

New Arrivals Program



NAP Operational Guidelines

Acknowledgement of Country

We recognise the Ongoing Custodians of the lands and waterways where we work and live. We pay respect to Elders past and present as ongoing teachers of knowledge, songlines and stories. We strive to ensure every Aboriginal and/or Torres Strait Islander learner in NSW achieves their potential through education.

New Arrivals Program

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Rationale

Intensive English language support is provided through the New Arrivals Program and the Intensive English Program, comprising Intensive English Centres and the Intensive English High School. These programs provide initial, on-arrival intensive English language support for newly arrived students whose first language is not English to prepare them for learning and active participation in mainstream classrooms in NSW primary and secondary schools.

The [New Arrivals Program](#) (NAP) provides initial intensive English language tuition for eligible newly arrived students who are learning English as Additional Language or Dialect (EAL/D) and are in the early stages of English language proficiency. The New Arrivals Program targets support to EAL/D students in primary and rural and regional secondary schools by providing funding for additional staffing allocations for up to 4 terms. [NAP funding](#) is in addition to the [English Language Proficiency equity loading](#) and [Refugee Student Support](#) targeted funding that schools receive through their School Budget Allocation Report (SBAR).

The funding provided by the New Arrivals Program allows schools to employ teachers to provide targeted support for newly arrived EAL/D learners to develop their English language skills so they are able to access the curriculum, successfully participate in learning alongside their peers in mainstream classes, and engage confidently in the broader Australian community.

The Intensive English Program will not be addressed in this document. While an integral part of the intensive English provision, IECs and the IEHS are unique in their structure and operation, and their funding is separate to that of the New Arrivals Program. Refer to the Department's [Intensive English Centres](#) webpages for further information.



NAP eligibility criteria

To be eligible for NAP support, students must meet all of the following criteria.

Students are eligible for NAP support if the students:

- are newly arrived in Australia and speak a language other than English as their first language
- require on-arrival, initial intensive English language support as they are assessed at the Beginning or Emerging phase of English language proficiency against the Kindergarten EAL/D Learning Progression or the ACARA EAL/D Learning Progression
- have enrolled in their first school in Australia within 6 months of arrival, or within 18 months of arrival for kindergarten students
- have enrolled in an Australian school for the first time, or have transferred schools within 6 months of first enrolment
- are an Australian citizen¹ returning from 2 or more years overseas, or a permanent resident or an approved temporary resident visa holder² (see visa subclasses and enrolment conditions)

¹Australian citizens may be eligible for NAP support if they:

- were born overseas to Australian citizens and lived continuously overseas for 2 years or more (AUCC1-C1-Australian citizen in ERN)
- have lived overseas continuously for 2 or more years (AUCC2-C2-Australian citizen in ERN)

²Temporary resident visa holders can only enrol in a primary or rural and regional secondary school once the Temporary Residents Program has issued an Authority to Enrol to the school (refer to the [Temporary Residents Program](#) and [Application process for temporary residents](#)).

A student is not eligible for NAP support if the student:

- uses English as a language of communication at home
- attended a school in which English was the main language of instruction before arrival in Australia
- has an AUC-Australian citizen residency status in ERN
- holds a visitor visa or other short-term visa of three months or less
- is an exchange student

Identification of eligible students for NAP support

Students who may be eligible for targeted funding through NAP can be identified at the point of their enrolment at school. Information included in a student's enrolment data can indicate to schools whether the student may be eligible for NAP support. This information includes the student's:

- main language other than English spoken at home by the student
- EAL/D phase (English as an additional language or dialect – Beginning / Emerging)
- first Australian enrolment date
- residency status
- date of arrival in Australia.

This information is automatically generated from the Department's Enrolment Registration Number (ERN) system and transferred to the [Online Data Collections for Schools](#) website where schools will be able to monitor the eligibility of their students on the NAP application webpages. However, schools should remain aware of the potential eligibility of their newly arrived EAL/D learners for NAP support.

Once schools have identified a student who may be eligible for NAP support, they will need to assess the student's English language proficiency against the relevant EAL/D Learning Progression.

To be eligible for NAP support, students' English language proficiency must be at the Beginning or Emerging phase of the [Kindergarten EAL/D Learning Progression](#) or the [ACARA EAL/D Learning Progression](#). Although assessment of a student's English language proficiency is generally conducted across all language modes (listening, speaking, reading/viewing and writing), an overall EAL/D phase must be provided.

Once a student has been assessed, a teacher will need to enter the EAL/D phase and other relevant information into ERN. It is important that student details are entered accurately as the information that appears on the Online Data Collections for Schools website is generated directly from ERN. Inaccurate entry or omission of student details can hinder the NAP application process.

Data Maintenance

It is essential that accurate information is collected on each newly arrived student and entered in ERN. This information includes date of arrival in Australia, languages spoken at home, EAL/D phase, country of birth and residency status.

