

New Arrivals Program



NAP Support Guide

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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Organising support for newly arrived EAL/D learners

It is the responsibility of schools and teachers to plan for effective teaching and learning for newly arrived EAL/D learners receiving targeted NAP funding in order for these students to have access to intensive English support that meets their language learning needs and school learning outcomes. Where possible, a qualified and experienced EAL/D teacher should be allocated to teach newly arrived EAL/D learners.

Organising targeted and developmentally appropriate English language and literacy support for newly arrived EAL/D learners is influenced by the number of students at the school, their phase of English language proficiency, and their personal contexts and experiences. It is also dependent on other factors such as whether there is an existing EAL/D program and EAL/D staffing allocation at the school, as well as the school's resources and timetable constraints.

As the teacher allocation funded through the New Arrivals Program is limited, it is important that this support is carefully planned and timetabled to ensure that the teacher delivering intensive English support is able to provide effective instruction to their newly arrived EAL/D learners, taking into consideration their English language learning needs. It is also important to use available time for intensive English support efficiently for maximised learning opportunities for these students.

The ways through which this targeted support is delivered will vary depending on each school's context. When organising NAP support for their newly arrived EAL/D learners, schools will have to navigate a number of variables such as existing structures in the school, the amount of the NAP teacher allocation, and the availability of qualified EAL/D teachers and other teaching staff.

These variables will influence when and how NAP support is delivered. Schools may choose to timetable NAP support on a single day of the week, on a daily basis, or spread the support throughout the week. Schools may choose to offer NAP support using different instructional modes including targeted intensive English sessions, withdrawal lessons, parallel classes, specialised programs, various co-teaching models, and by incorporating the development and enhancement of teaching and learning materials, resources, units of work and programs. Teachers delivering NAP support, whether class teachers and EAL/D teachers, may choose to work collaboratively and develop joint teaching programs together.

Schools can refer to [EAL/D Advice for Schools](#) for further information on the delivery of EAL/D teaching modes.

Models of organisation of NAP support



School A

• School A is a metropolitan Sydney primary school. It has an existing EAL/D program and a 1.0 EAL/D teacher allocation, of which 0.2 is funded through NAP. There are already 8 newly arrived students supported through NAP funding. The school enrolls a further 3 eligible students, thereby increasing the EAL/D teacher allocation by 0.2 for a total allocation of 1.2. The teacher allocation, funded through NAP, is absorbed into the existing allocation to support all 11 eligible newly arrived EAL/D learners. Intensive language support is offered through targeted group withdrawal lessons, co-teaching and specialised programs.



School B

• School B is a regional NSW primary school. It has no EAL/D program or EAL/D teacher allocation. The school has only one eligible newly arrived student and the 0.2 EAL/D teacher allocation is used to support that student. The school chooses to distribute the teacher allocation for 2 hours each day over 3 days throughout the week. The teacher provides intensive language support to the student in targeted withdrawal lessons, in-class support and through the development and enhancement of materials in collaboration with the class teacher.



School C

• School C is a rural NSW primary school. It has no EAL/D program or EAL/D teacher allocation. The school enrolls 5 eligible newly arrived students but are unable to employ a qualified EAL/D teacher to fill the 0.4 teacher allocation. The school chooses to employ a casual teacher to relieve the class teacher for one day a week. The class teacher provides intensive language support to the students through withdrawal lessons. The school also adds 0.2 of the total 0.4 to the school's LaST teacher's allocation. The LaST teacher provides language support over three mornings by offering in-class support to the student.



School D

• School D is a regional NSW secondary school. It has 14 eligible newly arrived students. The school creates an intensive English class with a 1.5 EAL/D teacher allocation and a 0.6 bilingual SLSO allocation. Students are taught English through various Key Learning Areas and are supported in their first language by a bilingual SLSO. 5 students conclude NAP and 3 students move to the Developing phase. As the school can no longer sustain an intensive English class structure, the remaining students are provided language support in mainstream classes through co-teaching, a parallel English class and EAL/D resourcing.

Language and curriculum demands for newly arrived EAL/D learners in Stage 6

Students who are eligible for NAP funding are entitled to targeted English language support provided by this program. However, an important consideration for schools is that a newly arrived EAL/D learner enrolling in Year 11 may experience difficulty in meeting the academic challenges of the Preliminary and HSC courses, and the HSC Minimum Standard.

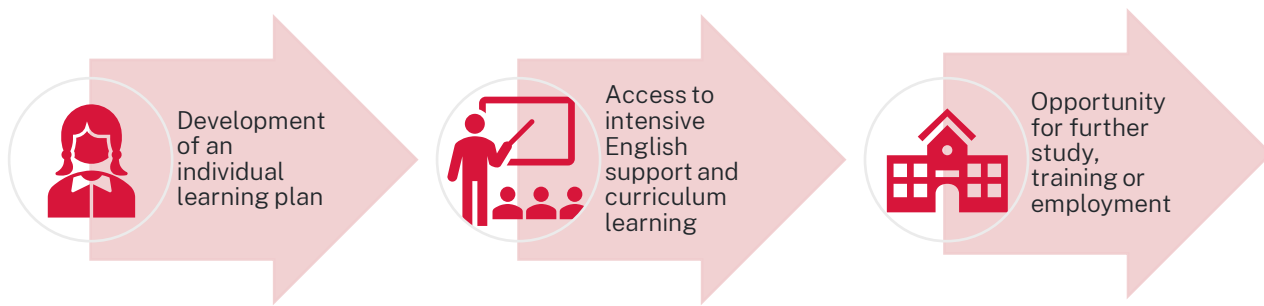
Starting high school in a new country is a daunting experience for any student as they encounter new and unfamiliar procedures and practices, and face the challenge of engaging with potentially unfamiliar curriculum content. For newly arrived EAL/D learners enrolling in Stage 6, who enter high school with limited English and limited time to develop their academic English and content knowledge, the challenge is greater, and the experience can be even more unsettling.

Newly arrived students in the early phases of English language proficiency are learning and developing basic oral language and literacy skills in English. They require intensive, highly scaffolded and explicit instruction and support to learn English alongside learning curriculum content, concepts and skills. The language and curriculum demands of Stage 6 courses are often beyond students' current linguistic capabilities, limiting their understanding of and engagement with required coursework.

