

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

School:	Mairangi Bay School (1343)	Principal:	Nathan Janes
Date of visit:	2 September 2024	Verifier:	Inge Millard
School roll:	452	Main ethnic groups:	38% Chinese, 27% NZ European, 11% Other Asian, 6% Other European, 5% NZ Māori, 5% Southeast Asian, 3% Indian, 2% African, 1% Middle Eastern
ESOL funded students:	Migrants: 89 New Zealand born: 77 Total: 166	At ESOL funding:	Period 1: 2024: \$64,740.00 Period 2: 2023: \$61,230.00
International Students	There were 20 international students at the school at the time of the visit.		

Administration

Identification of ELLs and funding application process	<ul style="list-style-type: none"> The school has the option for parents to complete the enrolment form through an online link on the school website. Enrolment Officer, Anita Nicholls, liaises with families about the enrolment process. Anita checks details such as passports, visas, and proof of address. New families are invited to attend a parent information session, which is held on the last Tuesday of each term. At this session the Deputy Principal/ SENCo, Claire Worthington Blair explains to parents about the structure of the school, and how their programmes are run, including the ESOL programme. Parents are also taken on a tour of the school to see the school in action. Parents are introduced to teachers on the tour and the opportunity is offered to parents to share any information with Claire. If the students are 5 years old, the school contacts families who have enrolled to arrange school visits prior to starting. They make an appointment to attend one of the parent information mornings. These are hosted by Claire and attended by the Junior Team Leader, the New Entrant teacher, Claire and Principal, Nathan Jane. The school also has good relationships with the Early Childhood Centres in the area and discuss transitions of all new students. There was a conversation about the ESOL Supplementary Enrolment form to record more detail about new English language learners (ELLs). As discussed, this can be completed as part of the enrolment process (or after enrolment) and is useful to record in-depth information about the student and their family. This form needs to be completed by staff, rather than families to ensure that consistent, accurate information is gathered and recorded. On the day the child starts school the student details are uploaded onto ENROL. If a child has had previous ESOL support, an email is sent to Claire and the ESOL Coordinator/ teacher, Sarah Campion. Prior to 2024, if a student enrolled as an English language learner (ELL), a cumulative file was made and passed on to Sarah. This folder contained enrolment information, detailing languages spoken at home and if they may require further ESOL assistance with English. However, now that the school has changed their SMS to Hero, the enrolments are completed online, and the information is accessed through each ELL's profile. Through Hero they can identify students/ groups
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	<p>of students who have English as their second language and Sarah can make assessments and prioritise the ELLs that require extra support.</p> <ul style="list-style-type: none"> A discussion was had about the added use of ENROL <i>English language learners at Our School</i> report to check for ELLs that have been previously funded and may still have funding terms left. It has recently been updated and now has the latest ELLP stages included. Although the school uses ENROL they were unaware of this function and intend to use it in the future. From the enrolment process and parent feedback through the Hero system, information is collected and the ESOL team liaise with the classroom teacher to assess the level of support an ELL may need. Assessment is used to gain an understanding of which priority group the ELL would be placed in. If a new ELL qualifies for funding and support is needed, a Google Doc digital version of the ELLP Pathway record of progress is set up and they are included in the next funding application. These are kept on the school shared drive and are accessible to teachers. Sarah keeps a spreadsheet of ELLs to track and monitor progress. She collects and collates all the data and makes applications for ESOL funding for eligible students. Claire uploads the status list to the school Secure Data Portal.
ESOL documentation	<ul style="list-style-type: none"> The school has a School Docs ESOL policy. As discussed, it is recommended to underpin this with an ESOL procedure to document how the school identifies ELLs and their learning needs, and the support provided. An example procedural document from ESOL online was sent in an email to the school which may be useful for ideas. Claire has also developed an <i>ESOL Action Plan 2024</i> document which gives a brief overview of the ESOL programme including objectives, planned priorities, expected results, and evaluation. At each Board of trustees (BOT) meeting, a combined report is presented to the BOT members by Claire detailing any updates in the ESOL programme. A copy of the report was provided prior to the ESOL verification meeting. ESOL funding is used towards staffing of the ESOL programme.

