

New Arrivals Program

Operational Guidelines 2022



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Rationale

Intensive English learning support is provided through the New Arrivals Program, intensive English classes 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 their 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. [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 students 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.

Intensive English classes, supported by an intensive English class teacher and bilingual SLSO, are offered where there are significant numbers of eligible newly arrived EAL/D students enrolling in rural and regional secondary schools.

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 requirements

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

Students are eligible for NAP funding 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 [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 funding 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 must present an [Authority to Enrol](#) (ATE) form when enrolling at a primary or rural and regional secondary school.

A student is not eligible for NAP funding 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 or student guardian

Identification of eligible students for NAP

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

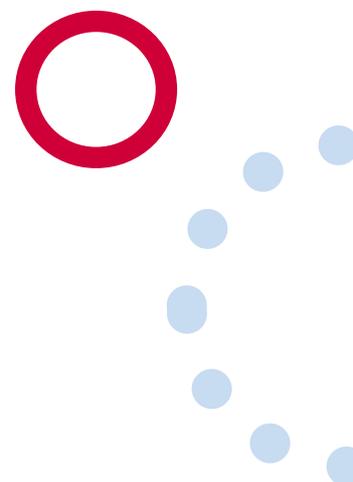
- main language other than English spoken at home by the student
- EAL/D phase (English as an additional language or dialect – BSL/BLL/E)
- first Australian enrolment date
- residency status
- date of arrival in Australia.

Since the automation of the NAP application process, this information is automatically generated from ERN and transferred to the [NAP online application site](#) where schools will be able to monitor the eligibility of their students. However, schools should remain aware of the potential eligibility of their newly arrived EAL/D students for NAP funding.

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

To be eligible for NAP funding, students' English language proficiency must be at the Beginning or Emerging phase of the 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 the Department's Enrolment Registration Number (ERN) system. It is important that student details are entered accurately as the information that appears on the NAP online application site 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 into ERN at school. This information includes date of arrival in Australia, language 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? : Yes

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

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

Other language spoken at home : ENG - English

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

EAL/D phase : BSL - Beginner (Some print literacy in first language)

Student receiving EAL support : Yes

Last EAL/D Assessment Date : 27/05/2021

Other Student Details

First Australian Enrolment Date : 24/05/2021

In Maintain EAL/D in ERN School enrolment, 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.

EAL							Receiving Support	Last Assess. Date	Date of Aus Arriv.	Date of 1st Enrol	Visa Sclass	Refg Ind	ISC	CoB	Lang.	Bkgrnd
TBA	NR	BSL	BLL	E	D	C										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	17/05/2021	13/06/2019	29/07/2019	202	Y	N	Syria	Arabic	

Initial assessment of newly arrived EAL/D students

EAL/D students may enrol in NSW primary and secondary schools at any time throughout the school year. [Initial assessment](#) of newly arrived EAL/D students' 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 [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 Progression describes 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 students across the skills of listening, speaking, reading/viewing and writing.

The [Using the EAL/D Learning Progression](#) resource, used in conjunction with the EAL/D Learning Progression, 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
Speaking: Developing Listening: Emerging 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
Speaking: Emerging Listening: 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 students 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 students

Beginning EAL/D students	Emerging EAL/D students
<p>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.</p>	<p>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.</p>



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

[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.

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: [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 students.

Intensive English Program application process

While an updated online application process has been implemented, 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.



Application for NAP funding

Schools must apply for NAP funding for their newly arrived EAL/D students within 3 terms 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 can be accessed via the New Arrivals Program (application) tab.



Data for EAL/D students who are eligible for NAP support is generated automatically from ERN and is uploaded bi-weekly to the Online Data Collections for Schools website. Schools are responsible for monitoring the NAP application website and for applying for NAP funding for their newly arrived EAL/D students. To ensure that newly arrived EAL/D students receive access to NAP support, automatically generated emails will be sent to schools advising them of eligible students listed on the website whose applications for NAP funding have not yet been submitted.