It is likely that newly arrived EAL/D learners in the early EAL/D phases will not meet the necessary outcomes to achieve their course of study due to the limitations of their English language proficiency. These students will require a carefully designed and structured pathway for learning, leading to successful school completion, which recognises their need to learn English through an intensive English program while simultaneously trying to access rigorous curriculum content and assessment tasks from Stage 6 curricula.



A structured pathway for learning



Schools enrolling newly arrived Year 11 students in the early phases of English language proficiency will need to consider possible options that will offer the students a structured pathway for learning that leads to successful school completion. This pathway for learning should allow students to develop their English language proficiency, to acquire curriculum content knowledge and skills, and provide them with alternatives for further study or training within school, TAFE or the adult education sector, or employment.

When enrolling a newly arrived EAL/D learner in year 11, schools should consider:

- developing an individualised learning plan that provides a student with an appropriate pathway for learning that enables the student to access intensive English support as well as access to curriculum learning
- placing a student in Year 10, if the student is of an appropriate age, and using Year 10 as an intensive English year
- suggesting a student repeat Year 11, particularly if the student enrolls in Year 11 from Term 2 onwards, and using the initial year as their intensive English year
- supporting a student with Year 11 subject selection to ensure they can access the learning
- advising students on Year 11 subject selection where a non-ATAR path of study may be appropriate.

It is important that schools provide realistic expectations of learning and achievement to newly arrived EAL/D learners in Stage 6 and their parents/carers, and implement strategies to support their settlement, learning and wellbeing. Clear and accessible advice about pathways to tertiary education or employment should be provided in line with students' and parents'/carers' aspirations. Schools can seek advice from careers and transition advisors to assist students to identify education and career options, and to determine suitable pathways. These discussions can help to reduce stress and pressure on students as they commence learning English in a mainstream school. Contact [Career and Workplace Learning](#) for further information. Using the Department's [interpreting services](#) is recommended to communicate clearly with students and their parents/carers.

EAL/D enhancements to coursework and assessment tasks

In addition to providing targeted support for the English language learning needs of newly arrived Stage 6 EAL/D learners, EAL/D enhancements should be made to teaching and learning programs across Key Learning Areas (KLA) to allow students equitable access to curriculum content learning.

Enhancements can include:

- bilingual support
- glossaries
- questions written in simple language
- extra time (at the discretion of the school)
- scaffolded support for learning when completing in-class tasks as well as external assessment tasks in all key learning areas.

Enhanced assessment tasks allow newly arrived students to comprehend the assessment and to demonstrate their understanding of curriculum content and skills across key learning areas by removing or reducing barriers posed by language.

Languages other than English (LOTE)

Enrolment in a Stage 6 language course in a student's home language may provide newly arrived EAL/D learners with a subject selection option that is both accessible and enriching. Language distance education courses (Preliminary and HSC) are offered via [NSW School of Languages](#) and students can be encouraged to select a language course (continuers and extensions) in their home language if it is available. NSW School of Languages caters for students in Years 9 to 12 who attend a NSW government school. [Community language schools](#) may also be available in some [rural and regional areas](#).

Organisation and delivery of NAP support

The organisation and delivery of English language and curriculum learning support for newly arrived EAL/D learners in Stage 6 will vary according to each school context, the resources available to each school, and individual student needs.

Organisation of NAP support could include:

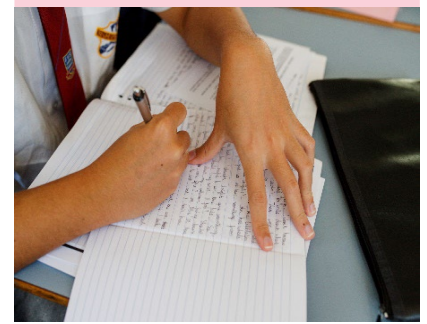
• **Intensive English program support:** the teacher delivers an individualised English language program for a part of the school day



• **In-class support:** the teacher provides differentiated support to a whole-class program, teaching language alongside curriculum content



• **Withdrawal support:** the teacher purposefully withdraws the student from class to deliver targeted instruction e.g. to consolidate subject learning



Supporting newly arrived students in Stage 6

A range of resources and support documents is available to assist teachers in supporting their newly arrived EAL/D learners.

The Intensive English Programs Curriculum Framework (IEPCF) comprises four documents which provide a text-based approach for explicitly teaching English through key learning areas. Each IEPCF document is aligned to a level of intensive English language development reflecting increasing English language proficiency. The framework documents for each level and text types guides for Level 2 and Level 3 can be accessed on the [Intensive English Centre](#) webpage.

The [ACARA EAL/D teacher resource](#) provides an overview of the needs of EAL/D learners and advice regarding factors that affect students' learning.

The [ACARA EAL/D content elaborations](#) for KLA English highlight students' needs by providing language learning considerations for EAL/D learners. These content elaborations also serve as an example of EAL/D enhancements teachers can add to their teaching and learning programs to cater for the language and content learning needs of their students.

EAL/D teaching and learning

Supporting newly arrived EAL/D learners

It is essential that newly arrived EAL/D learners' affective needs are met first in order for students to feel at ease in the classroom, and to encourage their willingness to participate in learning activities and take risks with language production. Starting a new school in a new country and having to learn in and through a new language, can be a daunting and overwhelming experience for newly arrived EAL/D learners. Many newly arrived EAL/D learners may at first be reticent to participate in class.

This 'silent period' is a common phase in second language acquisition in which students are actively processing the language they hear around them, despite not producing the language themselves or wishing to communicate orally. By establishing a safe and nurturing learning environment, newly arrived EAL/D learners can be reassured that they will be supported when they are ready for active production of English.

Students in this early phase of language learning can be supported through the use of non-verbal techniques such as gestures, body language and facial expressions, miming, sketches, visual aids, as well as the use of students' home language to communicate with them. Students can be encouraged to respond in the same manner, thereby avoiding pressure to produce language when they are not developmentally ready.

Other strategies to create a welcoming class environment for newly arrived students include:

- learning about the student e.g. correct pronunciation of their name, their home language, their cultural background, their interests
- providing bilingual support from a bilingual SLSO where available
- pairing the student with a supportive buddy who speaks the same language where possible, or a sympathetic peer
- visually displaying class rules and expectations
- maintaining consistent class routines
- using Standard Australian English and reducing slang and colloquialisms
- speaking at a reasonable pace and emphasising key words
- reducing teacher talk

- giving clear, concise instructions and reinforcing with facial expressions, gestures and other visual support
- allowing the student time to understand and to be able to respond to questions
- asking open ended concept checking questions to ensure students understand instructions
- offering individual assistance when possible
- encouraging the student to continue to use their home language
- encouraging the student to participate in class discussions and activities.

