

Murrays Bay Primary School Board - Meeting Minutes

Date: 13 August 2025

Time: 7pm

Location: Staffroom

Welcome and Apologies

Present: Hayden Iles, David Kay, Brett Ingold, Aimee Fannin, Shaun French, Jodi Field

Apologies: Sheree Lacy-Geohring

In Attendance: Claire Fisher, Alice Andel, Paul Hoffman

Action Points Follow-up

Late Business

- PTA Report submitted: taken as read.
- Leave request from Nicola McKenzie (under correspondence inwards)
- Staff Well-being survey update
- Playground quote update (property)
- New proposed board meeting date: 15 October

Confirmation of Previous Minutes

Approved: SF/BI

General Business – NAG Reports

5.1 Board Election Update

- Staff Rep - only 1 nomination received. Aimee Fannin elected
- Parent Election - 6 nominations received. Voting papers posted on Friday 8th August. Election day: 10th September 2025.
- Due to the election closing only one day before a proposed Board election, we are moving the meeting to **Wednesday 15th of October**. The scheduled meeting on the 29th of October has been cancelled.

5.2 NAG 1 – Curriculum

Mid-Year Data

Thank you to Claire Fisher for the report. Taken as read.

Questions from the Board:

*How is extra support given to students who need it?

*Do teachers have the support they need for reporting through Hero in Term 4?

*Can we capture this information to look at trends and whether we are putting resources in the right places to address difficulties. Could this be translated into 10 key priorities.

We could then measure against these priorities in terms of the direction we are heading. Three priorities we could consider: 1. Year 6 reading. 2. Boys writing. 3. Year 0/1 cross-grouping.

*Shaun French will work with Claire Fisher on the end of year analysis of data.

PC4L

Thank you for the report. Taken as read.

ESOL Verification

An MoE ESOL verifier visited our school to verify our spending of ESOL funding. We have received very positive feedback and will receive a full report shortly.

General

We have had a number of sporting events take place successfully since our last meeting.

5.3 NAG 2 – Strategic Planning

Work is underway to update our Strategic Plan for 2026-2029.

5.4 NAG 3 – Personnel

Disestablishment of the Kahui Ako.

Wellbeing survey: Shaun will put a summary together for the Board. Alice to share the previous data with Shaun.

5.5 NAG 4 – Finance

Finance Report

June Finance report taken as read.

Mid Year Budget Review

Discussion held.

Insurance Cover

School Liability Cover - to increase the school liability cover from 1 Million to 2 Million.

The difference in cost for the annual premium is \$1,199.

The Board has queried whether this is enough cover. Hayden to speak with the insurers for advice.

Approved: DK/JF

5.6 NAG 4 – Property

Property report taken as read.

Playground update: two quotes have been received. Option B has been chosen due to it been favoured by the students.

5.7 NAG 5 – Health, Safety & Wellbeing

Report taken as read.

Last week we had a lockdown practice overseen by Harrison Tew. The lockdown practice was run very successfully and we have received positive feedback.

5.8 NAG 6 – Legislative Requirements

Board Assurance

- Student Attendance
- Reporting about Student Progress and Achievement
- Minimising Physical Restraint
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Policies for Review

Board members to review policies on School Docs before end of Term 3:

- Abuse Recognition and Reporting
- Safety Checking
- Child Protection

- **No feedback received**

Student Numbers

International Student Program & Fee Review

Board approves for the international student fees to be \$16,000 for a full year (total incl GST and admin fee). **Approved: JF/BI**

PTA Report

Taken as read.

Correspondence (Inwards / Outwards)

- NZ School Property Agency: email from MoE: discussed.
- Leave request from Skye MacDougall - Approved: DK/JF
- Leave request from Anna Clark - Approved: JF/SF
- Leave request from Nicola McKenzie - Approved: SF/DK

Pending List / Admin Calendar

Next Meeting Date: New proposed meeting date: 15th October 2025.

Meeting Evaluation

Evaluation

In compliance with the Government Official Information and Meetings Act 1987, Section 48, Schedule 2A, that the public be excluded from the meeting while we discuss personnel issues.

Meeting closed at 9:21pm

Signed: _____

David Kay
Presiding Member

15/10/25

Date

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

School:	Murrays Bay Primary School (1387)	Principal:	Hayden Iles
Date of visit:	4 August 2025	Verifier:	Inge Millard
School roll:	802	Main ethnic groups:	45% Chinese, 22% NZ European, 12% Other Asian, 9% Other European, 5% New Zealand Māori, 2% Indian
ESOL funded students:	Migrants: 159 New Zealand born: 106 Total: 265	At ESOL funding:	Period 2: 2024: \$102,960.00 Period 1: 2025: \$103,350.00
International Students	There were 25 international students at the school at the time of the visit.		