When entering student details into the department’s database through ERN, schools must indicate “yes” in Speak a language other than English at home and then indicate the language spoken.

It is not the responsibility of School Administrative Support Staff (SASS) to complete the English as an Additional Language or Dialect (EAL/D) section. This section can be left blank at the time of enrolment. The entry can be completed by a teacher following assessment of a student’s English language proficiency by entering the details in the [Maintain EAL/D](#) section in ERN.

Language

Does the student speak a language other than English at home? :

if "Yes", what languages are spoken at home?

Main language other than English spoken at home by the student :

Other language spoken at home :

English as an Additional Language or Dialect (EAL/D)

EAL/D phase :

Student receiving EAL support :

Last EAL/D Assessment Date :

Other Student Details

First Australian Enrolment Date :

In Maintain EAL/D in ERN, teachers will need to indicate the EAL/D Phase of English language proficiency, the last date of EAL/D assessment at that phase, and whether the students are receiving EAL/D support.

SRN	Student Name	NR	B	E	D	C	Receiving Support	Last Assess. Date	Date of Aus Arriv.	Date of 1st Enrol	Visa	Sclass	Refg	Ind	ISC	CoB	Lang.	Bkgrnd
		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="16/03/2026"/>	25/02/2026	16/03/2026	200	Y	N	Yemen	Oromo			

Initial assessment of newly arrived EAL/D learners

EAL/D learners may enrol in NSW primary and secondary schools at any time throughout the school year. [Initial assessment](#) of newly arrived EAL/D learners' English language proficiency is required not only to effectively plan and program for appropriate support of their language learning needs, but also to apply for targeted funding through the New Arrivals Program.

To be eligible for the New Arrivals Program, students must be in the early phases of English language learning. Students' oracy and literacy must be assessed against the [Kindergarten EAL/D Learning Progression](#) or the [ACARA EAL/D Learning Progression](#). Students must be assessed at the **Beginning** or **Emerging** phases of English language proficiency to meet NAP eligibility requirements.

The EAL/D Learning Progressions describe a progression of language acquisition that is typical of EAL/D learners. It is a valuable tool that allows teachers to understand, identify and track the English language proficiency of their EAL/D learners across the skills of listening, speaking, reading/viewing and writing.

The [Guidelines for using the Kindergarten EAL/D Learning Progression](#) and the [Advice on using the EAL/D Learning Progression](#) resource, used in conjunction with the EAL/D Learning Progressions, can assist with determining the EAL/D phase of students. Some students may identify with the same EAL/D phase across all language modes, simplifying the overall phasing of students. Other students, however, may identify with differing EAL/D phases across the language modes. In this case, students' overall EAL/D phase can be determined following the process described in the examples below.

EAL/D phases across language modes	Process to determine overall EAL/D phase	Overall EAL/D phase
Listening: Emerging Speaking: Developing Reading/Viewing: Emerging Writing: Emerging	Where the student identifies with 3 or more of the same phases of English language proficiency, (e.g.) 3 Emerging + 1 Developing, enter the most <i>frequent</i> phase as the overall phase of English language proficiency.	Emerging

EAL/D phases across language modes	Process to determine overall EAL/D phase	Overall EAL/D phase
Listening: Emerging Speaking: Emerging Reading/Viewing: Beginning Writing: Beginning	Where the student identifies equally with 2 differing phases of English language proficiency, (e.g.) 2 Emerging + 2 Beginning, enter the <i>lower</i> level as the overall phase of English language proficiency.	Beginning

Initial assessment of newly arrived EAL/D learners can be conducted using a variety of teaching and assessment tools, including informal assessments based on observations of and interactions with students and collection of work samples. Assessment should include the assessment of listening, speaking, reading/viewing and writing. For kindergarten students, whose experience of literacy in any language is limited, English language proficiency assessment should focus on their listening and speaking skills.

Characteristics of Beginning and Emerging EAL/D learners

Beginning EAL/D learners	Emerging EAL/D learners
Beginning students are new to learning through English as they are starting to learn the language. They will engage with simple language tasks of the curriculum with support in their first language. They may have some print literacy in their first language. They could also have little to no experience of literacy in any language. To access the full curriculum, they require intensive, highly scaffolded and explicit instruction and learning support.	These students speak basic English and can participate in classroom behaviours and school routines. They have a growing degree of print literacy and oral language competency. They still benefit from support in their first language. To access the full curriculum, they require intensive, highly scaffolded and explicit instruction and learning support.



A range of resources and support documents is available to assist in the assessment of newly arrived EAL/D learners.

