out of school hours activities to build student connections and sense of belonging?				
55. Do staff at the school actively promote these opportunities to students?				
56. Does the school take into account the influence of potential health problems when addressing the well-being needs of students of refugee backgrounds?				

Dimension: Student wellbeing - continued

	Yes	No	Review	Comments
57. Does the school provide supportive and culturally sensitive information to students regarding puberty, sexual health, gender and respectful relationships?				

Dimension: Staff wellbeing

	Yes	No	Review	Comments
58. Does the school regularly review risks to staff wellbeing?				
59. Does the school allocate resources to support initiatives that positively contribute to the wellbeing of staff? (e.g. debriefing opportunities)				

Section 4: Promoting family partnerships in learning

Partnerships between schools and families is a two-way collaboration based on good communication and trusting relationships, with the goal of enhancing children's education.

Dimension: Partnership with parents and carers

	Yes	No	Review	Comments
60. Does the school provide targeted information sessions for parents and carers of refugee backgrounds to introduce them to school curriculum, policies and procedures?				
61. Do teachers make time to engage with parents and carers when opportunities arise?				
62. Does the school offer parents and carers opportunities to observe classroom activities?				
63. Does the school involve parents and carers of refugee backgrounds in the school's decision-making and planning?				

Dimension: Partnership with parents and carers - continued

	Yes	No	Review	Comments
64. Does the school identify parents' and carers' skills and interests so it can target their involvement?				
65. Are parents and carers of refugee backgrounds involved in collaborative projects where their skills and knowledge are shared?				
66. Does the school promote employment opportunities to parents and carers of refugee-background?				
67. Are there regular opportunities for parents and carers of refugee backgrounds to learn about what happens at school events (e.g. excursions, work experience, camps)?				
68. Does the school promote opportunities for parents and carers of refugee backgrounds to actively participate in the school?				

Dimension: Parents and carers supporting at-home learning

	Yes	No	Review	Comments
69. Does the school provide parents and carers of refugee backgrounds with tailored information around supporting at-home learning?				
70. Do the teachers assist parents and carers to support their children's learning, even if they do not speak English or cannot read in their first language?				

Dimension: Parents and carers - teacher interviews

	Yes	No	Review	Comments
71. Does the school initiate telephone contact with parents and carers of refugee backgrounds prior to interview dates?				
72. Does the school send the questions staff will ask and questions parents can ask at parent/teacher interviews ahead of time?				
73. Does the school display staff photographs, names and subject details in interview rooms?				
74. Does the school have a documented process for using interpreters at parent/teacher interviews (i.e. booking, logistics)?				
75. Are teachers trained to use interpreters in parent - teacher interviews?				
76. Does the school add extra time to interviews when interpreters are used?				
77. Does the school provide alternative ways to engage with parents about their children's education outside of the standard school teacher/parent interview?				

Section 5: Building partnerships with services and agencies

Partnerships with services and agencies are an important mechanism for building and sustaining the school's capacity to support students and families and increase opportunities for the school community to connect with their local community.

Dimension: Knowledge of services and agencies

	Yes	No	Review	Comments
78. Does the school work in partnership with local agencies to develop programs that support students and families of refugee backgrounds?				
79. Does the school participate in local networks which support children, youth and families of refugee backgrounds?				
80. Does the school maintain an up-to-date database of appropriate support and referral agencies for students of refugee backgrounds?				
81. Has the school invited services/ agencies with expertise in working with children, youth and families of refugee background to share their knowledge and skills with school staff?				

Dimension: Referrals

	Yes	No	Review	Comments
82. Does the school provide students and families with access and referral pathways to community supports?				
83. Do you have a designated staff member to oversee the referral process and coordinate activities with outside agencies?				
84. Has the school developed a referral system for students and referral protocols with outside services and agencies?				

Dimension: Establishing partnerships

	Yes	No	Review	Comments
85. Does the school partner or collaborate with external agencies such as health service providers and community organisations, to provide additional support for students and/or share resources?				
86. Do services and agencies have opportunities to have a presence in the school for either one-to-one support or to support program initiatives?				
87. Does the school use planning tools such as a memorandum of understanding, partnership agreement or steering committees to assist with cooperation in partnerships?				