

Hauraki Primary School  
Policy Document

## English as a Second Language (ESOL)

### Rationale

Hauraki school acknowledges and values cultural diversity and engages with the ESOL community to enhance learning and connections.

### Purpose

- To provide programmes and teaching at all levels of entry.
- To provide opportunities for ESOL pupils to express themselves and participate in all school activities and be accepted by peers in all situations.

### Guidelines

1. Enrolment of ESOL students, both resident and non-resident students, is the responsibility of the Principal.
2. Class sizes, composition and presence of other ESOL students are taken into account when deciding on placement of a student.
3. No specific level of English proficiency applies.
4. Every effort is made to orientate students and create an inclusive environment for them to help manage their transition into a New Zealand setting. Procedures for this are set out in Appendix 1.
5. Small group teaching for ESOL students will feature as part of the school programme, depending on the availability of resources.
6. ESOL families are encouraged to take part in school and community activities and interact with other families.
7. Cultural diversity is acknowledged and celebrated.
8. Reporting to parents is ongoing and if necessary, occurs through an interpreter.
9. Opportunity for ESOL staff development is provided as deemed necessary.
10. The enrolment of non-resident International students must comply with the Code of Practice for the Pastoral Care of International Students. See International Students and Refunds policy for more detail.

Signed: 

Date: 26/6/2023

Presiding Member of the Hauraki School Board Review Date: Term 2 2026

### **Related Policy:**

International Students and Refunds

## **Appendix 1**

### **Procedures**

#### **Enrolment**

When a student wishes to enrol at Hauraki School:

- the office checks and photocopies the relevant information to verify the child's immigration status
- a Hauraki School enrolment form must be completed ensuring that their first language and ethnicity is recorded
- a copy of the enrolment form is passed on to the ESOL teacher
- the family is provided with an enrolment pack including a prospectus and directed to the school web site
- if a child has come from another New Zealand school, we ask if the child has been in an ESOL programme at their previous school, and this school maybe contacted for relevant records
- advise the family of the child's placement and name of the teacher
- take a tour of the school with the principal or staff member

#### **Orientation Process**

- on the first day, the principal will welcome the child and family and take them to their classroom to meet the teacher
- school routines and expectations are outlined and any questions answered
- a same language classroom buddy is assigned (where possible)

#### **Assessment**

- the ESOL teacher will assess the child's English after 1-2 weeks at school
- this assessment normally includes phonemic knowledge, high frequency word recognition, an oral language activity, listening activity and a writing sample
- either the classroom teacher or the ESOL teacher will do a reading assessment
- the classroom teacher and the ESOL teacher fill out an ELLP record of progress together, and highlight the indicators for Listening, Speaking, Reading and Writing to gauge the stages the child is at
- an application for ESOL Ministry of Education (MoE) funding is made twice a year
- assessment tools used by the school are e-asTTLe reading and writing, running records, prose inventories, writing exemplars, word/vocabulary lists, six-year observation survey, New Entrant assessments

#### **Monitoring**

- the progress and achievement of English language learners (ELLs) is tracked and monitored using the ELLP record of progress
- the classroom teacher updates the ELLP record of progress every 6 months to coincide with testing and report writing
- on-going monitoring/formative assessment is integrated into everyday activities during ESOL sessions
- the classroom teacher and ESOL teacher share information/concerns on an on-going basis

#### **ESOL Support Programme**

- the ELLs attend ESOL sessions regularly in small groups

- the focus is on supporting the ELLs alongside the classroom programme especially in Inquiry and English, endeavouring to cover listening, speaking, reading and writing in each session
- the ESOL teacher accesses the shared drive to see what is currently being taught in the classroom and plan accordingly
- shared reading, listening activities, grammar, vocabulary, comprehension activities are undertaken with plenty of opportunity for oral language
- the ESOL teacher uses *The Seven Language Structures of SELLEPS* and also ELLP as a guide for planning
- hands on activities also feature, for example, baking/making things/ science experiments
- games to enhance vocabulary, alphabet, grammar knowledge, comprehension are played
- Guidance for the ESOL programme is available from <http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/ESOL-teaching-strategies>

### **Classroom Support**

- class teachers identify and state key vocabulary and language structures to scaffold the teaching of all students, including new learners of English
- classroom programmes can be modified to cater for the language needs of the learner as necessary and include a variety of teaching approaches such as, shared, guided, modelled, reciprocal, buddy, one to one, small group approaches
- a welcome box can be placed into classrooms for students at the Foundation Stage of learning English
- classroom teachers provide differentiated instruction for ELLs to support their understanding of acquisition of English vocabulary and language structures

### **Professional Development**

- on-going staff development is addressed in scheduled staff meetings as required
- the ESOL teacher attends relevant professional development and professional learning groups periodically to ensure knowledge and school practice is current
- the ESOL teacher can access information/ask questions via online communities such as Primary ESOL and Primary Literacy

### **Parent Involvement**

- parents are invited into classrooms to share their culture and language
- parents are invited to help on school trips, in classrooms and support and assist the teachers with various jobs
- parents are invited to sharing assemblies periodically
- parents are able to join the PTA

### **Reporting to and Communicating with Parents**

- parent interview opportunities are conducted at least twice a year
- written student reports are provided twice a year
- parents can email/talk to the teachers and principal if they have any concerns

### **Resources**

- English Language Learning Progressions Pathways document

- <https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Professional-support-for-teachers-and-teacher-aides/English-Language-Learning-Progressions>
- SELLIPS resources Years 1 to 6
- Essential Oral Language Toolkit Book – a practical guide for teachers
- Learning through talk Books
- WELLS -Working with English Language Speakers Book