- [Using the EAL/D Learning Progression](#) provides information regarding assessment of EAL/D students using the EAL/D Learning Progression, and determination of their English language proficiency phases.
- [Guidelines for using the Kindergarten EAL/D Learning Progression](#) provides information about the Kindergarten EAL/D Learning Progression and describes the steps required to determine an EAL/D phase.
- Comprehensive descriptors detailing the characteristics of EAL/D learners for each of the skill modes for the four English language proficiency phases are also available: [Kindergarten EAL/D Learning Progression](#), [Using the EAL/D Learning Progression K-2](#), [Using the EAL/D Learning Progression 3-6](#), [Using the EAL/D Learning Progression 7-10](#)
- [ACARA EAL/D Overview and Advice](#) is a teacher resource that supports teachers as they develop teaching and learning programs with a focus on the language learning needs of EAL/D learners.



Intensive English Program application process

Application for the New Arrivals Program differs according to the type of school and its location. NAP applications can be submitted by schools at any time throughout the year.

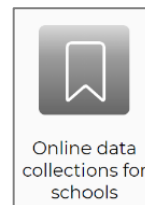
Location	School year	Application process
Metropolitan Sydney, Armidale and Wollongong	Year 6* and Years 7-12	Refer to the local Intensive English Centre (IEC)/Intensive English High School prior to enrolment
Metropolitan Sydney, Armidale and Wollongong	K-Year 6*	Following enrolment, apply for NAP via the tab on the online data collections for schools website
All other areas across NSW	K-Year 12	Following enrolment, apply for NAP via the tab on the online data collections for schools website

*Eligible Year 6 students may transfer from a primary school to an IEC/IEHS to prepare for high school entry the following year. To be considered, a Year 6 student must be 11 years of age by 31st July in the enrolment year.

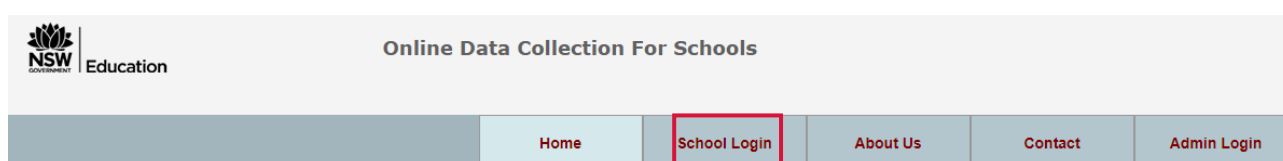
For Year 6 students, attendance at an IEC or the IEHS is optional. Schools should discuss this option with parents/carers so they can make an informed decision about pursuing enrolment at an IEC. It is important to explain the purpose of an IEC to our newly arrived families and provide them with information about the intensive English language tuition and orientation, settlement and wellbeing programs offered to students in IECs. Refer to [Intensive English Centres \(nsw.gov.au\)](https://www.nsw.gov.au/intensive-english-centres) for more details.

Application process for NAP support

Schools must apply for NAP support for their newly arrived EAL/D learners within 6 months of a student's first enrolment in school. Schools apply through the [Online Data Collections for Schools](#) website. It can also be accessed by selecting the Online Data Collections for Schools tile in 'my essentials' in the department's Staff Portal.

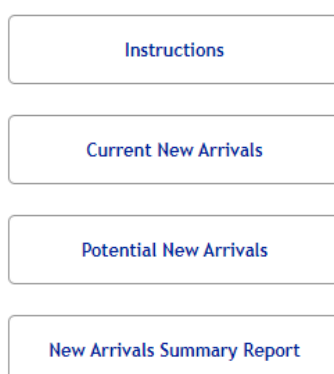


Schools will need to login to the Online Data Collections for Schools website using their school code and password. Once logged in, the NAP application webpages can be accessed via the New Arrivals Program (application) tab.



Data for EAL/D learners who are eligible for NAP support is generated automatically from ERN and is uploaded regularly to the Online Data Collections for Schools website. Schools are responsible for monitoring the NAP application webpages and for applying for NAP support for their eligible newly arrived EAL/D learners.

Schools can access their individual school page on the NAP application webpages by selecting the 'Schools' button. Four buttons help to navigate through the webpages.



Detailed instructions to support completion of the application are included. To proceed with the NAP application, schools should follow the instructions provided to assist with the NAP application process using the Online Data Collections for Schools website.

Eligible students

Students who are eligible for New Arrivals Program (NAP) support will be listed on the NAP application webpages as either **current** or **potential** new arrivals.

Current New Arrivals

Current newly arrived students are immediately eligible for NAP support. Students highlighted in green are currently included in the school's NAP allocation. Students highlighted in yellow have had a NAP application submitted and are awaiting processing. Students who are not highlighted require their application to be submitted.

N ^o	Grade	First Name	Family Name	SRN	Gender	Language	EAL/D Phase (Current)	Australian Arrival Date	First Australian Enrolment Date	Authority To Enrol Number	Visa Code	Visa Name	Refugee	NAP Eligibility (Start)	NAP Eligibility (End)	Previous School	Status
1	Year 1				F	Bengali	Emerging	13/02/2026	04/03/2026		500	Dependant of international student (Temporary Residents Program)	No	Term 1, 2026	Term 4, 2026		Awaiting Approval
2	Kindergarten				F	Bengali	Beginning	13/02/2026	04/03/2026		500	Dependant of international student (Temporary Residents Program)	No	Term 1, 2026	Term 4, 2026		Approved

Potential New Arrivals

Potential students may be eligible for NAP support but are missing data in ERN to support their application. Missing details are highlighted in red. Schools will need to update this data in ERN to progress with the application. Once schools update and/or amend missing or incorrect details, students will be relisted as current new arrivals, and schools will be able to proceed with the NAP application.

