



**NEW PLYMOUTH BOYS' HIGH SCHOOL**  
TE KURA TAMATĀNE O NGĀMOTU

<b>Title</b>	<b>ENGLISH AS A SECOND LANGUAGE</b>
<b>Reference Number</b>	B202
<b>Section</b>	Curriculum
<b>Written By</b>	BOT Policy Committee
<b>Checked By</b>	BOT Policy Committee
<b>Approved By</b>	NPBHS Board of Trustees
<b>Issue Date</b>	27 July, 2000
<b>Review Date</b>	November, 2025
<b>Associated Policies</b>	
<b>Associated Procedures</b>	Code of Practice for International Students

**RATIONALE :**

Non-English Speaking Background (NESB) students will have equal access to all learning opportunities, activities and school resources through a supportive environment that respects their cultural identity and provides a smooth transition into the mainstream of the school community.

**PURPOSE :**

1. To identify and address the particular educational needs of NESB students.
2. To develop and maintain an English for Speakers of Other Languages (ESOL) support system to ensure students are able to participate fully in classroom activities.
3. While maintaining respect for the school's special character, to support the cultural diversity of NESB students.

**GUIDELINES :**

To achieve these purposes throughout the school life of the student the following guidelines apply:

1. As the need arises, staff members with ESOL qualifications will be given responsibility for ESOL support.
2. The ESOL support teacher will be actively involved in the provision of diagnostic assessment, class placement and tailored ESOL courses and examinations.
3. In-class support and/or withdrawal in order to assist subject teachers in meeting the needs of NESB students will be provided.



4. When the opportunity arises, Professional Development will be given on effective ESOL strategies and resources will be demonstrated to individual departments and/or the entire staff.
5. The multicultural nature of the school will be acknowledged.
6. There should be an acknowledgement that the language learning process is complex as it can take from eight to ten years for NESB students to achieve academic fluency in reading and writing.
7. All NESB students, upon enrolment, must provide photocopies of passport and visa, date of first entry into New Zealand, and details of ethnicity and language are spoken. Such details are required for MOE migrant and refugee funding purposes.
8. All NESB students, from Year 9 to 13, who have been in New Zealand for less than five years shall undergo diagnostic testing before entering classes for the first time.
9. Running records and portfolios of reading, writing, listening and speaking for all MOE funded students are to be kept and returns made in February and July to the MOE.
10. Students who have reached the appropriate English Language level, will be offered NCEA English Language Unit Standards at either Level 1, 2 or 3.
11. ESOL classes should be made available to all NESB students whose English proficiency is below their cohort. This includes migrants, refugees, international fee-paying students, and exchange students.
12. All students, irrespective of their reason for being in New Zealand, should be given the opportunity to participate fully in school activities and to function effectively in the outside community.