As students' confidence and language competency develop, teachers can introduce more targeted language and structures that will enable newly arrived EAL/D learners to participate in classroom behaviours and routines, and to navigate learning new content.

Teachers should provide students with models of authentic language with reduced use of jargon and colloquialisms, use a range of subtle error correction techniques such as rephrasing and recasting, provide additional time for students to respond to questions, reduce teacher talk, use open ended and concept checking questions, and provide opportunities for communicative interaction in flexible groupings.



Curriculum planning and programming

Teachers will need to develop a learning program which includes English language learning outcomes (relative to the subject stage outcomes), learning experiences and planned assessment. Language learning needs to occur in the context of the curriculum. Therefore, programming support for newly arrived EAL/D learners must be driven from the curriculum and work towards curriculum outcomes. If students are to be withdrawn from classes, then it is essential that EAL/D and mainstream teachers have collaborated about the language and curriculum teaching focus. See p.17 for further advice on withdrawal.

Newly arrived EAL/D learners benefit from a culturally and linguistically responsive pedagogy that allows them to draw on their home language and experiences in an authentic manner while meaningfully building their English language skills and literacy in order to access curriculum content. This pedagogy involves teaching language and structure in context and [explicitly teaching](#) students how language works as they learn content.

Effectively supporting the learning needs of newly arrived EAL/D learners across the curriculum requires teachers to identify the language and literacy demands of texts used in teaching and learning programs, and to be aware of any assumed cultural and conceptual knowledge within the curriculum.

Programs for newly arrived EAL/D learners should focus on the development of oral language skills as this forms the foundation of broader literacy. Initially, newly arrived EAL/D learners need to learn to communicate about themselves, to engage in simple social interactions with their teachers and peers, and to negotiate a new learning environment – all in English. They should be encouraged to draw on their home language to facilitate the development of their English language skills. At the same time, newly arrived EAL/D learners need to be supported as they learn curriculum content and are immersed in an unfamiliar schooling culture.



Planning support for the language learning needs of newly arrived EAL/D learners

The **New Arrivals Program checklist** (Appendix A) guides teachers to gather necessary information about their newly arrived EAL/D learners and to plan for an effective intensive English program.

The **EAL/D student profile and assessment** (Appendix B) serves as a starting point for teachers when developing a language learning plan for their newly arrived EAL/D learners. It allows teachers to:

- gather information about the personal and educational backgrounds of their newly arrived EAL/D learners
- to maintain and track English language proficiency data
- consider how their students can be supported in the school.

After initial assessment of a student's English language proficiency, teachers of newly arrived EAL/D learners should develop a language learning plan that:

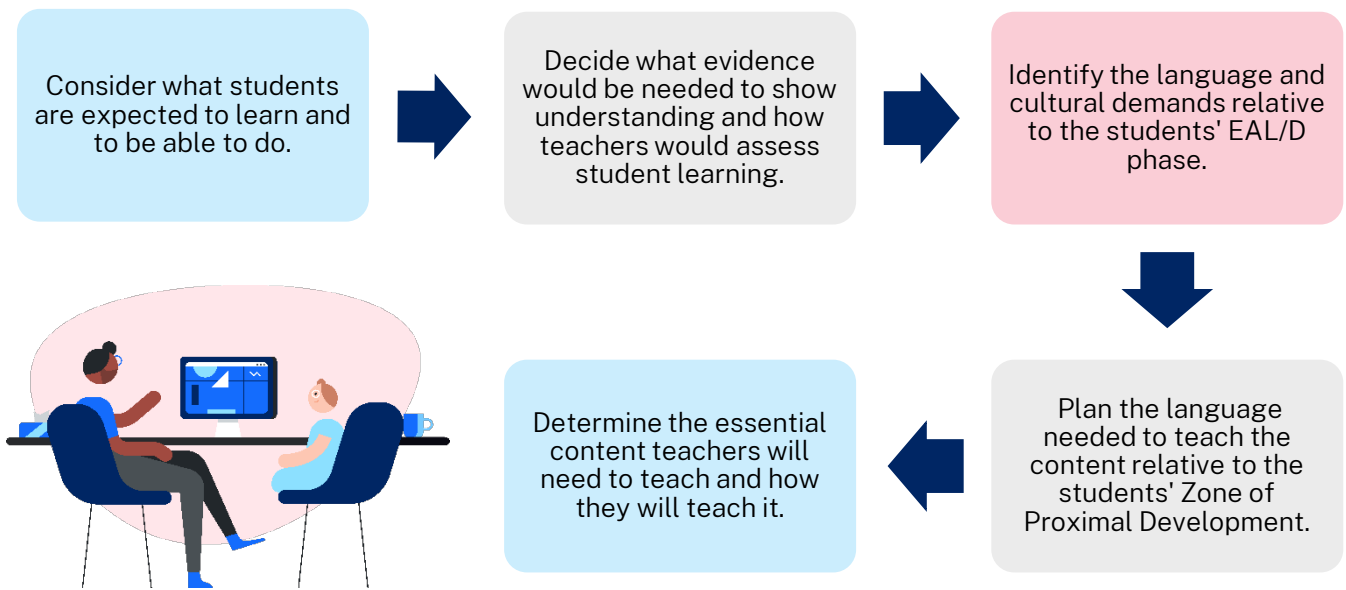
- identifies the student's needs
- connects English language learning outcomes to classroom learning
- describes an appropriate plan for English language support
- details strategies to support the specific needs of the student
- considers how students can demonstrate what they know, understand and can do
- allows for flexibility as the student's English language learning needs change.

The **EAL/D language learning plan** (Appendix C) can be used to plan support for the language learning needs of newly arrived EAL/D learners. Teachers may use the EAL/D language learning plan as a model when developing their own plans to suit their specific school context and learner needs.

EAL/D specialist teachers and class teachers should co-develop language learning plans for their newly arrived EAL/D learners where possible, using the EAL/D specialist teacher's expertise to guide the planning. This ensures that the intensive English program is aligned as closely as possible to students' classroom learning, and that instruction targets their specific language learning needs. The person or people responsible for developing the language learning plans will depend on each school context and availability of staff, however, a collaborative approach is preferable.