Grade	First Name	Family Name	SRN	Gender	Language	EAL/D Phase (Current)	Australian Arrival Date	First Australian Enrolment Date	Authority To Enrol Number	Visa Code	Visa Name	Refugee
1 Year 6				M	Pashto	Unknown/Not Provided	22/01/2026	05/03/2026		202	Global special humanitarian	Yes
2 Year 5				M	Chaldean Neo-Aramaic	Unknown/Not Provided	20/02/2026	10/03/2026		202	Global special humanitarian	Yes

Grade	First Name	Family Name	SRN	Gender	Language	EAL/D Phase (Current)	Australian Arrival Date	First Australian Enrolment Date	Authority To Enrol Number	Visa Code	Visa Name	Refugee
1 Year 7				M	Unknown/Not Provided	Beginning	06/08/2025	02/02/2026		010	Bridging Visa Class A	No

NAP applications are processed within several days and schools will receive a notification email advising of the outcome of the application, and if appropriate, detailing the additional staffing allocation that must be used to employ a teacher to support newly arrived EAL/D learners. Schools are also able to track the progress of their applications through the [Online Data Collections for Schools](#) website.

The teacher allocation and level of funding for NAP support is determined using a sliding scale formula which incorporates student need, level of existing school EAL/D funding and individual school contexts.

New Arrivals Summary Report

The New Arrivals Summary Report provides information about your school’s NAP staffing allocation. This data can assist with school planning and organisation of NAP support.

A weekly account of a school's NAP staffing allocation for each school term is displayed, including the equivalent number of days of NAP support the staffing allocation provides. These figures reflect the approved students listed on the Current new arrivals page. The staffing allocation may change as students enrol in or leave the school.

A prediction of the NAP staffing allocation for a school is also provided for upcoming school terms. As a predicted allocation, it is subject to change. The predicted staffing allocation is based on the continued enrolment of eligible newly arrived students at the Beginning and Emerging EAL/D phases. This allocation may also change with new enrolments of eligible students.

Teacher Weekly Allocation (Year To Date)					
Term 1					
Term (Week)	Refugee Student Count	Non Refugee Student Count	Total Student Count	Current NAP Staffing Allocation	Days of NAP Support equivalent
Term 1 (Week 2)	2	6	8	0.4	2.0
Term 1 (Week 3)	2	8	10	0.5	2.5
Term 1 (Week 4)	2	8	10	0.5	2.5
Term 1 (Week 5)	2	8	10	0.5	2.5
Term 1 (Week 6)	2	8	10	0.5	2.5
Term 1 (Week 7)	2	10	12	0.6	3.0
Term 1 (Week 8)	2	10	12	0.6	3.0
Term 1 Subtotal					18.0

Teacher Term Allocation (Upcoming)				
Term (Upcoming)	Refugee Student Count	Non Refugee Student Count	Total Student Count	Predicted NAP staffing allocation
Term 1-2026	0	15	15	0.6
Term 2-2026	0	9	9	0.4
Term 3-2026	0	5	5	0.2
Term 4-2026	0	3	3	0.0



Unlisted students

If newly arrived EAL/D learners are not listed as either current or potential new arrivals on the NAP application webpages of the Online Data Collections for Schools website, schools should check students' details on ERN to ensure that relevant information has been included accurately and that the students meet NAP eligibility requirements.

Common reasons for which students are not listed on the Online Data Collections for Schools website are:

The student's details have not been entered accurately in ERN.

- *Schools should amend and update this information.*

The student has not been given a Beginning or Emerging EAL/D phase.

- *Schools should assess the student and enter an EAL/D phase for the student.*

The student does not meet NAP eligibility requirements.

If there is an error in ERN or an update is made, students will appear on the NAP application webpages once amended, and schools will be able to complete a NAP application following the process described earlier.

If schools believe students are eligible for NAP support and should be listed, and have updated student data in ERN accordingly, schools should email eslnap@det.nsw.edu.au with the student's name and SRN.

The student's eligibility for NAP support will be assessed. If the student meets all of the eligibility criteria, the student will be added to the NAP application webpages and the school will be able to proceed with the application process. If the student does not meet the eligibility criteria, the school will be informed of the reasons for which the student is ineligible.

Special consideration cases

Special consideration for NAP support may be offered to students whose situations fall outside the standard NAP eligibility requirements. Special consideration is approved on a case-by-case basis and is at the discretion of the Multicultural Education team.

