

	<b><u>Carlton Gardens Primary</u></b> <b><u>School</u></b> <b><u>ESL Policy</u></b>	<b>Authorisation</b> <b>Date: 2009</b> <b>Review Date: June</b> <b>2012</b>
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### **Profile of the school, its community and students**

Carlton Gardens is located on the edge of Melbourne's CBD. Fully refurbished through the BER Federal Government initiative it now has a fully equipped Community Arts Centre and can be described as a small, vibrant, inner city school that is committed to serving the whole school community.

Within its Victorian era schoolhouse are a broad spectrum of students, some whose parents were students at the school and others who have only just arrived in Australia. Many students are drawn from the surrounding neighborhood, other inner suburbs and the city, and a few from middle and outer suburbs who commute to school with their parents who work near the school. Each year a number of international students also attend and their parents become significant members of the school community.

The students represent eighteen different cultures and the full socio-economic spectrum. With the significant number of international students and new arrivals, some as refugees, the school has a strong need for ESL services.

### **School Overview**

- A wide range of languages are spoken in the school
- Diverse cultural groups are represented across the school community.
- A number of students have come from refugee camps.
- International students attend the school for short periods of time.
- Students can be disadvantaged because of the low level of English spoken at home.
- The literacy competence of student's in their native tongue is recognized.
- Provision for special needs students attending the program is made.
- School attendance of students within the program is rewarded.
- A positive parental attitude towards their child's education is encouraged
- Some students may receive additional support - speech pathology, psychological referral, refugee assistance and language centre support.

#### **1. Purpose**

To develop the student's ability to communicate effectively through speaking, reading and writing at the highest level of competence.

#### **2. Objectives**

- To provide support for students to reach their highest competency in English
- To enable ESL students to reach their full potential in all areas of the classroom curriculum.
- To develop purposeful means of interaction within the wider community

### **Basic principals of second language acquisition/learning**

**The ESL learners already 'know' a language – they know how to communicate and how to use language for social purposes. They know about learning a language, and, depending on age and experience, may be literate in their first language.**

**The school's role will be to:**

- Make sure input is comprehensible.
- Find the starting point to provide shared experiences and build on them.
- Ensure that students understand the process we are providing for them (for example the use of visuals, ICT and graphic organizers).
- Provide opportunities for comprehensive output in real life situations.
- Recognize that students need to be encouraged to become independent in literacy and numeracy.

**Factors affecting the learners**

**Many students begin school with minimal or no exposure to English, whether born overseas or in Australia to parents with language backgrounds other than English.**

**Therefore some students have schooling equivalent to that of their chronological peers have had in English but with little or no exposure to English. Other students have had a disrupted education or are experiencing learning difficulties.**

**The school will to be aware that:**

- A range of abilities may occur within any one classroom.
- Ethnic based issues are addressed within the curriculum.
- A transient population exists within the international student community.
- That gap in a student's learning experience can exist within anyone strand within the curriculum.
- A language background does not necessarily provide an understanding of instruction in English.
- The social standing of a student in the classroom, their self esteem and peer interaction can impact on success.
- Self motivation is a factor for the successful acquisition of English.
- Cultural belief systems have a role to play in successful learning outcomes.

**Guidelines for student identification**

**ESL students will be identified thorough a formalized process that will include – determining proficiency in English using a list of documented indicators, creating a student profile, considering key points in – cultural, educational and first language proficiency: pursuing further assessment that involves compiling information on an anecdotal and observational level.**

**School procedures will include:**

- A teacher survey – establishing priorities for ESL teaching and learning.
- New arrivals given highest priority with older students being the first targeted.
- Identification of the language / languages spoken at home...
- Students at risk targeted during enrolment.
- Sociolinguistic profiling will be included in the assessment of the ESL student.
- An ESL Assessment Package for new arrivals to the school will be part of the induction program that will test the students in English with a special focus on phonology and decoding.

**Carlton Gardens Primary School**

## **ESL Program**

**Authorisation: School Council 2009**

**Review Date: 2011**

**Carlton Gardens Primary School provides a whole school approach that focuses on program options and a school organization that facilitates effective ESL teaching and learning. The latest DEECD directives are incorporated into the program.**

### **1. Teaching**

The coordinator will facilitate an inclusive educational setting that promotes excellence in teaching, learning and professional practice.

The role of the ESL coordinator will include:

- Developing an ESL Assessment Package - a new arrivals program for identified ESL students.
- Facilitating different methods of teaching students -withdrawal program parallel teaching, team teaching and grouping students with similar needs...
- Ensuring ESL activities are available for teachers to integrate into their classroom programs.

The ultimate responsibility for the student lies with the classroom teacher. However, the ESL coordinator will liaise between parents, teachers and students. As well as this, planning programs that are age appropriate, link in with class programs and are meaningful and well resourced are important aspects of the coordinator's role.

Mid year and end of year ESL reports are provided by the ESL coordinator.

### **2. Overview of the role of the coordinator**

- Identifying ESL students.
- Establishing priorities for ESL teaching and learning
- Implementing the program
- Negotiating the program with the teachers involved.

### **3. Teaching strategies and curriculum**

As part of the whole school approach inquiry learning, a focus on the development of critical and thinking skills will be incorporated into the ESL program. An inclusive curriculum that is readily accessible to all students and links in to the ESL Continuum will underpin teaching and learning.

Strategies:

- Timetabling
- Withdrawal of students with similar needs into small focused groups of eight.
- Inclusion of the latest educational directives into the program.
- Use of ICT

### **4. Assessment and reporting of language development**

ESL reports will be linked with the class reports as directed by DEECD guidelines.

**Other assessment/reporting methods:**

- Parent/teacher interviews

- Information sessions
- Documentation of relevant information in the native tongue of students and their families.

#### **5. Role and responsibilities at the school level**

School staff will support ESL learners within the classroom and liaise with the ESL administrator. The administrator will provide the necessary learning tools to support beginning classroom teachers.

- To develop an inclusive curriculum using a range of resources.
- To provide interpreters when required.
- To recognize the needs of a range of different cultural groups through the monitoring and modification of the curriculum.

#### **6. Evaluation**

The progress of ESL students will be continuously monitored. Assessment, both formal and informal, will be an integral part of the teaching and learning process.

- Evaluation will be linked to the ESL Continuum P – 6, Levels A and B.
- An on-going review of the ESL program will be incorporated into the program. .
- Feedback on the ESL program will be sought from parent surveys.
- Informal feedback from students participating in the program will be an evaluation tool.