ESOL Programme Support

ESOL staff	Name / Role	Qualifications	ESOL hours
	Sarah Campion ESOL coordinator/teacher	BSc (Psychology) 2:1. PGCE (Post Graduate Certificate in Education Primary School)	2 days per week
	Abby Wu Teacher assistant	Diploma in Teaching English Certificate in Teaching Support	25.5 hours per week
	Penny Lindsay Teacher assistant	Bachelor of Science - Psychology	3 hours per week
	Natalie Lamont Teacher assistant	NNEB - UK	6 hours per week
	Carmen Swanepoel Teacher assistant	National Diploma in Coaching Science (ETA)	6 hours per week
	Linda Hofstra Teacher assistant	Diploma in Social Pedagogy (Netherlands)	3 hours per week
	Fran Garrett Teacher assistant	Bachelor of Business and Marketing	3 hours per week

ESOL qualifications and professional development

- ESOL professional development has included:
 - Sarah has led the teaching staff and teacher aides through a professional growth cycle. In 2023 this involved class teachers where Sarah modelled lessons, one to one feedback session and from there a lesson was planned for the teacher to deliver and complete observations/co-teach sessions.
 - In 2023, Sarah and Jill (who was the ESOL leader at the time) attended an ESOL workshop provided by Tools4Teachers. Sarah has used PD from Tool 4 Teachers and shared the ESOL strategies and activities to use in their class.
 - As part of the Kāhui Ako initiative Teacher Aide PLG was taken, led by the ASLs, on working with the diverse needs of ELLs, how to support them, and the resources available. A copy of the presentation was shared with the verifier.
- A structured literacy pedagogy (iDeal) is implemented in the school this year with facilitated teacher training led by Adrienne Kindor.
- A discussion was had about the use of the [WELLS \(Working with English Language Learners\)](#) modules from ESOL Online for learning assistants/teachers and a link to it and information were sent in an email to the school. This programme has recently been refreshed and has an accompanying handbook which can be ordered from 'Down the Back of the Chair.' You can also download a PDF copy. The ten online modules support the professional development of learning assistants who work with students who are learning English as an additional language. A copy of the book was left at the school.
[Working with English Language Learners – A Handbook for Learning Assistants \(PDF 3MB\)](#)
- The TALL (Team Approach to Language Learners) project was mentioned in case it was in the area at a stage in the future. It is designed to be responsive to schools; collaborating with school leaders, to address the needs of teachers, teaching assistants and culturally and linguistically diverse learners.
- [TESSOL scholarships](#), which are available for teachers with at least two years experience in a New Zealand school were discussed which would be useful to promote to classroom teachers. The MOE offers TESSOL tuition fee scholarships to commence study towards a Graduate Diploma in TESSOL. This builds teacher capability in effective strategies for teaching second language acquisition and can be completed on campus in Auckland or online through the University of Canterbury.
- [Tools 4 Teachers](#) – Jane van der Zeyden and [Languaging Minds](#) – Dr Jannie van Hees websites were mentioned as optional PLD/workshop providers.
- The school belongs to the North Shore/Albany/Bays ESOL PLC (Professional Learning Community). The group provides collegial support networking, and opportunities for professional learning. Sarah attends the termly meetings. The teacher assistants attend a PLC within the Kāhui Ako which is led by the ASLs (Across School Leaders). A copy of the ESOL TA professional development presentation from the PLC was provided prior to the verification meeting.
- The school receives the ESOL Update newsletter regularly.
- The school is part of the Midbays Kāhui Ako which includes Murrays Bay, Pinehill, Campbells Bay, Browns Bay, Mairangi Bay Primary Schools, Murrays Bay Intermediate School, and Rangitoto College.
- The focus for the Kāhui Ako ESOL group is the Professional Growth Cycle which has a focus on ELLs. Mairangi Bay School, along with many of the schools in the Kāhui Ako, have had a large increase of ELLs. Ideas and resources are shared between schools to help with this.
- The close relationship within the schools in the Kāhui Ako has also meant a better transition process is becoming established, particularly for ELLs going to intermediate and high schools and making sure the ELLP Pathway record of progress documents are shared and used.
- Recent professional development for teachers school wide has focused on:
 - Teaching staff and teacher assistants have been trained in 'The Code' structured literacy approach.