To apply for special consideration for NAP support for a student, the school principal should email eslnap@det.nsw.edu.au with a request for special consideration and provide the students' name, SRN, EAL/D phase, reason for the request and supporting evidence.

The student's situation will be considered in the context of the school with a focus on the student's learning needs. If special consideration is approved, the school will receive a notification email confirming approval for special consideration and providing details of the staffing allocation that will be provided to support the student.

Special consideration is usually provided to schools that have little or no EAL/D resources with which to support their students with intensive English language learning needs. If schools have an existing NAP or EAL/D teacher allocation, or receive an English Language Proficiency (ELP) equity loading, these resources should be used to support their newly arrived EAL/D learners who do not meet NAP eligibility requirements.

Bilingual SLSOs

SLSO Bilingual allocations are provided to schools that enrol four or more newly arrived EAL/D learners from refugee backgrounds through the New Arrivals Program. Schools do not need to apply for this support; it is automatically allocated.

The provision of bilingual support to newly arrived EAL/D learners makes them feel safe and supported, and creates a clear channel of communication between schools, students and their families. Bilingual SLSOs provide bilingual support for newly arrived students in the classroom allowing them access to the curriculum as they learn English.

For further information regarding the role of bilingual SLSOs refer to the [Statement of Duties](#), see page 3.

Extension of NAP support

NAP support cannot be extended beyond the approved period.

Allocation of NAP support

The NAP staffing allocation a school receives is informed by each school's level of English Language Proficiency (ELP) equity loading provided through the SBAR. An automated system is used to calculate NAP staffing allocations and the allocations vary from one school to another.

The minimum staffing allocation a school can receive is 0.2 FTE. Schools with a low level of ELP equity loading may receive a 0.2 NAP allocation for a single student, while a school with a higher level of ELP equity loading may need, for example, 4 students to receive a 0.2 NAP allocation.

In some circumstances, a school with a high ELP equity loading may not attract additional NAP funding. In these cases, the intensive English teaching support should be provided through the ELP equity loading resource. It is essential that all newly arrived EAL/D learners who meet NAP eligibility criteria be included in a school-based intensive English program.

Eligible students will continue to be listed on the New Arrivals Program application section of the Online Data Collections for Schools website. If a school enrolls additional eligible newly arrived EAL/D learners, the school may qualify for an additional NAP staffing allocation at a later stage.



NAP staffing allocations and advice

The New Arrivals Program provides funding for additional EAL/D teacher staffing support for eligible newly arrived EAL/D learners for up to 4 school terms. The teacher allocation that a school receives is determined by the number of eligible students, the school’s English language proficiency equity loading resource, and students’ refugee status.

NAP applications are processed within several days. Schools will be notified via email of the result of their NAP application. NAP advice emails are sent to the school email address, to the principal and to the staff member noted as the submitter of the online application. The NAP advice email includes the following information:

New Arrivals EAL/D teaching allocation (see example below) – this is presented as an FTE (full time equivalent) number, shows the start and end period of NAP support, and gives the total number of days that NAP funding will cover for the engagement of a dedicated NAP EAL/D teacher. A forward prediction of NAP support may also be included, and is dependent on students’ continued enrolment, EAL/D phase and schools’ ELP equity loading.

For schools with significant numbers of eligible students from refugee backgrounds, a bilingual School Learning Support Officer (SLSO) allocation may also be provided. The start and end period of bilingual SLSO engagement will be included, as well as possible extension.

Staffing type	FTE 2024	Start		To		Days	NAP term-by-term extension online & SLSO extension below
		Week	Term	Week	Term		
NAP EAL/D teacher	0.8	1	3	1	3	4	To check current and predicted staffing allocations, use the New Arrivals Summary Report accessible through the New Arrivals Program (Application) link via the Online Data Collections for Schools website. NAP staffing allocations are subject to change in line with eligible students.
	1.0	2	3	10	3	45	
NAP SLSO (Bilingual)	0.2	1	3	10	3	10	0.2 term 4, dependent on the continuing enrolment of sufficient eligible refugee students.

Payment of staff – this includes the appropriate WBS code and information about temporary and casual employment of staff.

Budget adjustments – these are provided to schools on a month-by-month basis **in arrears** and are calculated on the current temporary standard daily rate (Eastern & Central Division).

Further information – this includes a list of people schools may contact for further advice and support regarding the New Arrivals Program, as well as links to relevant sites and documents for program advice.

Appropriate use of NAP funding

New Arrivals Program (NAP) funding is one of the department's three [targeted funding](#) streams that provide personalised learning and support to eligible students, and must be used for the purpose for which it is allocated to schools.

NAP funding must be used to employ a teacher to provide intensive English language tuition to eligible newly arrived EAL/D learners. Students are best supported by teachers, and preferably EAL/D qualified and/or experienced teachers should be employed to fill NAP staffing allocations where possible.

