



ESL POLICY

Rationale:

- The study of English is about the appropriate and effective use of the language as a means of learning and communicating. Through language use, students convey and discover information, work through ideas and express feelings. Students learning English as a Second Language (ESL) need targeted English language teaching, extra time, support and exposure to English before they can attain the learning outcomes described in the English domain of the Victorian Essential Learning Standards.

Aims:

The broad goals of the ESL program are to support students to:

- develop a level of competency and confidence in using English that allows students to fully participate in social and school-based contexts.
- continue their conceptual development whilst developing English language skills.
- develop an understanding of the learning styles and expectations of the Australian schooling system.

More specifically, the ESL curriculum aims to develop students' competence in English in the following areas:-

- an ability to use and understand English in a variety of contexts.
- control over the structures and grammatical features of English.
- an ability to use strategies that facilitate the acquisition of English, and to negotiate communication in English.

Implementation:

- Students at our school who are studying English as a second language will be supported by an ESL teacher and an ESL program.
- The appointed ESL teacher will be responsible for coordinating all aspects of the ESL program including program budget submissions, census details, excursions etc.
- The ESL teacher will be provided with a personal copy of the VCAA 'Flagship Strategy 1 – Student Learning – February 2006' DVD which includes the 'English as a Second Language Companion to the Victorian Essential Learning Standards'.
- The ESL teacher is required to work with other classroom teachers, literacy aides and interpreters, school teams, sections and faculties to develop and implement an individualised ESL program for all students identified as 'in need'.
- Student's individual abilities must be measured at the commencement of each unit of work, and learning opportunities must be provided that cater for the identified needs of each student.
- Student progress in ESL will be reported in half year and end of year academic reports.
- ESL withdrawal classes for each identified student will occur daily.
- ESL activities that reflect the topics being studied at school, and are appropriate to each child's ability, will form a regular component of each student's ESL homework regime.

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in.....

November 2016