Schools can access their individual school page on the NAP application website by selecting the 'Schools' button, and will find detailed instructions to support completion of the application. To proceed with the NAP application, schools should follow the instructions provided and view the [introductory video](#) available to assist with the NAP application process using the application website.

Eligible students

Students who are eligible for New Arrivals Program funding will be listed on the site as either **current** or **potential** students.

Current newly arrived students are immediately eligible for NAP funding. 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 submission of an 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	NAP (Start)	NAP (End)	Previous School	Status	<input type="checkbox"/> Check All
1 Year 5				<input type="radio"/>	Telugu	Beginning	<input type="radio"/> /12/2020	<input type="radio"/> /02/2021		AC2	C2 - Australian Citizen	No	Term 1, 2021	Term 4, 2021		Pending Submission	<input type="checkbox"/>
2 Year 1				<input checked="" type="radio"/>	Filipino	Beginning	<input checked="" type="radio"/> /12/2020	<input checked="" type="radio"/> /12/2020		189	Skilled - Independent	No	Term 1, 2021	Term 4, 2021		Approved	<input type="checkbox"/>

Potential students may be eligible for NAP funding 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 in order to progress with the application. Once schools update and/or amend missing or incorrect details, students will be relisted as current students, 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 Kindergarten				<input type="radio"/>	Urdu	Unknown/Not Provided	<input type="radio"/> 05/2021	<input type="radio"/> 05/2021		309	Spouse (provisional)	No

NAP applications will be processed within a matter of days and schools will receive a notification email detailing the funding that will be provided to employ a teacher for the indicated teacher allocation to support the newly arrived EAL/D student. Schools are also able to track the progress of their applications through the NAP application 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 funding and individual school contexts.

Once schools have received their NAP teacher allocation, schools must provide details of the teacher employed to provide NAP support to the newly arrived EAL/D students. Schools are required to update this information on the Online Data Collections for Schools website.

Unlisted students

If newly arrived EAL/D students are not listed as either current or potential students on 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 NAP application 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 website once amended, and schools will be able to make a NAP application following the process described above.

If schools believe students are eligible for NAP funding 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 funding will be assessed. If the student meets the eligibility criteria, the student will be added to the NAP application website 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 funding 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 funding for a newly arrived EAL/D student, schools should email eslnap@det.nsw.edu.au with a request for special consideration and provide the students' name, SRN, EAL/D phase and reason for the request.

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

funding that will be provided to employ a teacher for the indicated teacher allocation to support the student.

If schools have an existing EAL/D teacher allocation and receive an English Language Proficiency equity loading, they should use that allocation and funding to support their newly arrived EAL/D students who do not meet NAP eligibility requirements.

Extension of NAP funding

NAP funding cannot be extended beyond the approved period.



NAP allocations and advice

The New Arrivals Program provides funding for additional EAL/D teacher staffing support for eligible newly arrived EAL/D students. The teacher allocation that a school receives through NAP support 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 a few 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 who submitted 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 in increments of 0.2, 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. 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 also be included.

Staffing type	FTE 2021	Start		End		Total days
		Week	Term	Week	Term	
NAP EAL/D Teacher*	0.2	1	3	11	4	21

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

Budget adjustments – these are calculated on the current temporary standard daily rate and provided to schools on a term by term basis.

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.

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 students
- providing 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 students
- engaging, where approved, experienced bilingual SLSOs to support newly arrived EAL/D students
- developing a plan for the targeted use of NAP funding including teacher/bilingual SLSO allocation and program development
- informing the New Arrivals Programs Advisor when a funded student progresses to the Developing EAL/D phase and is therefore no longer eligible for NAP funding
- informing the New Arrivals Programs Advisor when a funded student leaves the school.



Teachers

Teachers employed through the New Arrivals Program support newly arrived EAL/D students, 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 students 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 students
- providing advice on and implementing appropriate modes of delivery that best meet the needs of newly arrived EAL/D students
- planning and teaching programs that cater to the English language needs of newly arrived EAL/D students using practices and principles of differentiated instruction
- monitoring, assessing and evaluating the progress of newly arrived EAL/D students using the 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 students.