Some students who fall outside of NAP eligibility but may be newly arrived and have intensive English language support needs could be included in an intensive English language program alongside their eligible peers. Students who are not EAL/D learners should not be included in these programs.

NAP funding cannot be used to purchase resources or to fund services. The funds are provided for staffing to NAP teacher position only.

Some schools may wish to use School Learning Support Officers (SLSO) or educational paraprofessional staff to facilitate student learning using the funding provided for NAP teacher positions. This is not an appropriate use of NAP funding without prior consultation.

If there is a particular reason to employ an SLSO to support delivery of an intensive English language program in place of a teacher through NAP funds, seek advice first from the New Arrivals Advisor via email eslnap@det.nsw.edu.au or telephone 02 7814 3046. Guidance will be provided on a case by case basis.

Roles and responsibilities

All schools and teachers are responsible for creating a safe and productive school environment that promotes differentiated learning and that respects, values and celebrates cultural and linguistic diversity.

While the following description of roles and responsibilities is specific to the New Arrivals Program, detailed information about the roles and responsibilities pertaining to the general instruction of EAL/D students is available in [EAL/D Advice for Schools](#).

Schools

Schools are responsible for:

- applying for New Arrivals Program support for eligible newly arrived EAL/D learners
- maintaining details about the teacher, funded through NAP, who is responsible for delivering targeted EAL/D support to eligible students
- ensuring that qualified EAL/D teachers, where possible, are engaged on a temporary basis to provide EAL/D teaching support to newly arrived EAL/D learners
- engaging, where approved, experienced bilingual SLSOs to support newly arrived EAL/D learners
- developing a plan for the targeted use of NAP funding including teacher/bilingual SLSO allocation and program development

Teachers

Teachers employed through the New Arrivals Program support newly arrived EAL/D learners, facilitate their orientation to Australian schooling, and help them to develop their language and literacy skills so they will be able to participate in mainstream learning. Where possible, teachers with recognised TESOL qualifications and experienced in EAL/D education should be engaged to fill funded teacher allocations.

The teacher is responsible for:

- identifying the learning and wellbeing needs of their newly arrived EAL/D learners and communicating these needs to the class teacher and other relevant staff

- working collaboratively with class teachers to develop programs, practices, strategies and resources which support the English language and literacy learning of newly arrived EAL/D learners
- providing advice on and implementing appropriate modes of delivery that best meet the needs of newly arrived EAL/D learners
- planning and teaching programs that cater to the English language needs of newly arrived EAL/D learners using practices and principles of differentiated instruction
- monitoring, assessing and evaluating the progress of newly arrived EAL/D learners using the [Kindergarten EAL/D Learning Progression](#) or the [ACARA EAL/D Learning Progression](#) and [ESL Scales](#).

Class/subject teachers

Class/subject teachers are responsible for the educational programs of all students in their class. This includes tailoring teaching and learning practices to accommodate the individual needs of newly arrived EAL/D learners.

The class/subject teacher is responsible for:

- understanding the needs of their newly arrived EAL/D learners
- working collaboratively with the teachers responsible for delivering NAP support to develop programs, practices, strategies and resources which support the English language and literacy learning of newly arrived EAL/D learners
- providing advice on and implementing appropriate modes of delivery that best meet the needs of newly arrived EAL/D learners
- planning and teaching programs that cater to the English language needs of newly arrived EAL/D learners using practices and principles of differentiated instruction
- monitoring, assessing and evaluating the progress of newly arrived EAL/D learners using the [Kindergarten EAL/D Learning Progression](#) or the [ACARA EAL/D Learning Progression](#) and ESL Scales
- reporting English language proficiency information in school reports for parents of EAL/D learners in their class as outlined in the [Curriculum planning and programming, assessing and reporting to parents K-12 policy](#) document
- ensuring teaching and learning environments promote and value diversity and are culturally and linguistically inclusive.

Bilingual Student Learning Support Officers (SLSO)

Providing bilingual support to newly arrived EAL/D learners, particularly those from a refugee background, is important to enable students to feel safe and welcomed in their new school, and to facilitate their learning of English as an additional language or dialect. Bilingual SLSOs are responsible for:

- providing educational and wellbeing support within the classroom in students' home languages
- working collaboratively with EAL/D and class teachers to support the English language and literacy learning of newly arrived EAL/D learners
- liaising with the families of newly arrived EAL/D learners in a bilingual capacity as needs demand.



Conclusion of NAP support

Conclusion of NAP support may occur due to one or more of the following reasons:

- students have completed their period of support
- students have advanced beyond the Beginning or Emerging EAL/D phase
- the number of eligible newly arrived students has fallen below the required number to attract NAP funding.

When a newly arrived EAL/D learners is nearing the completion of their period of NAP support, schools will receive an email advising the week and term that NAP funding will conclude.

