

New Arrivals Program

Operational Guidelines



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Rationale

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

The [New Arrivals Program](#) (NAP) provides initial intensive English language tuition for eligible newly arrived students who are learning English as Additional Language or Dialect (EAL/D) and are in the early stages of 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.

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 support, students must meet all of the following criteria.

Students are eligible for NAP support if the students:

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

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

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

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

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

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

Identification of eligible students for NAP

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

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

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

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

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

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

Data maintenance

It is essential that accurate information is collected on each newly arrived student and entered in ERN. This information includes date of arrival in Australia, 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 : HIN - Hindi

Other language spoken at home : URD - Urdu

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

EAL/D phase : BLL - Beginner (Limited literacy background in first language)

Student receiving EAL support : Yes

Last EAL/D Assessment Date : 26/06/2024

Other Student Details

First Australian Enrolment Date : 11/06/2024

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

SRN	Student Name	EAL						Receiving Support	Last Assess. Date	Date of Aus Arriv.	Date of 1st Enrol	Visa Class	Refg Ind	ISC	CoB	Lang. Bkgrnd
		TBA	NR	BSL	BLL	E	D									
		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	30/07/2024	06/06/2024	01/07/2024	202	Y	N	Malaysia	Chin H...

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

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



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

[Guidelines for using the Kindergarten EAL/D Learning Progression](#) provides information about the Kindergarten EAL/D Learning Progression and describes the steps required to determine an EAL/D phase.

Comprehensive descriptors detailing the characteristics of EAL/D learners for each of the skill modes for the four English language proficiency phases are also available: [Kindergarten EAL/D Learning Progression](#), [Using the EAL/D Learning Progression K-2](#), [Using the EAL/D Learning Progression 3-6](#), [Using the EAL/D Learning Progression 7-10](#)

[ACARA EAL/D Overview and Advice](#) is a teacher resource that supports teachers as they develop teaching and learning programs with a focus on the language learning needs of EAL/D students.



Intensive English Program application process

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

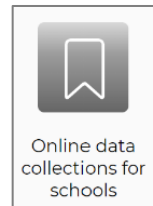
Location	School year	Application process
Metropolitan Sydney, Armidale and Wollongong	Year 6* and Years 7-12	Refer to the local Intensive English Centre (IEC)/Intensive English High School prior to enrolment
Metropolitan Sydney, Armidale and Wollongong	K-Year 6*	Following enrolment, apply for NAP via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

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

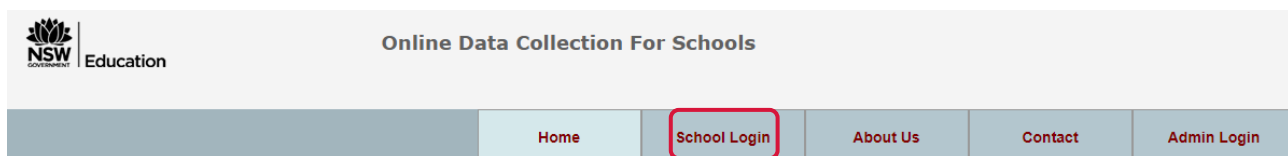
For Year 6 students, attendance at an IEC or the IEHS is optional. Schools should discuss this option with families so they can make an informed decision about pursuing enrolment at an IEC. It is important to explain the purpose of an IEC to our newly arrived families and provide them with information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

Application for NAP support

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

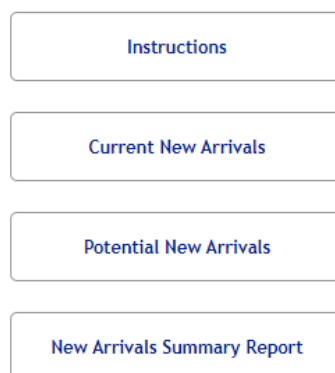


Schools will need to login to the Online Data Collections for Schools website using their school code and password. Once logged in, the NAP application webpages can be accessed via the New Arrivals Program (application) tab.



