



ENGLISH AS A SECOND LANGUAGE

Purpose

- To develop in students a level of competency and confidence in using English that allows them, over time, to fully participate in both social and school-based contexts
- To engage ESL students in meaningful language experiences in order to promote efficient communication through speaking, listening, reading and writing, taking into account their diverse needs
- To develop within ESL students and all other students an attitude that cultural and linguistic diversity is an asset
- To develop in students an understanding of the Australian school and social culture
- To develop within students an understanding and appreciation of our particularly diverse culture here at Cambridge PS which currently has 52 nationalities.

Guidelines

- ESL students may be “new arrivals” or students who have been attending Australian school for greater than 6 months or perhaps born in Australia, but who speak another language at home
- English will be taught through a range of meaningful purposes and contexts, which extend and enrich children’s oral language, reading and writing abilities.
- Cambridge Primary School’s ESL Program is based upon the VELS document
- Those learning English as a Second Language will receive support, and exposure to English. Firstly they will address learning outcomes of the ESL document, before addressing the learning outcomes described in the VELS and Curriculum and support documentation
- Where an ESL teacher is available the ESL teacher will seek support from D.E&T agencies for extra assistance for new arrival ESL students
- Where an ESL teacher is available the ESL teacher will be responsible for program planning and implementation, student assessment program evaluation, and staff PD
- Where an ESL teacher is available the ESL teacher will assist class teachers in the provision of appropriate work for ESL students
- Where eligible, new arrivals will have access to the WELS (Western English Language School)

Implementation

- New arrivals or recent arrivals who have little or no English will be given first priority in allocating ESL assistance
- The ESL teacher where available will work with students P-6 in reading, writing, listening and speaking.
- Children will be selected for ESL support through classroom teacher nomination and ESL teacher testing.
- The ESL teacher where available may work with students in small groups withdrawn from the class setting or in the classroom to support areas of study
- The ESL program needs to be flexible to cater for the changing needs of the students and the school
- Where no ESL teacher is available, children will be supported in the classroom by working where possible in a range of appropriate groupings at their own level.

Evaluation

Evaluation of the ESL Program will be undertaken by the ESL Co-coordinator and the English team

The following means will be used to evaluate the effectiveness of the ESL Program:

- Student data will be collected from a variety of assessment contexts to ensure that assessment is comprehensive
- Assessment will be based on the evaluation of knowledge, skills and attitudes using school based and learning outcome statements of the ESL VELS documents
- Feedback from staff and students

<u>Ratification Date</u>	<u>Review Date</u>	<u>Policy Number</u>	<u>Version Number</u>	<u>Date Produced</u>
June 2007	Year 2010	7.	3	March 1999