As schools deliver targeted NAP support to their newly arrived EAL/D learners they should also plan for continued EAL/D support beyond the funded period. This ensures the ongoing support required for students' continued development of their English language proficiency. Differentiated instruction will continue to assist students to successfully access the curriculum and progress academically as they move through the scholastic years.

These EAL/D learners will receive funding through the school's [equity loading for English Language Proficiency](#), and it is the school's responsibility to ensure that this resource is used effectively to support EAL/D learners' ongoing language development.

Changing schools

NAP funding cannot be transferred between schools. NAP teacher allocations are provided through targeted funding and are based on the continued enrolment of eligible newly arrived EAL/D learners at Beginning and Emerging phases. The teacher allocation indicated in the NAP advice email may change if an eligible student leaves the school.

It is possible for a student's new school to apply for NAP support through the online NAP application website. However, a new allocation is dependent on the student's period of enrolment in the first school, the student's current EAL/D phase and the new school's level of ELP equity loading.

Extended leave

If a funded newly arrived student takes extended leave from school, schools must inform the New Arrivals Advisor by emailing eslnap@det.nsw.edu.au to advise of the situation. NAP funding will cease and a new application must be created when the student returns. A new allocation is dependent on the length of time NAP support was received and the student's EAL/D phase.

Intensive English Outreach Program

The Intensive English Outreach class is an initiative under the New Arrivals Program and Central Sydney Intensive English High School (CSIEHS) providing intensive English teaching support for newly arrived secondary students in rural and regional schools.

Lessons delivered by EAL/D teachers at CSIEHS are provided for up to 50 minutes per day for an average of two school terms per student. As learning is synchronous using MS Teams classroom, students require a suitable learning space and supervision. Lessons are guided by the Intensive English Programs Curriculum Framework (IEPCF) using topics from across the curriculum that are aligned to school KLA topics where possible.

Students who are eligible for the Intensive English Outreach class:

- must meet the guidelines for eligibility for New Arrivals Program teaching support
- are enrolled in a rural or regional school that does not have an existing EAL/D program
- are assessed at Beginning English on entry into the class
- are in years 7-10

Schools must first apply for NAP support as the application process will identify students who are eligible for the Intensive English Outreach class. Schools will still receive a NAP teacher allocation which must be used to employ a teacher to provide support for the student. This teaching support is in addition to the support provided through the Intensive English Outreach class.

Successful implementation of this support is dependent on an effective partnership between the EAL/D teachers at CSIEHS, the school-based Intensive English Outreach Coordinator and the student's subject teachers so the newly arrived EAL/D learner is supported in their learning. Support will be provided for subject teachers to assist in the design of effective differentiation of learning.

For more information about the Intensive English Outreach program, contact:

Jodie Braiding, EAL/D Education Advisor (rural and regional)

jodie.braiding@det.nsw.edu.au

T: 7814 3731

Central and community schools

A central school is defined as a school containing both primary and secondary departments and seeks to provide secondary education for children both from nearby primary schools as well as from its own primary section. Central schools have become characteristic of regional districts where the population is too small to support a single high school.

A community school is defined as a school catering for students from kindergarten through to Year 12. Community schools differ from central schools in that they have been established not because there are too few secondary students to support a high school, but because of a choice to have K-12 education provided by one school. The community schools across NSW include distance education schools, a learning village, a technology school and a school of performing arts.

NAP funding in central and community schools is calculated using a ratio which distributes a proportionate amount of funding dependent on the number of newly arrived EAL/D learners in primary and secondary departments, incorporating an additional weighting for secondary students.

*Community schools are indicated in the table below by an *asterisk.*

Central and Community Schools		
School full name	Principal Network	Directorate
*Alexandria Park Community School	Port Jackson	Metro South
Ardlethan Central School	West Wyalong	Rural South and West
Ariah Park Central School	West Wyalong	Rural South and West
Ashford Central School	Northern Tablelands	Rural North
Balranald Central School	Deniliquin	Rural South and West
Baradine Central School	Western Plains	Rural North
Barellan Central School	West Wyalong	Rural South and West
Barraba Central School	Namoi	Rural North
*Batlow Technology School	Gundagai	Rural South and West
Bingara Central School	Namoi	Rural North

Central and Community Schools

Binnaway Central School	Mudgee	Regional North and West
Boggabilla Central School	Connected Communities Team 3	Connected Communities
Bonalbo Central School	Clarence Valley	Rural North
Boorowa Central School	Yass	Regional South
Bowraville Central School	Connected Communities Team 2	Connected Communities
Braidwood Central School	Queanbeyan	Rural South and West
Brewarrina Central School	Connected Communities Team 3	Connected Communities
Bulahdelah Central School	Great Lakes	Regional North and West
Bundarra Central School	Namoi	Rural North
Coleambally Central School	Narrandera	Rural South and West
Collarenebri Central School	Barwon	Rural North
Coolah Central School	Mudgee	Regional North and West
Coolamon Central School	Narrandera	Rural South and West
*Dubbo School of Distance Education	Macquarie	Regional North and West
Dunedoo Central School	Mudgee	Regional North and West
Emmaville Central School	Northern Tablelands	Rural North
*Evans River Community School	Lennox Coast	Rural North
*Finigan School of Distance Education	Queanbeyan	Rural South and West
Goodooga Central School	Western Plains	Rural North
Gulargambone Central School	Western Plains	Rural North
Guyra Central School	Northern Tablelands	Rural North