The class/subject teacher is responsible for:

- understanding the needs of their newly arrived EAL/D students
- 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 students
- providing advice on and implementing appropriate modes of delivery that best meet the needs of newly arrived EAL/D students
- planning and teaching programs that cater to the English language needs of newly arrived EAL/D students using practices and principles of differentiated instruction
- monitoring, assessing and evaluating the progress of newly arrived EAL/D students using the EAL/D Learning Progression and ESL Scales

- reporting English language proficiency information in school reports for parents of EAL/D students 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 students, 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' first language
- working collaboratively with EAL/D and class teachers to support the English language and literacy learning of newly arrived EAL/D students
- liaising with the families of newly arrived EAL/D students in a bilingual capacity as needs demand.



Conclusion of NAP support

When a funded newly arrived EAL/D student is nearing the completion of their period of NAP funding and/or their English language proficiency has advanced beyond the Emerging level, schools will receive an email advising the week and term that NAP funding will conclude as communicated in the initial NAP advice notice (see above).

As schools deliver targeted NAP support to their newly arrived EAL/D students, 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 students 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 students' 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 students at Beginning and Emerging phases. The allocation provided in the NAP advice may change if these students leave the school.

Schools must inform the New Arrivals Advisor when funded newly arrived EAL/D students leave the school by emailing eslnap@det.nsw.edu.au.

It is possible for the student's new school to reapply for NAP funding through the online NAP application website. However, a new allocation is dependent on the student's period of enrolment in the first school and the student's current English language learning phase.

Extended leave

If a funded newly arrived EAL/D 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 English language learning phase.

Intensive English Classes

Where there are significant numbers of eligible newly arrived EAL/D students enrolling in rural and regional secondary schools, funding will be provided to establish a short term intensive English class, supported by an intensive English class teacher and bilingual SLSO. This targeted staffing allocation recognises the greater level of need of newly arrived secondary aged EAL/D students.

Intensive English Classes:

- are only available in rural and regional secondary schools
- must have a minimum of 7 eligible students to establish a class and must maintain at least 5 students to continue the class
- receive teacher and bilingual SLSO allocations relative to the Intensive English class teacher allocation
- should be taught by experienced EAL/D teachers with recognised TESOL qualifications where possible
- include only students at the Beginning and Emerging phases of English language proficiency as assessed against the ACARA EAL/D Learning Progression
- may provide 4 terms of support to eligible newly arrived EAL/D students
- may provide support to newly arrived students from a refugee background for no more than 5 terms from their first date of enrolment in an Australian school
- utilise school-developed programs, with reference to the Intensive English Program Curriculum Framework, to guide students' learning across the key learning areas of the curriculum, and to develop their language and literacy in these areas

To apply for Intensive English Classes, schools should contact eslnap@det.nsw.edu.au.

Bilingual SLSOs

Bilingual SLSOs allocations are provided to schools which enrol four or more newly arrived EAL/D students through the New Arrivals Program.

The provision of bilingual support to newly arrived EAL/D students makes them feel safe and supported, and creates a clear channel of communication between schools and 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.

Intensive English Outreach Program

The Intensive English Outreach program provides intensive English language support for newly arrived secondary EAL/D students enrolled in rural and regional schools where existing EAL/D programs and support by TESOL qualified teachers are limited. The program targets newly arrived secondary EAL/D students who are at the Beginning and Emerging phases of English language proficiency. Through the Outreach program, intensive English teaching support is delivered to students remotely via both synchronous and asynchronous learning using online learning technologies.

The Intensive English Outreach program is coordinated by a Head Teacher based in Central Sydney Intensive English High School (IEHS) with teaching staff allocated to support the program. The teaching program is guided by the Intensive English Programs Curriculum Framework and taught in KLA English, and will incorporate language, literacy, literature in topics that are closely aligned with home school KLA topics. English language instruction is offered to students on a daily basis (from 9 am-11 am), or as required, so that students can access and continue learning in their mainstream classes.

