

28 August 2017

The Principal
St Joseph's School
125 Church Street
AUCKLAND 1061

Dear Mr Thompson

English for Speakers of Other Languages - ESOL Verification Visit

Please pass on our thanks to Valerie for the time she took to discuss the provision of ESOL support at your school with ESOL verifier Janis Maidment on 16 August, and to Carolyn for the time taken to demonstrate some of the digital tools and resources used in your school. Seesaw is clearly a valuable tool to record and share the great work you are doing to support oral language development.

Janis also appreciated that Valerie organised for her to meet with a number of your learning assistants. They are obviously committed to their roles and genuinely engaged in the learning experiences they provide for the children.

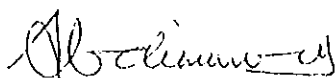
Your school has maintained a clear focus on oral language development over time, and this appears to flow through into writing. The selected students were confident writers. They have developed confidence in the use of English language structures and their spelling is exceptional. You clearly have high expectations at your school.

The English Language Learning Progressions (ELLP) matrices sighted had been accurately completed. Valerie's deft hand is evident in the management the ESOL assessment and funding application process, as well as in oversight of the learning assistants and the wide range of support your school provides.

It was evident, too, that you have an inclusive ethos, and that new learners of English and their families are made to feel welcome and well supported.

Please share this report with relevant staff and give a copy to the Board of Trustees. Our team can be contacted at any time if you have questions or issues related to ESOL funding support.

Yours sincerely



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English for Speakers of Other Languages (ESOL) Verification Visit Report

School:	St Joseph's School (1259)	Principal:	Andy Thompson
Date of visit:	16 August 2017	Verifier:	Janis Maidment
School roll:	242	Main ethnic groups:	33% Samoan, 28% Tongan, 9% New Zealand Maori, 9% New Zealand European, 4% Filipino, 4% Fijian, 2% Indian
ESOL funded students:	Migrants: 7 New Zealand born: 60 Total: 67	ESOL funding:	Period 2, 2016: \$25,675 Period 1, 2017: \$21,775

Administration

Identification of ELLs and funding application process	<ul style="list-style-type: none"> At enrolment, parents fill in enrolment documentation and the principal, or deputy principal Valerie Anderson, meet with new students and their families. There is a real focus on getting to know the learner as they settle in to the school. Classroom teachers complete an English Language Learning Progressions (ELLP) Record of Progress for each English language learner (ELL) in their classes twice a year. Valerie is responsible for making applications for ESOL funding for eligible students.
ESOL documentation	<ul style="list-style-type: none"> Procedures for the identification of ELLs and their learning needs and provision of support are detailed in the <i>Curriculum Focus Areas</i> and <i>Special Programmes to Support Literacy</i> documentation. Supporting the needs of priority learners, including ELLs, is included in the school charter strategic and annual plan.

ESOL Programme Support

ESOL staff	<ul style="list-style-type: none"> Valerie Anderson, deputy principal (junior school literacy and oracy)/SENCO/ESOL coordinator Ten learning assistants who provide additional support for ELLs in classrooms
ESOL qualifications and professional development	<ul style="list-style-type: none"> A classroom teacher has a Graduate Diploma in TESSOL. The school has worked with Dr Jannie van Hees over time with a focus on the development of oral language through the IOL (Intensive Oral Language) project. 'Language in Abundance' is the school-wide focus for this year. Teachers are continuing to work with Jannie, refining their planning and teaching practices to ensure delivery of effective literacy teaching and assessment. Valerie attended an ELLP workshop facilitated by ESOL advisor Jane van der Zeyden (Tools4Teachers) when the school introduced the use of ELLP for funding applications, and has continued to work with teachers around accurately highlighting the ELLP matrices. The teacher aides have all been involved in ELA (English Language Assistant) or IOL professional development. Valerie attends meetings of the local ESOL professional learning community. There is regular internal PD in oracy and literacy, and there is a current professional learning focus on maths (including oral language) and collaboration. The school is in its third year of an e-learning contract (Lyn Thomas) and has a digital team led by AP Carolyn Massey. For the last two years there has been a professional learning focus on writing led by Jenny Thompson (Team Solutions).

<p>Support programmes and resources</p>	<ul style="list-style-type: none"> • There is a strong focus on tracking and monitoring students and analysing data, and valuable student achievement data is regularly reported to the Board of Trustees. • All teachers have copies of ELLP and SELLIPS (Supporting English Language Learning in Primary Schools). There is a focus on accelerated learning programmes, and teachers complete detailed Combi lists to gather data on how effectively learners' oracy skills are progressing. • All classes have learning assistant support in the morning each day. In the junior school, IOL is a significant part of support for ELLs. The way digital tools have been seamlessly embedded was demonstrated by assistant principal/leader of eLearning Carolyn Massey who showed video clips of students involved in oral language tasks. Seesaw is used to share clips and connect with families. • Regular meetings are held with the learning assistants. • ELLs may also be supported in the Reading Recovery, Rainbow Reading and Pause, Prompt, Praise programmes. • A number of volunteers come into the school to assist, and Valerie commented that some learning assistants have previously worked in the school as parent helpers. • A SWIS currently works with 12 children. A Young Forest leadership programme is supporting 18 boys in Years 5/6. Help is sought from an RTLB or RT Lit and other agencies when needed.
<p>ESOL assessments</p>	<ul style="list-style-type: none"> • Classroom teachers highlight the ELLP matrices with support from Valerie twice a year. The school plans to introduce a digital version of ELLP. Evidence referred to includes school entry and oral language assessments, the Six Year Observation Survey, running records, writing samples, STAR, PATs (listening, reading comprehension, reading vocabulary and maths), and spelling and numeracy assessments. Writing is moderated within the school and across the Maungakiekie writing cluster. • The verifier looked, together with Valerie, at ELLP Records of Progress, assessments, running records, writing samples and reports of selected students. The ELLP forms sighted had been accurately completed and provided a good reflection of students' language acquisition. The verifier noted that the selected students had clearly been well supported and that several students had made accelerated progress. It was evident that a real strength of the school's ESOL support is giving students the confidence to express themselves, both orally and in their writing. The knowledge that Valerie had about each of the students and their learning needs was impressive indeed.
<p>Family engagement/ responding to cultural and language diversity</p>	<ul style="list-style-type: none"> • Recognition of first languages is an integral part of supporting all bilingual children. Te Reo is taught in the school. Pasifika language weeks are celebrated. • Home-school partnership meetings are held regularly, and Reading Together is about to re-start. There is an ongoing focus on community engagement. Seesaw is used to showcase and record oral language, and to share with families. The school has a cultural festival every two years, and senior students participate in the Oranga Cultural Festival. Supporting Your Child's Learning translated booklets are sent home where appropriate.

Summary

<p>General observations</p>	<ul style="list-style-type: none"> • The school has a sound process in place to identify students who are eligible for ESOL funding. • There is a strong focus on the identification of specific language learning needs, and support is responsive and tailored to address these needs. Developing oral language is a particular strength. • Students' diverse cultures and languages are recognised and celebrated. • The ELLP matrices sighted provided an accurate reflection of ELLs' progress.
<p>Plans for ongoing ESOL development</p>	<ul style="list-style-type: none"> • Continuing to support staff, particularly new teachers, in the use of ELLP and ESOL strategies.