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

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



Detailed instructions to support completion of the application are included. To proceed with the NAP application, schools should follow the instructions provided and view the [introductory video](#) available to assist with the NAP application process using the Online Data Collections for Schools website.

Eligible students

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

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

Nº	Grade	First Name	Family Name	SRN	Gender	Language	EAL/D Phase (Current)	Australian Arrival Date	First Australian Enrolment Date	Authority To Enrol Number	Visa Code	Visa Name	Refugee	NAP Eligibility (Start)	NAP Eligibility (End)	Previous School	Status	Check All
1	Kindergarten				F	Tagalog	Emerging	13/12/2023	23/07/2024		820	Spouse (Extended Eligibility)	No	Term 3, 2024	Term 2, 2025		Awaiting Approval	<input type="checkbox"/>
2	Kindergarten				F	Spanish	Beginning	01/01/2024	01/02/2024		AC1	C1 - Australian Citizen	No	Term 1, 2024	Term 4, 2024		Approved	<input type="checkbox"/>

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

Grade	First Name	Family Name	SRN	Gender	Language	EAL/D Phase (Current)	Australian Arrival Date	First Australian Enrolment Date	Authority To Enrol Number	Visa Code	Visa Name	Refugee
1 Year 10				F	Tagalog	Unknown/Not Provided	05/06/2024	24/06/2024		189	Skilled - Independent	No
2 Year 7				F	Malayalam	Unknown/Not Provided	15/06/2024	23/07/2024		186	Employer Nomination Scheme	No

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

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

New Arrivals Summary Report

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

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

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

Teacher Weekly Allocation (Year To Date)					
Term 1					
Term 2					
Term (Week)	Refugee Student Count	Non Refugee Student Count	Total Student Count	Current NAP Staffing Allocation	Days of NAP Support equivalent
Term 2 (Week 1)	3	54	57	2.6	13.0
Term 2 (Week 2)	3	54	57	2.6	13.0
Term 2 (Week 3)	3	54	57	2.6	13.0
Term 2 (Week 4)	3	65	68	3.0	15.0
Term 2 (Week 5)	3	65	68	3.0	15.0
Term 2 (Week 6)	3	65	68	3.0	15.0
Term 2 (Week 7)	3	65	68	3.0	15.0
Term 2 (Week 8)	3	65	68	3.0	15.0
Term 2 (Week 9)	3	65	68	3.0	15.0
Term 2 (Week 10)	3	64	67	3.0	15.0
Term 2 Subtotal					144.0

Teacher Term Allocation (Upcoming)				
Term (Upcoming)	Refugee Student Count	Non Refugee Student Count	Total Student Count	Predicted NAP staffing allocation
Term 3-2024	12	9	21	1.4
Term 4-2024	10	8	18	1.2
Term 1-2025	9	4	13	

Unlisted students

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

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

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

- Schools should amend and update this information.

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

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

The student does not meet NAP eligibility requirements.

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

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

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

Special consideration cases

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

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

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

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

Bilingual SLSOs

SLSO Bilingual allocations are provided to schools that enrol four or more newly arrived EAL/D students from refugee backgrounds 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, students and their families. Bilingual SLSOs provide bilingual support for newly arrived students in the classroom allowing them access to the curriculum as they learn English.

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

Extension of NAP support

NAP support cannot be extended beyond the approved period.

Changes to the allocation of the NAP staffing resource

A revised NAP funding process and allocative formula, informed by schools' levels of English Language Proficiency (ELP) equity loading, was implemented in 2023. Refer to [New Arrivals Program 2023](#) for information about the changes.