Schools must apply for NAP support for eligible newly arrived EAL/D students as the application process will identify potentially eligible students for Intensive English Outreach support. If accepted, a shared enrolment is arranged between the home school and Central Sydney IEHS. 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 Intensive English Outreach program.

The Intensive English Outreach program Head Teacher and teaching staff can also provide professional learning to the school KLA teachers and support them to differentiate learning for the students in their mainstream classes.

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

Jef Mok, Head Teacher, Intensive English Outreach, Central Sydney IEHS,
jef.mok@det.nsw.edu.au | T: 9595 9200

Jodie Braiding, EAL/D Education Advisor (rural and regional)
jodie.braiding@det.nsw.edu.au | T: 7814 3731

Paul Fitzgerald, Intensive English Programs Coordinator,
paul.fitzgerald@det.nsw.edu.au | T: 7814 3284

Arety Dassaklis, Rel/ Principal, Central Sydney IEHS,
arety.dassaklis@det.nsw.edu.au | T: 9595 9200

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. There are currently 62 central schools across NSW.

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. There are currently 10 community schools across NSW. This figure includes 3 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 students in primary and secondary departments, and 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
Binnaway Central School	Mudgee	Regional North and West
Boggabilla Central School	Connected Communities Team 3	Connected Communities

Central and Community Schools

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
Hillston Central School	Griffith	Rural South and West
*Hunter School of Performing Arts	Newcastle	Regional North
Ivanhoe Central School	Griffith	Rural South and West
Jindabyne Central School	Eden-Monaro	Rural South and West
Lake Cargelligo Central School	West Wyalong	Rural South and West
Lightning Ridge Central School	Western Plains	Rural North
*Lindfield Learning Village	Gordon	Metro North
Lockhart Central School	Narrandera	Rural South and West
Lord Howe Island Central School	Hastings	Regional North and West

Central and Community Schools

*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
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

Organising support for newly arrived EAL/D students

It is the responsibility of schools and teachers to plan for effective teaching and learning for newly arrived EAL/D students 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 students.

Organising targeted and developmentally appropriate English language and literacy support for newly arrived EAL/D students 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 students, taking into consideration their English language learning needs. It is also important to utilise available time for EAL/D 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 modification of materials. 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 students. 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 modification of materials in collaboration with the class teacher.



School C

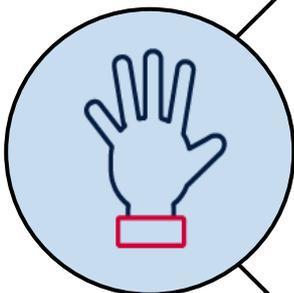
- School C is a rural NSW primary school. It has no EAL/D program or EAL/D teacher allocation. The school enrolls 5 eligible newly arrived students but are unable to employ a qualified EAL/D teacher to fill the 0.4 teacher allocation. The school chooses to employ a casual teacher to relieve the class 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.

EAL/D teaching and learning

Supporting newly arrived EAL/D students

It is essential that newly arrived EAL/D students' 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 students. Many newly arrived EAL/D students 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 students can be reassured that they will be supported when they are ready for active production of English.



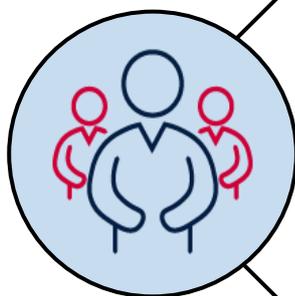
Students in this early phase of language learning can be supported through the use of non-verbal techniques such as gestures, body language and facial expressions, miming, sketches, visual aids, as well as the use of students' first language to communicate with them. Students can be encouraged to respond 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 students 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 EAL/D new arrival students 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.

