

EAL/D reporting requirements: written reports for parents

Rationale:

English as an additional language or dialect (EAL/D) learners in Years K-10 are required to have information about their development in English language proficiency included on their school report as outlined in the [Curriculum Policy Standards](#).

Timeframe for use:

This document should be used during reporting periods.

Intended audience:

School leaders, primary teachers, secondary teachers and EAL/D specialist teachers.

Instructions for use:

EAL/D reporting requirements: written reports for parents describes a process schools can use to set up effective EAL/D reporting processes and to plan for reporting the English language proficiency of students. This includes identifying EAL/D learners, allocating English language proficiency reporting requirements to teachers and communicating with parents through written reports.

Evidence base:

The resource unpacks the English language proficiency requirements as outlined in the [Curriculum policy standards](#).

Who requires EAL/D information on their report?

All EAL/D learners in Kindergarten to Year 10 require EAL/D information to be included on their report. Schools are not required to include EAL/D information for EAL/D learners in Years 11 and 12.

All students from language backgrounds other than English (LBOTE) are identified in Maintain EAL/D on ERN. Not all of these students will be identified as requiring support to learn English as an additional language or dialect (EAL/D). Only students identified as EAL/D require EAL/D information on their report. The flowchart below will help you to determine whether the student is an EAL/D learner that requires EAL/D information on their report.

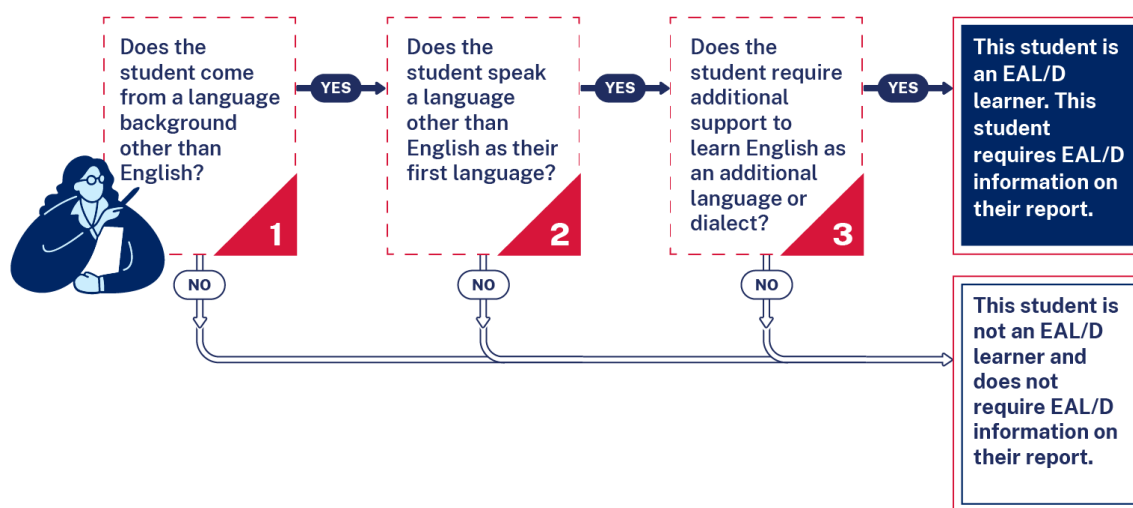


Figure 1: Identifying who requires EAL/D information on their report

What EAL/D information is required on their report?

Kindergarten EAL/D learners' reports must include:

- a sentence stating that the student has been identified as an EAL/D learner
- how their English language learning has been supported
- their progress in learning English.

Years 1 to 10 EAL/D learners' reports must include:

- their overall EAL/D Learning Progression phase
- how their English language learning has been supported
- their progress in learning English.

These reporting requirements are outlined in the [Curriculum policy standards](#) 3.1.5.

Who is responsible for completing the EAL/D reporting requirements?

The flowchart below describes best practice for allocating EAL/D reporting responsibilities to teachers.

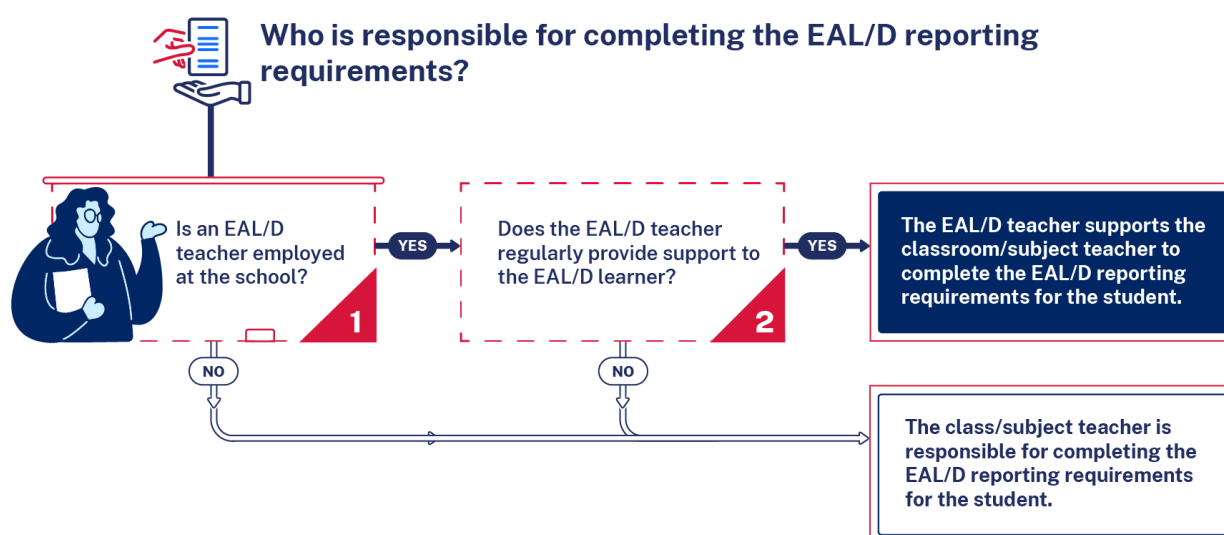


Figure 2: Identifying who is responsible for completing the EAL/D reporting requirements