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

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



NAP staffing allocations and advice

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

NAP applications are processed within several days. Schools will be notified via email of the result of their NAP application. NAP advice emails are sent to the school email address, to the principal and to the staff member 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, shows the start and end period of NAP support, and gives the total number of days that NAP funding will cover for the engagement of a dedicated NAP EAL/D teacher. A forward prediction of NAP support may also be included, and is dependent on students' continued enrolment, EAL/D phase and schools' ELP equity loading. For schools with significant numbers of eligible students from refugee backgrounds, a bilingual School Learning Support Officer (SLSO) allocation may also be provided. The start and end period of bilingual SLSO engagement will be included, as well as possible extension.

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

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

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

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

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 support
- 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

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

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

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

As schools deliver targeted NAP support to their newly arrived EAL/D 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.

A NAP exit report (see Appendix p.64) provides useful information about a student's English language learning progress and needs to assist teachers with effective planning of ongoing EAL/D support. The exit report should be completed when a student concludes their period of NAP support.

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 teacher allocation indicated in the NAP advice email may change if an eligible student leaves 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 a student's new school to apply for NAP support through the online NAP application website. However, a new allocation is dependent on the student's period of enrolment in the first school, the student's current EAL/D phase and the new school's level of ELP equity loading.

Extended leave

If a funded newly arrived 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 EAL/D phase.



Intensive English Outreach Program

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

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

Students who are eligible for the Intensive English Outreach class:

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

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

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

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

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

jodie.braiding@det.nsw.edu.au

T: 7814 3731

Central and community schools

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

Central and Community Schools		
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
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

Central and Community Schools		
*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
*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

Central and Community Schools		
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

Hospital schools

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

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

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

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

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

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

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



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 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 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 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.

Supporting the curriculum and language learning needs of newly arrived EAL/D students in Stage 6 in rural and regional high schools

Enrolment of newly arrived EAL/D students

Newly arrived EAL/D students may arrive at any point during the school year and enrol in their local secondary school in rural and regional areas. When students are in the early phases of English language proficiency, the school is able to submit an application for [New Arrivals Program](#) (NAP) funding to support the student's English language learning. These students will require targeted English language instruction to support both their English language and curriculum learning needs. Newly arrived secondary EAL/D students in Armidale and Wollongong can enrol in an Intensive English Centre (IEC) to access on-arrival intensive English instruction before transitioning to their local high school.

Before enrolment, consideration should be given to whether a *legitimate pathway for learning* that is supportive of students' future academic and vocational learning can be established. Acknowledging that it can take between 5-7 years to acquire competence in academic English (and longer for students with disrupted or limited educational backgrounds¹), some older students in the early stages of learning English may be better served by providers such as TAFE NSW than enrolment in Stage 6 at a high school.

Whilst a person over 18 years of age may be enrolled in a NSW Government school in exceptional circumstances, schools are not legally obliged to accept their enrolment. Principals should refer to the department's [Enrolment Policy](#) and the Principals' Memorandum regarding [Enrolment of Adults in NSW Government Schools](#) for further information.

¹ Refer to [EAL/D Advice for Schools](#), p.18-19 for more information regarding second language acquisition.

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

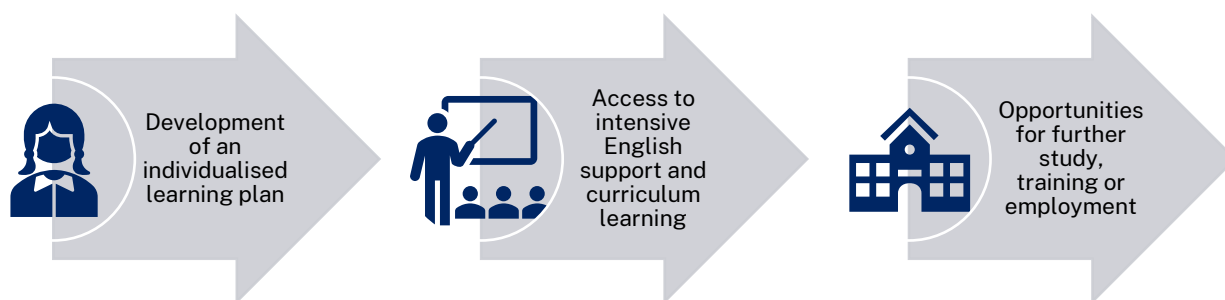
Students who are eligible for NAP funding are entitled to targeted English language support provided by this program. However, an important consideration for schools is that a newly arrived EAL/D student enrolling in Year 11 may experience difficulty in meeting the academic challenges of the Preliminary 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 many new unfamiliar procedures and practices and face the challenge of engaging with potentially unfamiliar curriculum content. For newly arrived EAL/D students 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 students 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 whilst 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 student 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 students in Stage 6 and their families/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' 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 Learning and Vocational Education](#) for further information. Using the Department's [interpreting services](#) is recommended to communicate clearly with students and their families.