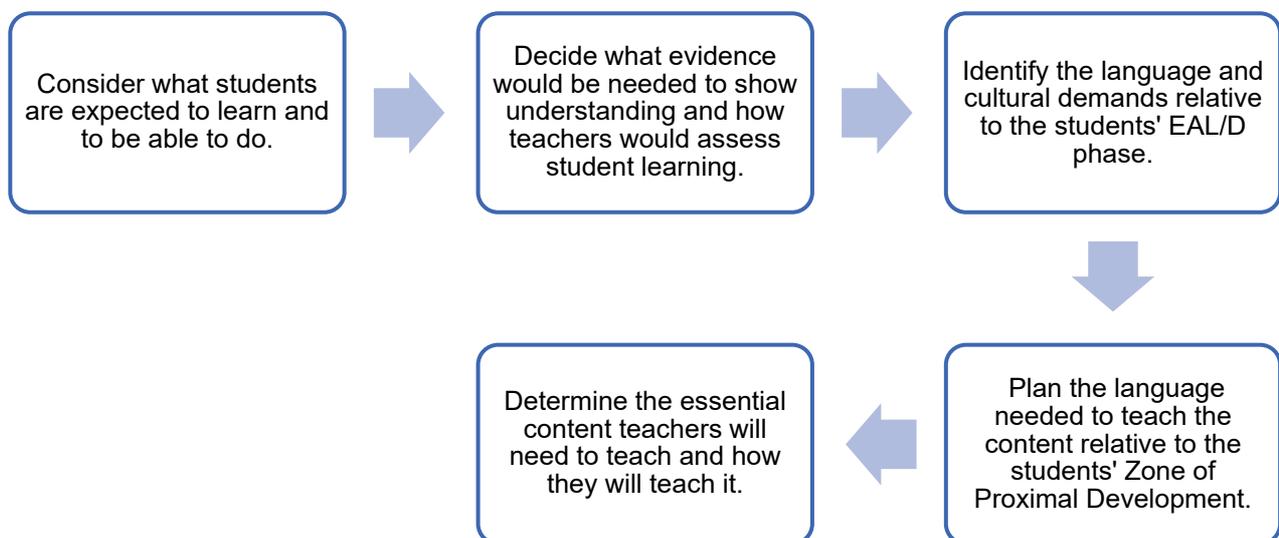
Newly arrived EAL/D students benefit from a culturally and linguistically responsive pedagogy that allows them to draw on their first language and experiences in an authentic manner while meaningfully building their English language skills and literacy in order to access curriculum content. This pedagogy 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 students 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 students should focus on the development of oral language skills as this forms the foundation of broader literacy. Initially, newly arrived EAL/D students 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 first language to facilitate the development of their English language skills. At the same time, newly arrived EAL/D students need to be supported as they learn curriculum content and are immersed in an unfamiliar schooling culture.

Backward mapping

Backward mapping is a key process in effective planning and programming, teaching and assessing of newly arrived EAL/D students 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 students 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 students 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.

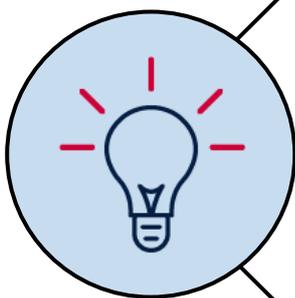
The Intensive English Programs Curriculum Framework offers a text based approach targeted at four English language proficiency levels ([Foundation](#), [Level 1](#), [Level 2](#), [Level 3](#)) to prepare secondary aged students for high school through the explicit teaching of English through key learning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

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

Planned and contingent scaffolding

Language learning requires scaffolding. Newly arrived EAL/D students 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 in order for them 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 abundance, 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 in order 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.

Assessment

Assessment of newly arrived EAL/D students should incorporate an initial diagnostic assessment of their English language proficiency upon arrival at the school in speaking, listening and, for students beyond early Stage 1, in reading/viewing and writing. This will allow teachers to assess students' English language proficiency against the 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.

EAL/D Reporting

Reporting on the English language proficiency of EAL/D students, including students funded through the New Arrivals Program, is mandatory as outlined in the [Policy standards for curriculum planning and programming, assessing and reporting to parents K-12](#) (refer to points 3.1.4 and 3.2.4).

School reports must include information that shows:

- the student's EAL/D Learning Progression phase (as identified in ERN)
- a comment about the student's progress in learning English
- information about how the student's English language learning is supported

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 students, including newly arrived EAL/D students 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 student learning 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 students 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 students.