Central and Community Schools

Hillston Central School	Griffith	Rural South and West
*Hunter School of Performing Arts	Newcastle	Regional North
Ivanhoe Central School	Griffith	Rural South and West
Lake Cargelligo Central School	West Wyalong	Rural South and West
Lightning Ridge Central School	Western Plains	Rural North
*Lindfield College	Gordon	Metro North
Lockhart Central School	Narrandera	Rural South and West
Lord Howe Island Central School	Hastings	Regional North and West
*Lucas Heights Community School	Woronora River	Metro South and West
Manilla Central School	Namoi	Rural North
Mendooran Central School	Mudgee	Regional North and West
Menindee Central School	Connected Communities Team 2	Connected Communities
Merriwa Central School	Mudgee	Regional North and West
Molong Central School	Orange	Rural South and West
Mungindi Central School	Barwon	Rural North
Nimbin Central School	Richmond	Rural North
Oaklands Central School	Narrandera	Rural South and West
Peak Hill Central School	Mitchell	Rural South and West
Portland Central School	Lithgow	Regional North and West
*Southern Cross School of Distance Education	Lennox Coast	Rural North
The Rock Central School	Hume	Rural South and West
Tooleybuc Central School	Deniliquin	Rural South and West

Central and Community Schools

Tottenham Central School	Mitchell	Rural South and West
Trangie Central School	Macquarie	Regional North and West
Trundle Central School	Mitchell	Rural South and West
Tullamore Central School	Mitchell	Rural South and West
Tullibigeal Central School	West Wyalong	Rural South and West
Ungarie Central School	West Wyalong	Rural South and West
Uralla Central School	Armidale	Rural North
*Wadalba Community School	Tuggerah Lakes	Regional North
Walcha Central School	Armidale	Rural North
Warren Central School	Mitchell	Rural South and West
Wilcannia Central School	Connected Communities Team 2	Connected Communities
Woodenbong Central School	Richmond	Rural North
Yeoval Central School	Mitchell	Rural South and West



Hospital schools

For students requiring care and treatment, hospital schools provide continuity of learning, participation in school practices and connection to a school community. These are important for newly arrived EAL/D learners to maintain their language development, subject content learning and wellbeing.

Newly arrived EAL/D learners enrolled in NSW public primary and secondary schools are able to attend a hospital school if they are:

- admitted to hospital for five days or more
- admitted on a regular basis or
- referred under special needs.

Once a student is enrolled at a hospital school, a shared enrolment is established with their base school. If the student meets all of the NAP eligibility criteria, the student will be eligible for NAP support whilst attending the hospital school. The principal of the hospital school can apply for NAP support by sending a request via email to eslnap@det.nsw.edu.au. Once funding is approved and a NAP staffing allocation is confirmed, the school will need to engage a teacher. The teacher engagement will need to allow for flexibility to ensure that the intensive English support accommodates the students' medical needs and appointments.

Communication and collaboration between teachers at the hospital school and base school are essential to discuss the student's learning needs and to determine appropriate intensive English support for the student. The student may be able to attend a classroom in the hospital or may require tuition in their hospital ward, so the organisation of intensive English support and planning of educational activities will need to be adaptable.

The NAP staffing allocation will conclude when the student leaves the hospital school. The base school may be able to reapply for NAP support through the online NAP application webpages if the student continues to meet NAP eligibility criteria. A new allocation is dependent on the student's period of enrolment at school, the student's current EAL/D phase and the ELP equity loading of the base school.

Hospital Schools		
School full name	Principal Network	Directorate
Bankstown Hospital School	Bankstown	Metro South and West
Illawarra Hospital School	Wollongong	Regional South
John Hunter Hospital School	Newcastle	Regional North
Liverpool Hospital School	Liverpool	Metro South and West
Royal North Shore Hospital School	North Sydney	Metro North
Royal Prince Alfred Hospital School	Port Jackson	Metro South
St George Hospital School	Kogarah	Metro South
Sutherland Hospital School	Port Hacking	Metro South and West
Sydney Children's Hospital School	Bondi	Metro South
The Children's Hospital School	Girraween	Metro South

Contacts

To contact any of the Advisors, please email EALD.Education@det.nsw.edu.au or telephone the Advisors directly.

Role	Phone
New Arrivals Advisor	02 7814 3046
EAL/D Education Advisor - rural and regional	02 7814 3731
Intensive English Programs Advisor	0417 734 035
Refugee Student Programs Advisor	02 7814 3796

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