Backward mapping

Backward mapping is a key process in effective planning and programming, teaching and assessing of newly arrived EAL/D learners which enables teachers to develop well-sequenced learning experiences and to implement targeted instructional strategies to achieve specific learning goals. Backward mapping can help teachers to anticipate the language and literacy needs of their newly arrived EAL/D learners and also the challenges posed by gaps in their cultural and conceptual knowledge, allowing teachers to better accommodate their students' learning needs.



Planning and programming for newly arrived EAL/D learners can be supported through the use of the ESL Curriculum Framework documents, the ESL Steps: ESL Curriculum Framework K-6 (primary) and the Intensive English Program Curriculum Framework (secondary).

The ESL Steps: Curriculum Framework K-6 is a stage based teaching guide ([Early Stage 1](#), [Stage 1](#), [Stage 2](#) and [Stage 3](#)) and provides a social view of language learning.

The Intensive English Programs Curriculum Framework offers a text based approach targeted at four English language proficiency levels ([IEP resources](#): Foundation, Level 1, Level 2, Level 3) to prepare secondary aged students for high school through the explicit teaching of English through key learning areas.

These planning and programming tools can be used alongside school curriculum documents to support the English language learning of newly arrived EAL/D learners.

Planned and contingent scaffolding

Language learning requires scaffolding. Newly arrived EAL/D learners need new language to be explicitly modelled in an authentic learning context. They also require opportunities to practise the language in a range of contexts to develop proficiency in that language.

As teachers will need to simultaneously teach content, language and literacy, support for language development should be planned into the lesson but must also allow for contingent (at point of need) support.

Strategies that underscore EAL/D pedagogy provide both high challenge and high support for students by activating prior schema, [building the field](#), talking to learn, modelling, scaffolding learning, [message abundancy](#), sequenced activities employing a controlled-guided-independent approach, use of visual support and interactive tasks.

Planned scaffolding involves:

- including culturally inclusive practices and ensuring curriculum content is relevant
- presenting learning intentions and success criteria for each lesson clearly
- explaining what students need to understand and what they need to be able to do
- activating prior knowledge by drawing on students' experiences and by accessing what they already know about a topic
- building the field to build a shared understanding of a topic and to introduce and pre-teach or frontload new concepts and vocabulary
- using a range of strategies to support understanding of new concepts and language including discussion, visuals, multimedia, realia, KWL charts, anticipation guides
- supporting students' speaking and listening skills by maximising opportunities for the use of oral language. Students learn through talking and need to practise and reinforce new language. Incorporate student-centred strategies and model the language that students need to use and understand
- explicitly teaching phrases and expressions which allow students to communicate in class, in pairs and in groups
- using open ended questions to provide students with opportunities for higher order thinking and to extend their language production

- using a range of communicative and collaborative activities e.g. barrier games, running dictation, data hunts, jigsaw tasks
- allowing for flexible groupings, and pairing and grouping students with more able peers
- encouraging the use of bilingual dictionaries and translating devices to support understanding of meanings
- explicitly teaching the language of the topic. Provide students with key vocabulary in advance and allow them to preview material before the lesson
- providing topic notes and summaries in simple language, using a simple layout and include visual support
- ‘chunking’ text by breaking down complex texts into more manageable pieces. Texts can be ‘chunked’ into sentences, paragraphs and sections to make it easier for students to understand, organise and synthesise information
- using a range of directed activities related to text ([DARTs](#)) to help students read, understand, interpret and analyse texts e.g. predicting, matching, sequencing, labelling, grouping, sorting, completing graphic organisers, tables, cloze and dictogloss, as well as defining, note taking, highlighting key information, and summarising
- scaffolding writing for students, using visual support, sentence starters and frames, checklists, and writing templates
- sequencing learning activities using a controlled-guided-independent approach.

Controlled: (full scaffolding) An activity designed to provide controlled exposure to and use of target language needed for learning. The activity draws students’ attention to the use of target language. Students are supported to use receptive skills (listening and reading) through noticing aspects of target language.

Guided: (partial scaffolding) An activity designed to enable structured multiple exposure to and use of target language needed for learning. The activity structures the use of target language with clear guidelines. Students are guided to use both receptive skills and productive skills (speaking and writing) through recycling of target language.

Independent: (minimal scaffolding) An activity designed to allow independent use of target language needed for learning. The activity encourages independent use of target language with established criteria. Students independently apply productive skills through recasting of target language.

Contingent scaffolding involves:

- speaking clearly and more slowly when introducing new concepts and language
- rephrasing questions and comments when your message is unclear to the student
- providing wait time to allow students to understand messages and to formulate their responses
- explaining idiomatic expressions and culturally specific terms and the contexts in which this language is used, how it is used and to what it refers
- recasting the language the student needs to learn. S: “There is three states of matter.” T: “There are three states of matter. What are the three states of matter?”
- modelling correct pronunciation and word stress of technical language specific to your KLA
- using a variety of questioning techniques to prompt, guide and extend students.



Withdrawing newly arrived EAL/D learners from class

Withdrawing newly arrived EAL/D learners for targeted support can be a valuable instructional mode when it is implemented meaningfully and with purpose, it is provided as a short-term support, and it is closely connected to classroom learning. Withdrawal should *complement* rather than *limit* students' access to mainstream learning.

Withdrawal is appropriate when:	Withdrawal is less appropriate when:
It supports students' transition to school by providing immediate support that facilitates student orientation and wellbeing	Students miss core content learning, interrupting lesson sequences, or if they are repeatedly withdrawn from the same subject
<p>It provides intensive support to students who are at Beginning or early Emerging phases</p> <ul style="list-style-type: none"> • to develop 'survival' English (e.g. social language, instructions, basic classroom routines) • to build foundational literacy (alphabet knowledge, phonics, simple sentence structures) • if they cannot yet access the class lesson meaningfully, even with scaffolding 	The classroom learning environment already provides effective differentiation and scaffolding, or when in-class support would be more suitable and beneficial for students.
Teachers pre-teach target language and content that will support upcoming learning experiences, or to consolidate their understanding of target language and content following a lesson	Students would benefit from exposure to rich, authentic language models, as well as interaction with their peers
Teachers provide focused, efficient teaching of multiple students with shared needs in a small group (e.g. similar English language proficiency, same language backgrounds)	It is used as a long-term instructional mode and separates newly arrived EAL/D learners from learning alongside their peers in the classroom

