

# English Language Proficiency equity loading 2022

## Factsheet

### What is the English Language Proficiency equity loading?

The equity loading for English language proficiency is a resource allocation provided to schools to support students who are learning English as an additional language or dialect (EAL/D).

In 2022, \$163.4 million will be allocated to schools through the equity loading for English Language Proficiency. This comprised 1,000 (FTE) EAL/D teacher positions and \$48.5 million in flexible funding.

The English language proficiency equity loading provides funding at all four phases of English, and the level of funding for each phase is calculated using evidence-based weightings.

### How are EAL/D students identified?

The English as an Additional Language or Dialect Learning Progression, developed by the Australian Curriculum Assessment and Reporting Authority, is used to collect data annually about students' phases of English language development from schools across the state.

The data for all four EAL/D phases – beginning, emerging, developing and consolidating – supports planning for learning, and informs the allocation of resources through the English Language proficiency equity loading to support English as an Additional Language or Dialect learners.

### How is the English Proficiency equity loading calculated?

Collection of data to inform the equity loading for English language proficiency is conducted in June each year via the English as an Additional Language or Dialect Annual Survey. The student data collected each year through ERN includes EAL/D phase of English language proficiency, scholastic year, length of time in an Australian school and residency status, including visa subclass.

This student data is used to calculate a school's relative English language proficiency need using a methodology that includes evidence-based weightings for different elements.

### A review of the English Language Proficiency equity methodology

A review of the English Language Proficiency equity loading methodology was undertaken over the course of 2019 and 2020 and considered five years of additional EAL/D student data. Rigorous and extensive modelling by CESE and Strategic Schools Resourcing was used to review the methodology.

As a result of the review, a new methodology with a strong evidence base has been developed to address current inequities and deliver a more equitable distribution of the loading.

The review was overseen by a working group of key stakeholders, including representatives from NSW Teachers Federation, Federation of Parents and Citizens Associations of NSW, Primary Principals' Association, Secondary Principals' Council, CESE, Strategic Schools Resourcing, Educational Standards, and Rural North and Metropolitan South and West School Performance Directorates.

### **What were the findings of the review?**

The review of the methodology identified two key risk factors:

- The risk of a student not meeting National Minimum Standards by the time they finished school
- The risk of a student not progressing to the highest phase of English language proficiency by the time they finished school.

Other findings included:

- Students from refugee backgrounds are more likely not to meet the identified risk factors
- Students most at risk were those at the early phases of learning English who had been enrolled in an Australian schools for the shortest time in high school and upper primary.

### **How has the methodology been strengthened?**

To address these risk factors new weightings have been calculated for each of the four English language proficiency phases; a revised length of time in an Australian school measure has been applied; and an increased weighting for refugee students has been calculated.

The new methodology targets resources to address the increasingly short time EAL/D students in high school and upper primary school have to learn English and engage with an increasingly complex curriculum.

### **Changes in 2022?**

Each year schools experience fluctuations in English Language Proficiency equity funding in response to changes in enrolment patterns and identified need in individual schools.

### **For more information**

[Schools Funding English language proficiency](#)

[CESE](#) report on the revised methodology for the English language proficiency (ELP) funding model

[SBAR resource hub](#)

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