International Students	<ul style="list-style-type: none"> • Frank Jid is responsible for the international students and provides pastoral care. • Currently the school has 20 international students. The time they are at the school varies, but usually they stay for about a year. Sometimes they become domestic students during this time. • Frank sends information about the students to Claire and Sarah prior to them starting as he meets with them and their whānau online. The students are placed in classes. They also join the ESOL programme if they need English language support.
Support programmes and resources	<ul style="list-style-type: none"> • The school provides support to ELLs and teachers through a variety of approaches: small withdrawal groups, in-class support, focusing on teacher practice, sharing teaching techniques and resources, building on vocabulary in literacy, inquiry, and numeracy. • ELLs are assessed and categorised into priority groups according to their level of English and needs. An <i>MBS ESOL Intake Interview</i> oral language assessment is also taken, which gives a clearer indication of their English language ability and understanding. • Those students in priority 4 receive support in-class considered suitable by the class teacher. If additional support is required, class teachers are encouraged to communicate this with the ESOL team so that possible further assessments are completed, or the ELLs can be added to withdrawal groups. Workshops are offered to those ELLs if they require a 'booster session at the end of the term. • Priority 1 and 2 ELLs receive withdrawal support and work with the ESOL team 3-4 times a week for varying duration from 30 minutes/ 45 minutes/ 1.5 hours. This is planned by Sarah and Abby. Sarah teaches large groups on Mondays which Abby supports and translates. Abby then workshops several sessions throughout the week to help consolidate and review the work taught on Monday, taking smaller groups of ELLs. The ELLs attending these sessions have very minimal English and therefore the focus is on 'survival language'. • Carmen, Linda, Fran, Penny, and Natalie work with the priority 3 ELLs who are able to cope well in the class with their general understanding and use English but who are achieving lower than expected for their age/year group across the curriculum, in particular reading and writing. This ranges from year groups 1 – 6. • The ESOL timetables sighted from the withdrawal groups and in-class ELL teacher aide groups clearly identified the students receiving support and the number of sessions for each of the groups. • The ESOL team work closely with the class teachers and year groups to ensure they are providing a programme which is most beneficial to each individual learner. Depending on the priority level of the ELL this will determine the support and teaching that they receive. Alongside the discussions with each year group, planning of lessons is also based on the ELLP assessments to teach where there are gaps. • Priority 1 and 2 ELLs are all at foundation level for all four modes; listening, speaking, reading, and writing. As the majority of these ELLs have very little English the main focus is to support and teach 'survival language' so that they can interact and cope in the classroom and in the playground on break times. Sarah has been using The Learning Village with these groups to help support ELLs so that they can continue to practise at home and consolidate what they have been taught at school. She has found this to be particularly useful for children with minimal English. Sarah also encourages parents to use it with their children. • Their cycle of teaching is teach, review, practise, and reflect. At the end of each week Abby determines whether they need to continue what has just been taught or whether the ELLs are ready to move on. • Now that the priority 2 ELLs have shown a good level of progress they have started to reflect on some lessons from the classroom where there is confusion for ELLs to teach in the ESOL room. For example, this term the children have been doing science experiments as part of their topic of inquiry. Feedback was that they were finding it a challenge with the write up of their experiments so in the ESOL lesson Sarah and Abby reinforced and explicitly taught this to break down the predictions, results, and in particular the conclusion writeup. The groups have also been working on the recent Olympics topic, which has brought other cultures and countries into discussions.