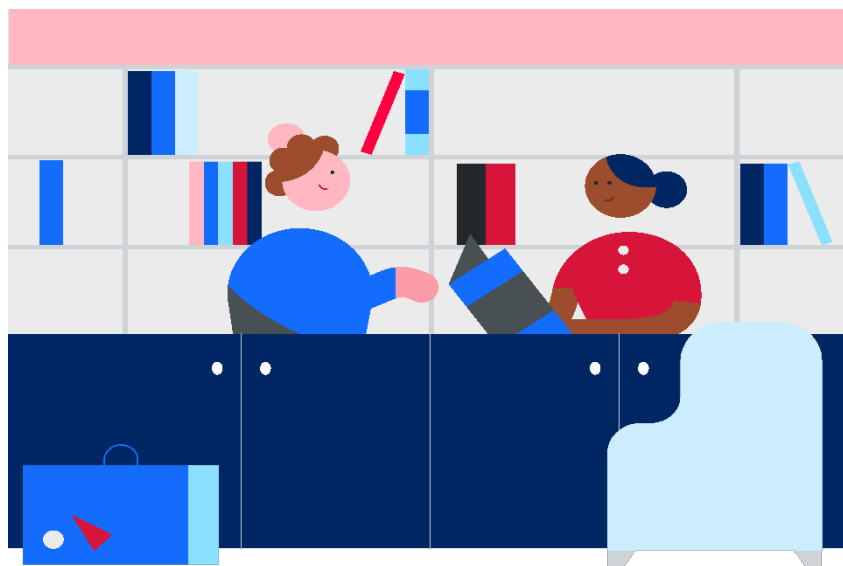
When deciding if it is appropriate to withdraw newly arrived EAL/D learners from class, consider the following points:

Will this withdrawal session give students access to something they cannot get in their classroom?

Will this withdrawal session help students engage in classroom learning and participate more successfully when they return?

The withdrawal of newly arrived EAL/D learners from class should be:

Flexible	Implemented only as needed and reduced when students gain more confidence and independence
Connected to class learning	Coordination between class and EAL/D teachers is needed to ensure language and content outcomes are clear and understood
Conducted in small groups	While individual students may need targeted support on occasion, small group sessions promote interaction and language use
Targeted	Learning experiences offered in the sessions should have a high impact for students, for example, a focus on oral language, vocabulary, grammar in context, learning strategies, reinforcing of concepts and language
Short-term	Students are gradually released as they transition to full participation in classroom learning



Assessment

Assessment of newly arrived EAL/D learners should incorporate an initial diagnostic assessment of their English language proficiency upon arrival at the school in listening, speaking and, for students beyond early Stage 1, in reading and viewing and writing. This will allow teachers to assess students' English language proficiency against the relevant EAL/D Learning Progression and ESL Scales to determine their immediate learning needs and a direct course of action, and to measure progress and achievement.

Further assessment of language, literacy and content should include a variety of formative assessment tasks which provide students with opportunities to demonstrate their knowledge and skills through a variety of modes. Assessment tasks should be differentiated to cater to the specific learning needs of newly arrived EAL/D learners and should provide layers of scaffolding to assist students to successfully complete them.

Assessment strategies include:

- providing regular formative assessments e.g. observations, entry and exit slips, 'do now' tasks, quizzes, strategic questioning, self-evaluations
- allowing flexibility so students can demonstrate their understanding through different modes e.g. written, spoken, visual, kinaesthetic
- providing modified assessment tasks. Consider the layout and text complexity of task notifications. Accompany instructions with steps and a checklist. Provide a model and writing template where possible
- providing modified examinations using visuals, simplified instructions, reduced text, definitions for key words, multiple choice questions, word banks, sentence frames, writing scaffolds
- incorporating assessment of English language proficiency through curriculum content
- ensuring that the strategies used to assess students' language development and understanding of content are similar to the strategies applied when scaffolding learning for students
- offering timely and meaningful feedback
- discussing plagiarism with students and emphasising the importance and value of producing their own work.

Reporting on newly arrived EAL/D learners

Reporting on the English language proficiency of newly arrived EAL/D learners who are at the Beginning or Emerging EAL/D phase is mandatory as outlined in the [Policy standards for curriculum planning and programming, assessing and reporting to parents K-12](#) (refer to points 3.1.5 and 3.2.5).

Schools may select one of two options for reporting on their newly arrived EAL/D learners who are at the Beginning or Emerging EAL/D phase:

Option 1

If schools opt to “report through teacher comments on students’ achievement in the KLAs or subjects studied.” (3.2.5), a comment must be provided for each of the KLAs: 6 KLAs in Kindergarten, 6 KLAs in Years 1-6, and 8 subjects in Years 7-10 (in line with the Curriculum policy standards). A 5-point achievement scale is not required with this option.

Option 2

If schools choose to only provide English, Maths and General comments, then learners’ achievement in KLAs will need to be assessed against statewide syllabus standards and achievement must be reported using the 5-point achievement scale or the plain English achievement scale. [Reporting and Using Grades | NSW Curriculum | NSW Education Standards Authority](#)

Separate reports for newly arrived EAL/D learners are not required. Some schools prefer to issue a separate report for newly arrived EAL/D learners who are funded through the New Arrivals Program and are included in an intensive English language program. This is a school-based decision and is not mandated through policy.

Reports for newly arrived **kindergarten** EAL/D learners must include:

- a sentence stating that the student has been identified as an EAL/D learner – an EAL/D phase is not included
- a sentence describing how the student has been supported in their English language learning – it is useful to provide an example
- a sentence outlining the student’s progress in learning English – it is helpful to describe what the student can do using descriptors for one or more language modes in the Kindergarten EAL/D Learning Progression

Reports for newly arrived EAL/D learners in **Years 1-10** must include:

- a sentence stating the student's overall EAL/D phase
- a sentence describing how the student has been supported in their English language learning – it is useful to provide an example
- a sentence outlining the student's progress in learning English – it is helpful to describe what the student can do using descriptors for one or more language modes in the EAL/D Learning Progression

Additional information that helps parents understand how their child is settling in school and engaging with their peers and teachers can be included in the report. This could include a comment about a student's character, attitude to learning, participation and behaviour in class and school, or general wellbeing.



