



# MARIST CATHOLIC SCHOOL

## PROCEDURE: English for Speakers of Other Languages (ESOL)

Marist Catholic School recognizes that every individual is made in the image and likeness of God. We acknowledge and value our cultural diversity and our aim is to create and nurture an inclusive school by working with all members of the school community.

The purpose of these procedures is to ensure that students who are from backgrounds with English as an additional language:

- are eligible to attend school in New Zealand
- receive full information about the school
- are placed in appropriate classes
- have teachers who are prepared in advance to receive them
- are welcomed into the school
- have their language and learning needs identified

### **PROCEDURES – ENROLMENT**

When parents/caregivers approach the school to enrol a student, the secretary will give them an enrolment pack including a prospectus and information package.

During the enrolment interview the principal/secretary will:

- photocopy the child's birth certificate and/or the information page and entry permit in the child's passport and verify the child's immigration status. This information includes the birthplaces of New Zealand born students. The secretary will make a note 3 months before expiry of work permits to allow time for families to re-apply
- check that all relevant information is completed on school enrolment forms
- if child has come from another NZ school, check the class level and information on the school master
- advise parents of the child's placement and name of the teacher
- arrange for a tour of the school, meet the teacher and class
- give the family a date and time to start
- ensure the teacher has adequate preparation for the new student
- encourage the family to bring their own interpreter if necessary or arrange for an interpreter to be present.

### **ORIENTATION PROCESS**

If the English language learner is a new entrant, the school's orientation programme for new entrants will be followed. At any school level above new entrants the teacher will arrange for a peer, if possible someone who speaks the same home language, to support the student as he or she becomes familiar with the school and its routines.

### **ASSESSMENT & MONITORING/TRACKING**

In consultation with the classroom teacher, the SENCO (the teacher in charge of ESOL) will assess the student to determine if they qualify for funding. If appropriate, the SENCO will make an application for ESOL funding from MOE.

Progress of students who receive ESOL funding will be monitored regularly each 6 months. Assessment tools include:

- Six week entry test
- 5 Year Testing (Letter I.D., CAP and Words I Know)
- PM Benchmark and PROBE running records
- PAT Maths, Reading Comprehension & Punctuation & Grammar (Year 3 and above)
- AsTTle Writing
- ELLP matrices for English Language Learners
- ESOL assessments:
  - oral language
  - following instructions
  - words I know
  - words I can write
  - oral language structure and meaning
  - writing a story

Data is analysed and summarised by the SENCO and distributed to classroom teachers and senior management. The assessment information is used by:

- The classroom teacher who will use this information, as well as observations of the student to make an 'overall teacher judgment' and record the student's 'achieved' stages of English language on The English Language Learning Progressions
- School management to monitor the effectiveness of ESOL programmes and report to the board of trustees and the school community
- The Marist Catholic School Board of Trustees to inform resourcing decisions

## **CLASSROOM PROGRAMMES**

Classroom programmes will be modified to cater for the language needs of the English language learner (ELL) as necessary.

## **ESOL PROGRAMMES**

An appropriate ESOL support programme will be developed by the school management team and the ESOL coordinator in consultation with classroom teachers. This could involve:

- The employment of teacher aides to support classroom programmes
- The employment of an ESOL support teacher to operate withdrawal programmes
- The purchase of equipment and resources for use in classrooms to support the learning of English Language Learners
- The ESOL programme will link as closely as possible to the curriculum in each classroom. Professional development opportunities will be made available to upskill staff.

## **RESOURCES**

The following documents and resources are essential to planning ESOL programmes at Good Shepherd School.

- Copies of these resources are available in each classroom and/or in the school library: The New Zealand Curriculum (2007)
- Working with English Language Learners: A Handbook for Teacher Aides and Bilingual Tutors (2008)
- The English Language Learning Progressions: A resource for mainstream and ESOL teachers (2008)
- Non English-Speaking-Background Students: A Handbook for Schools (1999)
- Literacy Learning Progressions (2007)
- The New Zealand Curriculum Reading and Writing Standards (2009)

- Effective Literacy Practice (Years 1 to 4 or Years 5 to 8) (2006)
- Teaching Reading Comprehension (2007)
- Learning to Talk: Oral Language in Years 1 – 4 (2009)
- Learning to Talk: Oral Language in Years 5 – 8 (2009)
- Guided Reading Years 1 – 4
- Guided Reading Years 5 – 8