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 students. [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](#) .

Online resources

The following list of resources can be used to support the teaching and learning of newly arrived EAL/D students.

Teacher resources

Reference and support	Primary	Secondary
EAL/D Literacy and Numeracy	Literacy Classroom Resources	Literacy Classroom Resources
EAL/D NSW Statewide Staffroom	Numeracy Classroom Resources	Stage 6 KLA Literacy Numeracy Classroom Resources
No English, Don't Panic	International Children's Digital Library	
Thematic Picture Dictionary		
BBC Teach		
Bilingual dictionaries		

Student resources

Primary	Secondary
ESL Literacy Readers (with audio)	ESL Literacy Readers (with audio)
Stories Alive	Learn English - Teens
Storybook Canada + Bilingual Storybook	Stories Alive
Unite for Literacy	Storybook Canada
Storyweaver	Tween Tribune
World Stories	Breaking News English
Play School Story Time	Subject Glossaries
ESL Numeracy: Number	Everyday Maths
Learn English Kids	Learn English Teens

EAL/D support for teachers

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 Yammer

You can access the EAL/D Yammer group using your Departmental user name and password and join a community of teachers who support EAL/D students across NSW.

EAL/D Newsletter

The EAL/D Newsletter is published online each school term. To subscribe to the newsletter, contact Sascha Ogilvy, EAL/D Education Advisor 7-12 | T: 7814 2778 sascha.ogilvy2@det.nsw.edu.au

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 students, including those who are newly arrived and those from refugee backgrounds. Schools can contact the [EAL/D Education Leaders](#) within their operational directorates for advice and guidance in supporting their newly arrived EAL/D students.

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 students, including students from a refugee background.

Professional learning for bilingual SLSOs

The Orientation for School Learning Support Officers (SLSO) Bilingual (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



Appendix

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: Date:

Targeted newly arrived EAL/D student/s:

EAL/D and class teacher/s:

Supervisor:

✓	Enrolment and on enrolment data collection	Resource/ professional learning
	Telephone Interpreter Service (TIS) has been contacted for support with enrolment in the family's home language.	Interpreting and translations
	Original travel documentation has been sighted & the following details collected: - Student details, visa class and sub class 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 .
	School has a current copy of the student's Authority to Enrol (for temporary visa holders only)	DE International – Temporary Residents 1300 300 229
	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, Aust Cit, C1, C2 – Date of return, Authority to Enrol (ATE) for temporary residents. 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 Data collection Assessing English language proficiency

✓ Applying for EAL/D NAP support		Resource/ professional learning
<p>School has applied for New Arrivals Program teaching support. Application will determine eligibility for SLSO bilingual allocation (students from refugee backgrounds)</p> <p>Allocation has been received and filed in a central space.</p>	<p>New Arrivals Program (NAP) Introduction (NR32914)</p> <p>Online Data Collections for Schools</p> <p>Introductory video</p> <p>School email</p>	
<p>Teacher has accessed DoE EAL/D New Arrivals Program resources including:</p> <ul style="list-style-type: none"> - EAL/D NAP resource kit - Online resources including bilingual dictionaries, ESL picture dictionary, numeracy resource - Additional resources: Henry Parkes Equity Resource Library 	<p>Henry Parkes Equity Resource Library</p>	
<p>EAL/D Education Leader support has been accessed (if required or available)</p>	<p>Contact list</p>	

✓ School planning		Resource/ professional learning
<p>School knows EAL/D NAP teacher allocation, time frame and the students who are supported on the program.</p>	<p>EAL/D NAP allocation advice to school (via email)</p>	
<p>School has considered a range of options for organising the EAL/D NAP teacher allocation (See Advice for Schools for organisational options).</p> <p>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.</p>	<p>EAL/D Advice for Schools</p> <p>Recruitment and employment</p>	
<p>School has identified areas of strength and determined future directions using the EAL/D School Evaluation Framework.</p> <p>Teachers understand the EAL/D New Arrival Program curriculum requirements; Assessing using the ESL scales and the EAL/D Learning Progression, documented plan of teaching support and EAL/D reporting to parents.</p>	<p>EAL/D Advice for Schools</p> <p>EALD Evaluation Framework</p> <p>EAL/D Effective School Practices (NR31769)</p> <p>Understanding the ESL scales (NR28700)</p> <p>Understanding the EAL/D Learning Progression (NR34903)</p>	
<p>Teacher has accessed the DoE EAL/D New Arrivals Program resources.</p>	<p>Henry Parkes Equity Resource Library</p>	