NAP resources

Henry Parkes Equity Resource Centre

[Henry Parkes Equity Resource Centre](#), located in Whalan in Western Sydney, is a well-resourced library with a wide range of resources to support the instruction of EAL/D learners, including newly arrived EAL/D learners and students from refugee backgrounds. The resources include multi-media classroom resources, teaching and learning resources, and professional development materials. The library provides resources for all key stages of learning including class sets of texts, literacy and numeracy resources, bilingual and community languages resources (including dictionaries in a range of languages) and cultural artefacts kits.

Borrowing items from the library is free for all teachers statewide, with items mailed directly to schools. Schools are also able to return borrowed items by mail. The library staff are able to recommend materials to support particular EAL/D learner needs and offer advice on how the materials can be used in the classroom.

The following links will provide information on:

- [becoming a member](#) of the library
- accessing the [resource catalogue](#)
- [visiting the centre](#)
- [borrowing](#) resources.

NAP resource kits

Henry Parkes Equity Resource Centre provides New Arrivals Program resource kits which contain specialised resources to support the planning, implementation and delivery of instruction of NAP support in schools. These resources should be used to supplement existing school curriculum support resources.

The kits are tailored to the needs of Beginning and Emerging newly arrived EAL/D learners in specific key stages of learning in primary or secondary school settings, and include a range of teacher reference resources, English language learning materials and games and activities.

The NAP resource kits are sent out to schools on request and resources within the kits can be returned to the library if they are not suitable or no longer required, and can be exchanged for new resources. Schools may also request for specific resources to be included in the kits.

To access a kit, the school principal must be a member of the Henry Parkes Equity Resource Centre. The kits are initially loaned to schools for 4 terms, but schools can extend the loan period until the end of the New Arrivals Program teacher allocation. The NAP kits are mailed directly to school and can be returned by mail to the library using a reply paid address.

Translated documents

[Translated departmental documents](#) are readily available in a wide range of languages for both primary and secondary schools. It is recommended that these translated documents are used by schools to share relevant school information both meaningfully and purposefully amongst the parents/carers of newly arrived EAL/D learners.

Interpreting and translations

An [interpreting and translation](#) service is available for school staff to communicate effectively with the parents/carers of newly arrived EAL/D learners. [Telephone interpreting](#) can be pre-booked or conducted immediately at time of need for common languages. Appointments can be made when an interpreter is required [on-site](#) for face to face meetings where interpreters are available or otherwise they can be held [online](#). Detailed information on interpreting and translations is available in the [Interpreting and translations guidelines](#).

Online resources

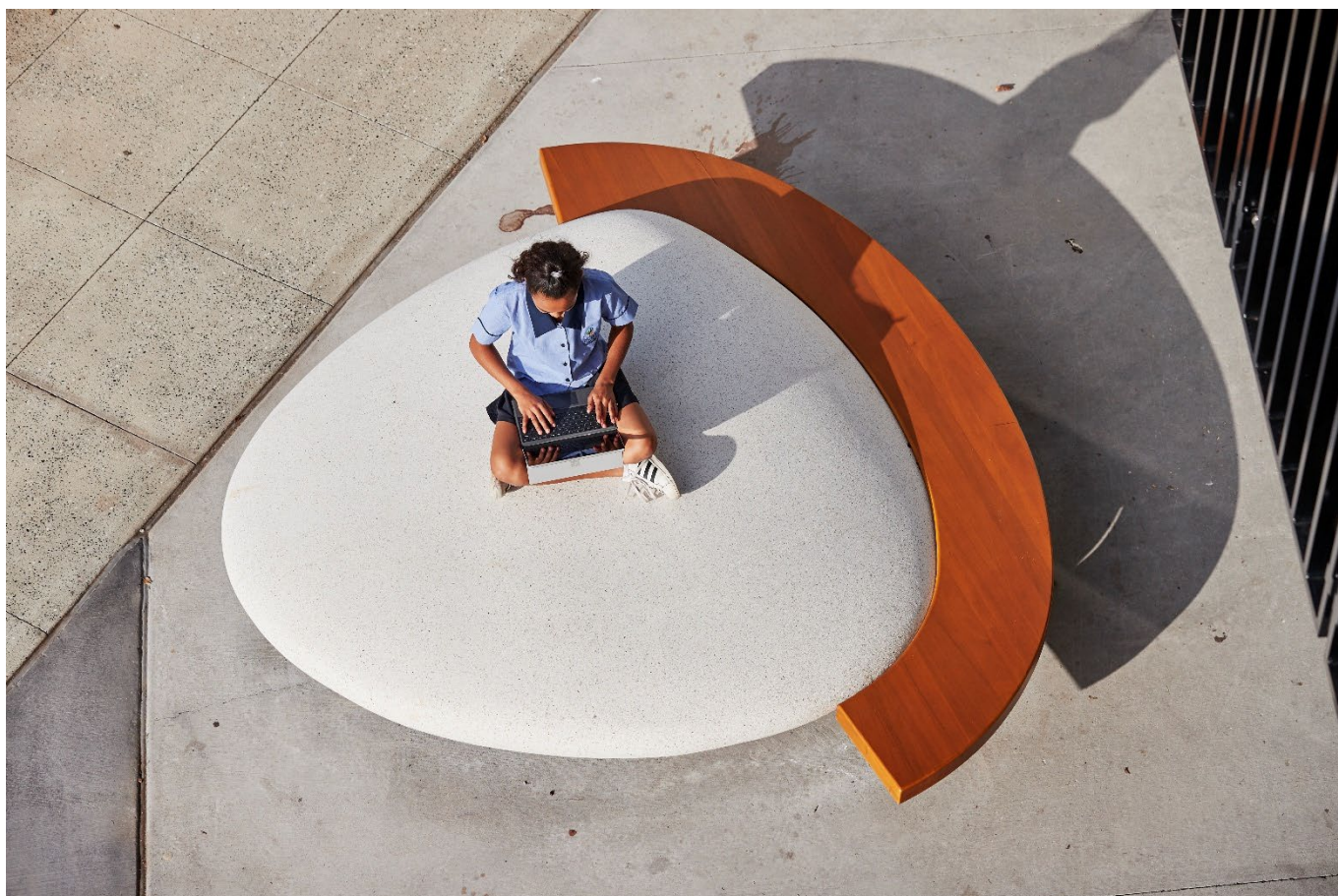
These resources can be used to support the teaching and learning of newly arrived students.