It is important to remember that all teachers are required to support the English language learning of their EAL/D students. Schools are required to put processes in place to ensure that information regarding EAL/D students' English language proficiency is effectively communicated to parents. School processes should clearly identify the roles and responsibilities of classroom/subject teachers and EAL/D teachers in the reporting process.

What support is available?

As part of the Department's [Reporting advice](#), optional templates have been developed to assist schools to prepare written reports for Kindergarten, Years 1 to 6 and Years 7 to 10. These templates can be adapted to suit school context in line with policy requirements. If schools choose to use the templates, they should be adapted to ensure the EAL/D reporting requirements are met.

The [EAL/D NSW statewide staffroom](#) has a reporting to parents channel where schools share ideas and resources. Advisors are also available to answer any questions you may have.

Where should EAL/D information be included on a student's report?

The EAL/D reporting requirements can either be integrated into a student's general comments or can be included as a separate section on the report.

The examples below show how EAL/D reporting requirements can be met for Kindergarten and Years 1 to 10 EAL/D learners. The information in bold explains the reporting requirements and is followed by an example.

Kindergarten

A sentence stating that the student has been identified as an EAL/D learner:

[Name] has been identified as an English as an additional language or dialect (EAL/D) learner.

A comment on how a students' English language learning has been supported:

To support [Name's] English language learning in the classroom, [pronoun] has been provided with visual aids to support [pronoun] vocabulary and understanding on unfamiliar topics to complete tasks. [Name] is supported by the teacher to orally construct sentences from [pronoun] drawings and then copies the modelled words and simple sentences.

A comment reporting on an EAL/D learners' progress in learning English:

[Name] follows simple instructions and basic school routines by copying [pronoun] peers. With teacher support and visual aids, [Name] is learning to ask for help and express [pronoun] basic needs. [Pronoun] is beginning to ask and respond to simple questions about themselves by following short, modelled phrases. [Name] has a small bank of known familiar words and is beginning to identify letters and sounds in known words.

Years 1 to 10

Reporting the overall EAL/D Learning Progression phase:

Overall EAL/D phase	Beginning	Emerging	Developing	Consolidating
			✓	

A comment on how a students' English language learning has been supported:

To support [Name's] English language development in the classroom, [pronoun] is provided with bilingual support and word walls to enhance [pronoun] understanding of unfamiliar topics. In addition, [Name] works with a home language buddy during literacy activities to provide [pronoun] with a model for completing tasks.

A comment reporting on an EAL/D learners' progress in learning English:

[Name's] English language has developed steadily over the term. [Pronoun] follows instructions and explanations and uses [pronoun] expanding vocabulary of common words to describe events. [Name] reads increasingly complex texts and is learning to use [pronoun] own knowledge and information in the text to infer the author's meaning. [Pronoun] uses past and present tense appropriately in [pronoun] writing and is learning to use the vocabulary of the topic to explain [pronoun] ideas.

Reporting requirements for newly arrived EAL/D learners

Newly arrived EAL/D learners require the same EAL/D information to be included on their written reports, however the [Curriculum policy standards](#) have special considerations for newly arrived EAL/D learners when comparing student achievement against statewide syllabus standards.

Section 3.2.5 of the Curriculum policy standards outlines the reporting requirements for newly arrived EAL/D learners. For newly arrived students (less than 4 terms in an Australian school), at

the early phases of learning English as an additional language or dialect (EAL/D), schools will report through teacher comments on students' achievement in the KLAs or subjects studied.

For other EAL/D learners, schools will assess EAL/D learners' achievement in primary KLAs or secondary subjects against statewide syllabus standards and report achievement using the 5-point achievement scale or the plain English achievement scale.

The most current requirements for reporting are maintained in the [A-Z policy library](#).

Communicating with parents

All reports to parents should be written in plain English. In addition, it is important for the class teacher, or EAL/D specialist teacher, to discuss the child's learning with parents and carers. This could include:

- organising a parent/teacher meeting with an interpreter to discuss their child's report. Whilst translation of individual school reports into parents preferred language is not available through the Department's translation services, telephone or onsite interpreters can verbally interpret aspects of the report during parent/ teacher meetings
- providing [translated documents](#) for parents to support their general understanding of NSW Department of Education school reports including [how to contact the telephone interpreter service](#).

For more information

The [Curriculum policy standards](#) outline the requirements for all NSW public schools to plan curriculum, develop programs, assess and report to parents.

The [Multicultural Education web pages](#) and [Reporting to parents advice webpage](#) contain advice on assessment and reporting.

Contact

Contact your local [EAL/D Education Leader](#) or eald.education@det.nsw.edu.au for more information.

Alignment to system priorities and/or needs: Aligns to NESA and NSW Department of Education requirements for all NSW public schools to plan curriculum, develop programs, assess and report to parents in line with the Education Act 1990, the NESA syllabuses and credentialing requirements.

Alignment to School Excellence Framework: Learning domain: Reporting

Consulted with: Multicultural Education team advisors

Reviewed by: Leader, Multicultural Education

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