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 students, 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)

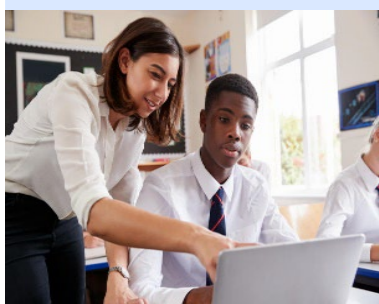
Enrolment in a Stage 6 language course in a student's home language may provide newly arrived EAL/D students with a subject selection option that is both accessible and enriching. Language distance education courses (Preliminary and HSC) are offered via [NSW School of Languages](#) and students can be 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 students 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 withdraws the student from class to deliver targeted instruction as needed



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 students.

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 can be accessed in the [EAL/D NSW Statewide Staffroom](#) in the Intensive English Centres channel.

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

The ACARA annotated content descriptions for [English](#), [Maths](#), [Science](#) and [History](#) (Foundation to Year 10) describe linguistic and cultural considerations for each of these key learning areas, and suggest teaching strategies that raise awareness of students' needs.

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.

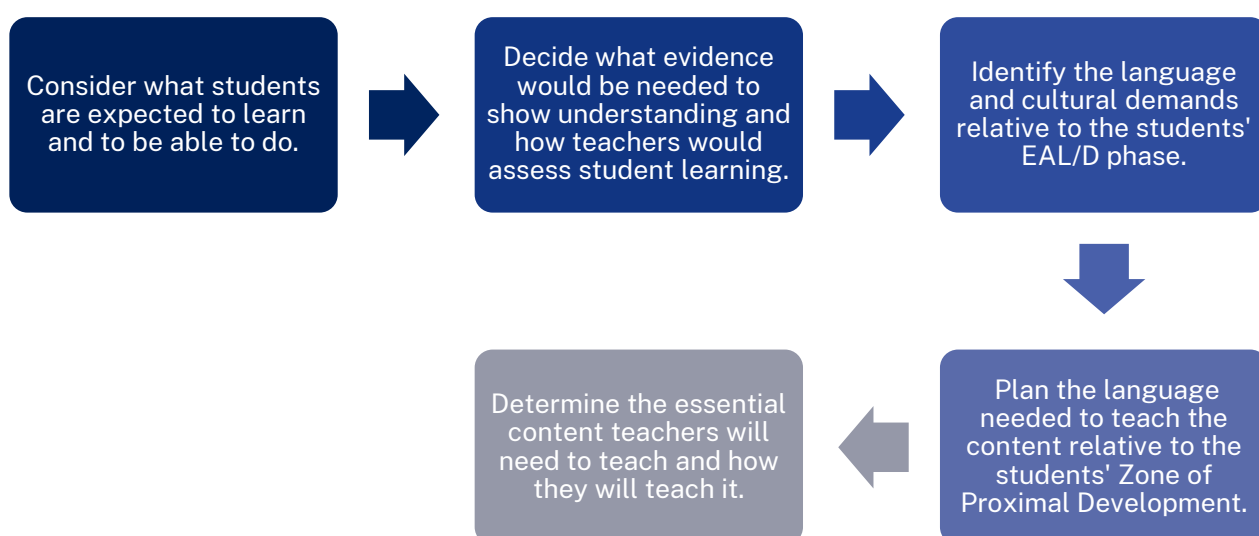
Effectively supporting the learning needs of newly arrived EAL/D students across the curriculum requires teachers to identify the language and literacy demands of texts used in teaching and learning programs, and to be aware of any assumed cultural and conceptual knowledge within the curriculum.