- The year group overviews are used to inform planning for the ESOL programme so that they are reflecting and connecting what is being taught in class. For example, they pre-load and teach what is going on and key vocabulary from what is going to be taught, the week before it happens. For instance, in week two, term 3, year 3 are teaching character profiles, so Sarah and Abby will pre teach adjectives, appearances and personality so that ELLs are fully aware and prepared the following week. This helps with students' confidence, understanding, and participation within the classroom.
- The ESOL programme is a scaffolded, language-rich programme designed to meet the needs of the English language learners. The small group sessions support students to meet the social and academic language demands of the classroom programme.
- The programme also ensures ELLs receive explicit instruction focused on understanding key vocab, and grammar and sentence structure to develop proficiency in English by embedding it within the contexts and linking it to the class programmes rather than teaching it in isolation. The school is to be commended for the implementation of such a supportive model.
- Throughout the term, as they complete weekly plans, Sarah and Abby discuss how ELLs are coping with the speed of the lessons based on the ELLP record of progress forms. If they notice that any students are struggling or excelling at a rapid rate, they will respond, for example moving groups around so that groups are all at a similar level.
- The teacher aides supporting ELLs in class have a communication book which they write any notes in for discussion with Sarah or the class teacher.
- The ESOL team meets formally for planning twice a term, however informal meetings and conversations occur daily. Claire and Sarah bring an ESOL lens to staff and team meetings.
- The challenges the school has identified has been the influx of ELLs who have very little understanding and use of English and also having the space to withdraw groups.
- Currently the dedicated ESOL space provides a friendly, calm environment for ELLs to learn in. The wall displays reflected the student learning and cultures in the school.
- A play-based learning pedagogy is implemented in the junior school. It includes the use of provocations which are set up for learning. These provide opportunities for children to develop oral language and thinking skills. The play-based learning also leads into the inquiry approach in the middle/senior school where students learn to use higher order thinking skills, questioning, critical thinking, and problem-solving skills.
- The school is in the process of implementing Structured Literacy (iDeaL) schoolwide this year. Some of the year 1 and 2 teachers started last year. The Little Learners Love Literacy (LLLL) books are used with the year 0-2 children and also some year 3 students if needed. The Code is used from year 3-6. Currently they also provide Reading Recovery for some students.
- While Structured Literacy is beneficial for ELLs the school is also very aware of the need to specifically target ELLs needs, such as oral language development, the use of English language structures, specific vocabulary building, and opportunities for authentic experiences and discussion.
- The junior school implements the use of a *Junior Tracking Booklet* for each student which tracks their progress to assist teachers with planning and teaching next steps. The information in the booklet is shared with the children when conferencing about their learning in Literacy and Numeracy. The booklet remains at school but is sent home at intervals to support books sent home or at reporting times. It is passed on to the child's next teacher at the end of the year.
- During the Professional Growth Development Cycle, Sarah shared the [SELLIPS resource](#) with each staff member that participated. During 2023, Sarah ran staff meetings and working lunchbreaks to support staff with their ELLP Pathway document knowledge and understanding.
- The teachers have a knowledge of the ELLP Pathway record of progress matrices and have used them for their assessments for funding but are not yet using them to consistently across the school to plan for ELLs in their class on a day-to-day basis.
- The [ELLP Pathways resource](#) was further discussed in terms of school-wide use. It will assist teachers in their own classroom planning for ELLs. Continuing to provide regular, ongoing professional development sessions for teachers' school wide on this, which Sarah has already

	<p>started, is an effective means of further upskilling teachers in planning appropriate support for ELLs as part of their classroom programmes in addition to the ESOL programme, particularly as the number of ELLs continues to increase. This may benefit other students as well and will complement the structured literacy approach.</p> <ul style="list-style-type: none"> • Online support modules have recently been developed to assist the implementation of the ELLP Pathway record of progress. The self-access professional development module on the ELLP Pathway document has been developed as an additional tool to strengthen teachers' understanding of the resource. The module explains the features of the ELLP Pathway and how it can be used to meet the English language learning needs of emergent bilingual and multilingual students. The module also explores where the ELLP Pathway sits in the suite of Ministry ESOL resources. It is a self-pacing video, with places to pause and complete three optional tasks. • A conversation about the resource, Teacher Support Material - Linguistically and Culturally Responsive Teaching Practice occurred and a copy was left with school. This supports teachers in English-medium classrooms working with bilingual/multilingual students. It is designed to help teachers work in partnership with families and communities to build students' English language and literacy, utilising the strengths they bring from their first language. • The Essential Oral Language Toolkit – Jane van der Zeyden and The Oral Language Book – Sheena Cameron & Louise Dempsey are also effective resources to use to plan activities for ELLs. • Support may also be provided for ELLs in: <ul style="list-style-type: none"> - Structured Literacy – The Code - Little Learners Love Literacy – Year 0-2 - Reading Recovery - PMP Perceptual Motor Programme • Resources recently purchased using ESOL funding include: <ul style="list-style-type: none"> - Officemax – stationery for ESOL classes - Groceries/ingredients for topic-based activities - Food for ESOL parent meeting
ESOL assessments	<ul style="list-style-type: none"> • Sarah and the classroom teacher highlight the digital ELLP Pathway matrices. It is completed twice a year to coincide with funding times at the end of Term 2 and term 4. Any new ELLs are added at the beginning of term 1 and Term 3. • As each funding round approaches, Sarah releases staff members from class or provides in-class support so that teachers can assess ELLs and monitor progress made. • During the funding round, Sarah and Abby also update their judgements accordingly and add these to the ELLP forms. Sarah moderates all the forms to check for any inconsistencies and then to help address any misconceptions of the document with teachers. This was evident in the accurate highlighting and scoring of the ELLP Pathway matrices. • Evidence referred to includes New Entrant assessments, Running records/PM Benchmark/Probe, PAT listening and reading comprehension, Structured Literacy assessments, writing exemplars, and numeracy assessments. • ELLP matrices, running records, work samples and reports of selected students were looked at collaboratively. There was detailed discussion around the progress of each student and their language and learning needs. Highlighting of the ELLP indicators had been regularly and accurately completed and aligned well with the student assessments, work samples, and Hero student progress report. • It was pleasing to see regular writing in the student workbooks with effective teacher feedback/feedforward. The running records provided were well executed. • Sarah and Abby knew the English language learners well and had a good understanding of their learning needs. It was evident that Sarah and Abby have a real passion and skill for teaching ELLs and put time and effort into planning an effective ESOL programme.

