

English Language Proficiency equity loading: Factsheet

What is the English Language Proficiency equity loading?

The loading for English Language Proficiency (ELP), is a resource allocation for students learning English as an additional language or dialect (EAL/D). It is one of the four equity loadings received by schools. For more information visit [Equity loadings](#).

In 2026, \$216 million will be allocated to schools through the equity loading for English Language Proficiency. This includes 1,000 (FTE) EAL/D teacher positions and \$74 million in flexible funding.

How do schools receive notification about their ELP equity loading?

This ELP equity loading is communicated to principals through the School Budget Allocation Report (SBAR) and may be allocated as a teaching component, as flexible funding or a combination of both. The equity loading is allocated for one calendar year and is intended for use in that year. Every year individual schools' ELP equity loading changes in line with changes in EAL/D student numbers, enrolment patterns across the state and levels of English language proficiency. For more information visit the [SBAR resource hub](#).

How are EAL/D students identified?

In NSW public schools, The [Kindergarten EAL/D Learning Progression](#), developed by the NSW Department of Education, is used to collect data annually about the English language proficiency phases of kindergarten learners. [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 year 1 to 12 students' phases of English language proficiency.

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.

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

How is the English Language 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 Data Collection. 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 each school's relative English language proficiency need using a methodology that includes evidence-based weightings for different elements. Each year schools experience fluctuations in English Language Proficiency equity funding in response to changes in enrolment patterns and identified need in individual schools. Further information about the methodology underpinning the English language proficiency equity loading is available in the [2021 Revised methodology for English language proficiency \(ELP\) funding model](#) report.

How should the allocation be used?

The ELP equity loading is allocated as a teaching component, flexible funding or a combination of both. The ELP equity loading teaching allocation is a centrally identified position in addition to a school's base staffing total. Teaching allocations should be filled by qualified EAL/D specialist teachers wherever possible. Flexible funding can be used to employ EAL/D teaching staff (for example \$28,400 equals approximately 0.2 teaching allocation at standard cost), to provide EAL/D professional learning for teachers or bilingual support for students. To ensure that EAL/D students' needs are catered for, funding from a variety of sources, including other equity loadings, may be combined with English language proficiency loading, as appropriate. For more information, visit [Guidelines for employing EAL/D teachers in schools](#).

Are there accountability measures for using ELP funding?

Schools that receive equity funding must explicitly state the targets and/or improvement measures related to the student groups in their School Excellence Plans (SEP).

Schools that receive an English language proficiency equity loading must develop EAL/D specific SEP goals and targets to meet the English language learning needs of EAL/D learners.

For more information see [SBAR Allocations and effective use](#).

Where can I find out more information about the EAL/D Learning Progression?

Information about the EAL/D Learning Progression is available on the [Multicultural Education webpage](#). [Introduction to the Kindergarten EAL/D Learning Progression](#) TPL00057 is a 45min self-access online course that explores the Kindergarten EAL/D Learning Progression and how to identify an EAL/D phase using the tool. [Using the EAL/D Learning Progression](#) TPL00698 is a 2-hour professional learning course which explores the EAL/D Learning Progression in depth equipping teachers of EAL/D learners with the knowledge and skills to effectively identify students' English language needs.

What are the ELP reporting requirements?

Sections 3.1.5 ,3.2.5 and 3.3.2 of the [Curriculum planning and programming, assessing and reporting to parents](#) policy standards detail the EAL/D and English language proficiency requirements for reporting to parents. For every EAL/D student the following must be included on their report:

- A comment about the student's progress in learning English
- Information about how the student's English language learning has been supported

EAL/D learners in year 1 and above also require their overall EAL/D learning progression phase (as identified in ERN) to be included on their report. Kindergarten EAL/D learners do not require their phase, however, do require a sentence stating that they have been identified as an EAL/D learner.

Where can I find more information?

To find out the ELP equity loading for your school, speak to your principal. For more information about the ELP equity loading, visit the Schools funding webpages [English Language proficiency](#).

For more information about using the ELP equity loading in school planning visit [School Excellence](#).

For more information

[SBAR allocations and effective use](#)

[Equity loadings – English language proficiency](#)

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

[EAL/D education toolkit](#)

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