✓ School planning		Resource/ professional learning
	School has planned appropriate strategies to support the inclusion of students.	Culture and diversity
	School understands data collection requirements, including ERN enrolment data, the Annual EAL/D Survey and EAL/D Learning Progression data.	EAL/D Annual survey information (NR30735)
	School uses translated documents, onsite interpreters and Telephone Interpreter Service (free for schools) as required	Interpreting and translations
	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 (NR30931)

✓ Teaching and ongoing data collection		Resource/ professional learning
	<p>Teachers have background knowledge about the newly arrived EAL students and what the student brings to learning (ie. language, country of origin, reasons for migrating, prior schooling etc)</p> <p>Oral, reading & writing work samples have been collected for initial assessment and portfolio.</p> <p>English language proficiency has been assessed against the EAL/D Learning progressions and the ESL Scales levels.</p> <p>A process for tracking progress has been established.</p> <p>Student profile and a personalised language learning and support plan has been developed.</p>	<p>EAL/D Orientation Course</p> <p>Teaching English Language Learners (TELL)</p> <p>Teaching Students from A Refugee Background</p> <p>English language support (video)</p> <p>School ERN data</p> <p>Personalised learning</p>
	EAL/D specialist teachers have knowledge of how to use ESL Steps and or the IEP Curriculum Framework secondary	<p>Resources</p> <p>EAL/D New Arrivals Program Resource Kit</p>
	<p>Oral, reading & writing work samples have been collected for ongoing assessment and portfolio.</p> <p>English language proficiency has been assessed against the EAL/D Learning Progressions and the ESL Scales levels and a process for tracking progressed established.</p>	<p>Using the EAL/D Learning Progression</p> <p>Understanding the ESL scales (NR28700)</p> <p>Understanding the EAL/D Learning Progression (NR34903)</p>

✓ Teaching and ongoing data collection		Resource/ professional learning
	EAL/D Learning Progression data is maintained and is updated on ERN as the student progresses from Beginning, Emerging, to Developing, Consolidating.	
	<p>Teachers use appropriate strategies to support students in intensive English and in mainstream classroom settings.</p> <p>Class teacher can differentiate tasks to support learning in mainstream classes and EAL/D enhancements are shown in program documentation.</p>	Strategies to support EAL/D students (RG11241) 2020 EAL/D recorded professional learning Teacher and student resources

✓ At the conclusion of the New Arrivals Program		Resource/ professional learning
	Teachers have planned how the student can continue to be supported in learning English in the mainstream classroom when the program concludes.	
	EAL/D NAP resource kit has been returned to the Equity Resource Library.	Henry Parkes Equity Resource Library Return address: Reply Paid 85615, Mimika Ave, Whalan 2270

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

✓ Supporting students from refugee backgrounds		Resource/ professional learning
	Welcome and orientation to school strategies have been planned.	Enrolment and orientation and Making students feel safe The Welcome Program
	<p>Teachers have an understanding of the settlement needs of refugee students.</p> <p>Teachers have participated in S.T.A.R.S in School professional learning.</p> <p>STARTTS and DoE specialist refugee support team have been contacted.</p>	Supporting students from refugee backgrounds STARTTS Classrooms of Possibility Professional learning and resources Wellbeing for schools Refugee Student Counselling Support Team
	A personalised learning and support plan is created for students from refugee backgrounds.	Roads to Refuge

Contacts 2022

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

Role	Phone
New Arrivals Advisor	7814 3046
EAL/D Education Advisor - rural and regional	7814 3731
Intensive English Programs Advisor	0407 025 086
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