Family engagement/ responding to cultural and language diversity	<ul style="list-style-type: none"> • The students' cultures are acknowledged and celebrated in a variety of ways. • Special cultural events are celebrated. The school has a Cultural Committee which plans the days and activities or events that fit. Chinese New Year and Diwali were celebrated, and lunch time activities were planned based around these such as lantern making and drawing Rangoli patterns in the playground. The Chinese Embassy sent boxes of craft activities for the children. • The school has recently had a Matariki Celebration. The classroom learning programme was filled with a feast of art experiences, stories and songs helping Tamariki to better understand who we are, where we come from, and where we are going. The students prepared a display in the hall creating unique decorations. The hall was blacked out and then lights formed the impression of stars. The Kapa Haka group performed and there was whole school waiata and shared kai. Many families attended the event. Students also developed kites with support from local artists. • Seven Korean teachers visited the school. They taught cultural lessons with the children and dressed in their traditional costumes. • Sarah, Frank, and Abby have provided several workshops to priority 1 and 2 students' parents. This has been to provide a clear understanding of what their children are learning and what they can do to support at home. It gives the opportunity to meet with parents and discuss any questions/concerns they might have. This ensures the effectiveness of programmes, through integrating school and home learning. • The school has an 'open door' policy. Parents are welcome to join in school and community-based activities. Parents are invited to help in the classroom and support programmes such as PMP, Garden to Table, sports, special events, assemblies, etc. • A 'Meet the Teacher' opportunity is held at the beginning of term 1. In term 2 parent/teacher interviews are conducted. In term 3 the school has student-led conferences. Hero is used as a 'real time' reporting platform to parents to inform them of their child's progress with posts on all curriculum areas through the year and reporting comments. Students also post their own learning experiences. • The main communication with whānau is through Hero, email, and the school newsletters.
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Summary

General observations	<ul style="list-style-type: none"> • Well targeted support is provided to ELLs with small withdrawal groups, in-class support, and a focus on teacher practice. • ESOL withdrawal support is provided by a trained, and dedicated ESOL specialist teacher and an experienced and skilled ESOL teaching assistant. • In-class support is provided by the classroom teacher and the ELL teacher aide small group support. • The principal and deputy principal provide overall support to the ESOL coordinator and the ESOL programme. • There are strong processes in place around the identification of the specific needs of ELLs, which are addressed through well targeted support in classrooms and in small withdrawal groups by an experienced and dedicated ESOL team. • The ELLP matrices sighted were regularly completed and provided an accurate overview of ELLs' progress. • The school provides a welcoming, inclusive environment for its culturally diverse learners and whānau. Staff and students are committed to providing a safe and caring place where children want to be so that they are most likely to be happy and successful learners.
Plans for ongoing ESOL development	<ul style="list-style-type: none"> • To consider the use of an ESOL supplementary form as part of the enrolment process. • To complete the documentation of the school policy ESOL procedural document with procedures to meet the school context. • It is recommended that the school consider extending the ESOL teacher hours/days, especially as the number of ELLs is continuing to increase.

	<ul style="list-style-type: none">• To continue to provide professional development opportunities to teachers through the unpacking of the ELLP Pathway document resources to upskill staff in ESOL strategies to support language acquisition and the use of support resources to include in their planning for ELLs in their class.• Considering the use of the 'Working with English Language Learners' resources to further upskill teacher aides/teachers in the future.• To encourage and promote the TESSOL scholarship to teachers to gain further formal ESOL qualifications.• To continue to celebrate the cultural diversity within the school and connect with whānau and community to build strong relationships.
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