Student resources

Primary	Secondary
Storybook Canada	Stories Alive
Global Storybooks	Storybook Canada
Unite for Literacy	Learn English - Teens
Storyweaver	Tween Tribune
World Stories	Breaking News English
Play School Story Time	Bilingual KLA glossaries
Learn English - Kids	Translated Everyday Maths resources
Starfall	

Teacher resources

Reference and support	Primary	Secondary
EAL/D Literacy and Numeracy	Literacy classroom resources	Writing in Secondary
No English, Don't Panic	Numeracy classroom resources	Secondary literacy
Thematic Picture Dictionary	International Children's Digital Library	Mathematics resources 7-10
Thematic Picture Dictionary Workbook	Beginning EAL - Years 2-6	Mathematics resources 11-12
BBC Teach	Beginning EAL - word study	Beginning EAL - Years 7-10
Bilingual dictionaries	Language Games	
Translanguaging		
Universal Resources Hub		
Digital Learning Selector		



EAL/D support for teachers

EAL/D Education Leaders

EAL/D Education Leaders are EAL/D specialists who support schools and teachers in evaluating, planning and implementing effective EAL/D strategies to enhance student learning outcomes. Their role is to increase the capacity of schools and teachers to address the diverse English language, literacy and learning needs of EAL/D learners, including those who are newly arrived and those from refugee backgrounds. Schools can contact the [EAL/D Education Leaders](#) within their School Performance Directorates for advice and guidance in supporting their newly arrived EAL/D learners.

EAL/D Statewide Staffroom

The EAL/D NSW Statewide Staffroom offers specialist advice, resources and professional learning for primary and secondary teachers. The [staffroom](#) is listed in the Specialist Staffrooms section as EAL/D NSW.

EAL/D Newsletter

The EAL/D Newsletter is published online each school term. To subscribe to the newsletter, contact EAL/D Education Advisor 7-12 | T: 7814 2778 | EALD.Education@det.nsw.edu.au

EAL/D Viva Engage

You can access the EAL/D Viva Engage group using your departmental username and password and join a community of teachers who support EAL/D learners across NSW.

Professional learning for teachers

A number of [professional learning](#) opportunities are available to schools to increase knowledge and understanding of EAL/D policies, processes, pedagogy and practices. The professional learning has been developed for classroom teachers, EAL/D specialist teachers, bilingual SLSOs and school executive to build their capacity to be able to support the learning and wellbeing needs of newly arrived EAL/D learners, including students from a refugee background.

Professional learning for bilingual SLSOs

The **Orientation for School Learning Support Officers (SLSO) Bilingual** (MyPL code NR28638) professional learning, delivered by a school-based facilitator, has been designed for experienced and new SLSO bilingual staff, school staff and supervisors. The course introduces the importance of the SLSO bilingual role in supporting newly arrived students and their families. For further information about this professional learning, email eslnap@det.nsw.edu.au

Supporting EAL/D students – a guide for SLSO staff (MyPL code NR34691) is a self-access, on demand professional learning that builds SLSO participants' understanding of the learning needs of EAL/D students and develops their capacity to support both students and their families. This course highlights the importance of working with class teachers to develop students' English language proficiency and report progress.



Appendices

Appendix A: New Arrivals Program checklist

The following checklist is provided to assist schools to plan and deliver an effective EAL/D New Arrivals Program. Please refer to the [Multicultural Education website](#) for further information and advice.

School:	Name:
Targeted newly arrived EAL/D student/s:	
EAL/D and class teacher/s:	
Supervisor:	
Enrolment and on enrolment data collection	Resource/PL
<input type="checkbox"/> Telephone Interpreter Service (TIS) has been contacted for support with enrolment in the family's home language.	Interpreting and translations
<input type="checkbox"/> Original travel documentation has been sighted & the following details collected: student details, visa class and subclass or Australian citizenship.	Student's passport, travel document or ImmiCard Evidence of visa must be provided. Families can access this via the Immigration website VEVO .
<input type="checkbox"/> School has a current copy of the student's Authority to Enrol (for temporary resident visa holders only)	DE International – Temporary Residents 1300 300 229
<input type="checkbox"/> Student's data has been entered in ERN and includes: date of arrival, date of first Australian school enrolment, visa class and subclass, language/s, country of birth, AUC, AUCC1, AUCC2 – date of return, Authority to Enrol (ATE) for temporary residents. <input type="checkbox"/> Student EAL/D data has been assessed by a teacher and entered accurately into Maintain EAL/D in ERN (EAL/D phase, last assessment date and receiving EAL/D support).	Maintain EAL/D Maintain EAL/D in ERN Data collection Assessing English language proficiency

Applying for EAL/D NAP support	Resource/PL
<input type="checkbox"/> School has applied for NAP support. Application will determine eligibility for SLSO bilingual allocation (students from refugee backgrounds) <input type="checkbox"/> Allocation has been received and filed in a central space.	Online Data Collections for Schools School email
<input type="checkbox"/> Teacher has accessed DoE NAP resources including: <ul style="list-style-type: none"> <input type="checkbox"/> EAL/D NAP resource kit <input type="checkbox"/> Online resources including bilingual dictionaries, ESL picture dictionary, numeracy resource <input type="checkbox"/> Additional resources: Henry Parkes Equity Resource Library 	Henry Parkes Equity Resource Library Teacher and student resources
<input type="checkbox"/> EAL/D Education Leader support has been accessed (if required or available)	Contact list
School planning	Resource/PL
<input type="checkbox"/> School knows NAP teacher allocation, time frame and the students who are supported on the program.	NAP allocation email advice to school NAP pages on Online Data Collections for Schools
<input type="checkbox"/> School has considered a range of options for organising the NAP teacher allocation (See EAL/D Advice for Schools for organisational options). <input type="checkbox"/> Teacher has been employed to support EAL/D student/s (budget adjustments are received and saved in a central space) according to allocation and requirements of engagement of a temporary teacher.	EAL/D Advice for Schools Recruitment and employment
<input type="checkbox"/> School has identified areas of strength and determined future directions using the EAL/D School Evaluation Framework. <input type="checkbox"/> Teachers understand the NAP curriculum requirements; Assessing using the ESL scales and the EAL/D Learning Progression, documented plan of teaching support and EAL/D reporting to parents.	EAL/D Advice for Schools EALD School Evaluation Framework Understanding the EAL/D Learning Progression
<input type="checkbox"/> Teacher has accessed the DoE NAP resources.	Henry Parkes Equity Resource Library
<input type="checkbox"/> School has planned appropriate strategies to support the inclusion of students.	Culture and diversity