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 ([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 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 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 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 3.1.5 and 3.2.5).

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

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

Teacher resources

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

Student resources

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



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 students, 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 students.

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 Viva Engage

You can access the EAL/D Viva Engage group (previously Yammer) using your Departmental username 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 EAL/D Education Advisor 7-12 | T: 7814 2778 | EALD.Education@det.nsw.edu.au



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

Supporting EAL/D students – a guide for SLSO staff (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.

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:	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.	Maintain EAL/D Maintain EAL/D in ERN Data collection

<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).	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 Introductory video 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 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
<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 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 personalised language learning and support plan has been developed.	Teaching English Language Learners (TELL) Teaching Students from a Refugee Background English language support (video) School ERN data Personalised learning
<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

<ul style="list-style-type: none"> <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. 	<p>Strategies to support EAL/D students</p> <p>Teacher and student resources</p> <p>NAP Resource Kit</p>
At the conclusion of NAP support	Resource/PL
<ul style="list-style-type: none"> <input type="checkbox"/> Teachers have planned how the student can continue to be supported in learning English in the mainstream classroom when the program concludes. <input type="checkbox"/> A NAP exit report is completed for the student and discussed with relevant staff. 	
<ul style="list-style-type: none"> <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 	<p>Henry Parkes Equity Resource Library</p>

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

Supporting students from refugee backgrounds	Resource/PL
<ul style="list-style-type: none"> <input type="checkbox"/> Welcome and orientation to school strategies have been planned. 	<p>Enrolment and orientation and Making students feel safe</p> <p>The Welcome Program</p>
<ul style="list-style-type: none"> <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. 	<p>Supporting students from refugee backgrounds</p> <p>STARTTS</p> <p>Professional learning</p> <p>Wellbeing for schools</p> <p>Refugee Student Counselling Support Team</p>

<p><input type="checkbox"/> A personalised learning and support plan is created for students from refugee backgrounds.</p>	<p><u>Individual learning plans</u></p> <p><u>Student learning plan – primary schools</u></p> <p><u>Student learning plan – high schools</u></p>
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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:		

EAL/D student profile and assessment

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

New Arrivals Program (NAP) exit report

This report is to be completed upon conclusion of the student's NAP support period.

Student details

School name	
School year/grade	
Student name	
Gender	
Country of origin	
Languages other than English	
Australian arrival date	
First Australian enrolment date	
Visa code	
Previous Australian school	

NAP support details

NAP support start date			
NAP support end date			
Initial assessment date			
Listening	Speaking	Reading/viewing	Writing
Overall EAL/D phase		<input type="checkbox"/> BLL	<input type="checkbox"/> BSL
			<input type="checkbox"/> Emerging

Progress assessment date					
Listening	Speaking	Reading/viewing	Writing		
Overall EAL/D phase		<input type="checkbox"/> Beginning	<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	
Student work sample	<input type="checkbox"/> assisted		<input type="checkbox"/> independent		
Describe the EAL/D support provided					

EAL/D support information

Describe how the student's ongoing EAL/D needs will need to be supported	
Completed by	
Date	



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	7814 3046
EAL/D Education Advisor - rural and regional	7814 3731
Intensive English Programs Advisor	0407 025 086
Refugee Student Programs Advisor	7814 3796

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