<input type="checkbox"/> School understands data collection requirements, including ERN enrolment data, the EAL/D Annual Survey and EAL/D Learning Progression data.	EAL/D Annual Survey Information
<input type="checkbox"/> School uses translated documents, onsite interpreters and Telephone Interpreter Service (free for schools) as required	Interpreting and translations
<input type="checkbox"/> School understands the EAL/D reporting requirements. (Please note: EAL/D Learning Progressions are used for reporting language development to parents)	EAL/D Reporting to Parents
Teaching and ongoing data collection	Resource/PL
<input type="checkbox"/> Teachers have background knowledge about the newly arrived EAL/D students and what the student brings to learning (i.e. language, country of origin, reasons for migrating, prior schooling, etc.) <input type="checkbox"/> Oral, reading & writing work samples have been collected for initial assessment and portfolio. <input type="checkbox"/> English language proficiency has been assessed against the EAL/D Learning progressions and the ESL Scales levels. <input type="checkbox"/> A process for tracking progress has been established. <input type="checkbox"/> Student profile and a language learning plan has been developed.	Teaching English Language Learners (TELL) Teaching Students from a Refugee Background English language support (video) School ERN data Advice on language learning plans
<input type="checkbox"/> EAL/D specialist teachers have knowledge of how to use ESL Steps and or the IEP Curriculum Framework secondary	Resources
<input type="checkbox"/> Oral, reading & writing work samples have been collected for ongoing assessment and portfolio. <input type="checkbox"/> English language proficiency has been assessed against the EAL/D Learning Progressions and the ESL Scales levels and a process for tracking progressed established. <input type="checkbox"/> EAL/D Learning Progression data is maintained and is updated on ERN as the student progresses from Beginning, Emerging, to Developing, Consolidating.	Understanding the EAL/D Learning Progression
<input type="checkbox"/> Teachers use appropriate strategies to support students in intensive English and in mainstream classroom settings. <input type="checkbox"/> Class teacher can differentiate tasks to support learning in mainstream classes and EAL/D enhancements are shown in program documentation.	Strategies to support EAL/D students Teacher and student resources NAP Resource Kit

At the conclusion of NAP support	Resource/PL
<input type="checkbox"/> Teachers consider students' ongoing need for EAL/D support and plan how the student can continue to be supported in learning English in the mainstream classroom when the program concludes.	Advice on language learning plans
<input type="checkbox"/> EAL/D NAP resource kit has been returned to the Equity Resource Library. <input type="checkbox"/> Return address: Reply Paid 85615, Mimika Ave, Whalan 2270	Henry Parkes Equity Resource Library

For schools with students from refugee backgrounds please also consider the following:

Supporting students from refugee backgrounds	Resource/PL
<input type="checkbox"/> Welcome and orientation to school strategies have been planned.	Enrolment and orientation and Making students feel safe The Welcome Program
<input type="checkbox"/> Teachers have an understanding of the settlement needs of refugee students. <input type="checkbox"/> Teachers have participated in S.T.A.R.S in School professional learning. <input type="checkbox"/> STARTTS and DoE specialist refugee support team have been contacted.	Supporting students from refugee backgrounds STARTTS Professional learning Wellbeing for schools Refugee Student Counselling Support Team
<input type="checkbox"/> A personalised student learning plan is created for students from refugee backgrounds.	Personalised learning Individual learning plans Student learning plan – primary schools Student learning plan – high schools

Appendix B: EAL/D student profile and assessment

Fill out the tables below. You can fill this form out on your computer or print it and write in it.

Student details

School	Year	Class
Family name	Given name/s	
Date of birth	Age	Gender
Country of birth/origin	Languages other than English	Literacy – Languages other than English

Residency status

Australian citizenship details or Visa class (letters) and sub-class (numbers)

Residency status	Visa class	Visa sub-class

Country of transit or other countries of residence (3 months+), approximate year of residence and length of stay

Country	Year	Length of stay in years/months

Educational background prior to enrolling in an Australian school (in Australia and overseas; years of schooling, breaks in schooling, language of instruction)

--

Date of arrival in Australia	Date of enrolment in this school	Name of first Australian school

Prior learning/interests

Special skills/ talents and/ or interests	Welfare/ learning support needs

Language skills assessment

Refer to EAL/D Learning Progressions and ESL scales for advice.

Initial assessment (date)		
Strand	ESL Scales level	EAL/D LP Phase
Oral Interaction Listening		
Oral Interaction Speaking		
Reading and Responding/Viewing		
Writing		
Overall EAL/D phase to be entered in ERN:		

Progress assessment (date)		
Strand	ESL Scales level	EAL/D LP Phase
Oral Interaction Listening		
Oral Interaction Speaking		
Reading and Responding/Viewing		
Writing		
Overall EAL/D phase to be entered in ERN:		

Initial assessment

Please refer to [EAL/D Learning Progressions](#) and [ESL Scales](#) for advice about assessment across the modes. Attach a student work sample.

Mode	What the student can do	Working towards
Listening and speaking		
Reading, viewing and responding		
Writing		

Support plan

Description of how support for this student will be implemented in the school	
<ul style="list-style-type: none"> • Include details about organisation and timetables, subject selection, pedagogy, assessment, reporting to parents. • Indicate any plans for support beyond the EAL/D teacher allocation time. 	
EAL/D teacher	Date

Appendix C: EAL/D language learning plan

This document links with the EAL/D student profile which provides advice about what the student brings to learning.

Student		
Name	Class	Teacher/s
EAL/D Learning Progression phase and comments		
Registration		

Teaching organisation and roles - see EAL/D advice for schools

Curriculum links
Topic/ unit and outcomes
Big ideas - see Backwards Design for EAL/D
What does the student need to understand and do?

Language learning outcomes/ goals - backward map or see ESL Steps and IEPCF in [resources](#)

What is the language function being targeted in the learning? i.e. purpose for using language

Is there a longer-term goal?

What language elements or language outcomes will enable that goal?

How learning will be supported - see [planning for teaching](#) for advice

Include relevant designed in scaffolding recommendations as well as suggested teaching learning tasks. This advice supports the language elements/ outcomes or the language goal.

Assessment of learning - considerations and evidence

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



NSW Department of Education

105 Phillip Street
Parramatta NSW 2150

GPO Box 33
Sydney NSW 2001

Office hours:
Monday to Friday
9:00am to 5:00pm

Head office 1300 679 332

education.nsw.gov.au

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