Administration

Identification of ELLs and funding application process	- Enrolment forms are submitted digitally online through the school website. Once received Office Manager, Stephanie Whiteside or Principal's PA, Ilse Hindle contacts and liaises with families about the enrolment process. They gather all the relevant information and any documents that are required. - Once these have been collected the deputy principals who are responsible for the particular year group of the students, either Alice Andel, Claire Fisher, or Paul Hoffman are alerted. - The DP organises a face-to-face meeting with whānau and the student prior to them starting school. These meetings involve the collection of information about the student, giving information about the school such as how their programmes are run, including the ESOL programme, and a tour of the school. Parents also have the opportunity to ask any questions they may have. - There was a conversation about considering the use of 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 (SLT, ESOL coordinator, teachers) rather than families to ensure that consistent, accurate information is gathered and recorded. It could be useful to use during the initial meetings with the DPs. - The school is in the process of looking at cohort entry for new entrants. Currently if the students are 5 years old, the school contacts families who have enrolled to arrange two school visits held on Tuesdays and Thursdays prior to starting. The first visit is until morning tea and parents stay with their child. The second visit is until 1:00pm and parents are encouraged to leave so that their child can settle into the class routines. Families also attend the initial meeting with Claire prior to their child starting school. - The school checks Enrol when new students have started to see if they have received funding previously. They then request their ELLPs from the school. A discussion was had about the added use of Enrol <i>English language learners at my 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.
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	- Once the enrolment of a new student is confirmed Ilse enters any documents into Hero the Student Management System. Basic enrolment information is shared with classroom teachers before the student starts school. This includes ethnicity and home language. Teachers welcome new students into their class and give them at least one week to settle in. If the teacher thinks that the child may require additional support and may qualify for ESOL funding, they complete an 'ESOL referral form.' This goes directly to ESOL coordinator/leader, Lydia Bush who then assesses the ELL. - An assessment is completed by either Lydia or the bilingual cultural advisors Lina Newton and Stella Park (Chinese and Korean ELLs only). Lydia then decides whether the ELL would qualify for funding by completing an ELLP record of progress, in conjunction with the class teacher. - If a new ELL qualifies for funding and support is needed, the ELLP Pathway record of progress goals are generated on their Hero profile, and they are included in the next funding application. - Lydia collects and collates all the data and makes applications for ESOL funding for eligible students. Ilse uploads the status list to the school Secure Data Portal.
ESOL documentation	- The school has a SchoolDocs Learning Support/ESOL policy. This is supported by an ESOL Procedure document. As discussed, although this provided some information it is recommended to document in more detail how the school identifies ELLs and their learning needs, and the programmes and support provided. An example procedural document from ESOL online was sent in an email to the school which may serve as a helpful reference for developing similar guidelines and adding more detail to their current procedural document. - Alice and Lydia complete an annual ESOL report to the Board of Trustees (BoT). A copy of the 2023 report was provided prior to the ESOL verification meeting and the recent 2025 report was also provided at the verification. The report was well presented and included relevant information on ESOL Goals – Science of Learning, Building a Successful Programme, The Tier System (survival English, developing, and transitioned students), and Supporting Teachers. - Although the school's Strategic Plan currently does not have specific ESOL goals, other goals do have direct links to the needs of ELLs such as: - The school is committed to growing its four learning priorities to develop confident, curious, connected, and creative learners. - Embed and extend our Structured Literacy teaching and learning across the school. - Implement a Structured approach to Mathematics teaching and learning across the school, in an inclusive way, catering for students who need extra support and those who need extension. - Learners will have a consistent language of being, to promote the wellbeing of all learners and staff. - ESOL funding is used towards staffing of the ESOL programme.

ESOL Programme Support

ESOL staff	Name / Role	Qualifications	ESOL hours
	Alice Andel Deputy principal/SENCo		Part of her full-time role Oversees ESOL
	Lydia Bush ESOL leader/teacher	Bachelor of Education – Honours, cum laude – UKZN Postgraduate Certificate in Education (PGCE) – UKZN Postgraduate Diploma in personnel Management – Kingston University Certificate in Personnel Management – Westminster University	Full-time hours

	Lauren Hare Teacher	Higher Diploma of Education – WITS University	10 hours per week
	Lina Newton Cultural advisor/TA	Bachelor of Art – English Major – Hunan Normal University – China Office Systems Computer Applications – UNITEC Institute of Technology Certificate in Liaison Interpreting – Auckland Institute of Technology Galileo Southern Cross First Class Training Course at TAFE Australia Australian Immigration Law and Practice – University of NSW NAATI Interpreting and Translation Examination Preparation Course (English/Chinese) – University of NSW	9 hours per week
	Daisy Cai Teacher aide	Bachelor in Marketing – University of Otago	11 hours per week
	Stella Park Cultural advisor/TA	Whitecliff Art and Design School (one year) Auckland University Bachelor of arts in Art History (Double Major) Royal Melbourne Institute of Technology Post-graduate diploma in Early Childhood Education	8 hours per week
	Ariane Kostan Teacher aide	TESOL/TEFL Language Teaching Course- Global Leadership College Diploma in Book Editing, Proofreading & Publishing – Institute of Business Studies Master of Arts: American Studies – Johann Wolfgang Goethe-University Subsidiary Subjects: Business Administration and Political Science	6 hours per week
	Jenny Winfield	Currently studying Speech & Language Therapy at degree level GCSEs 11 including Maths, English, and Science A-level-sociology, Art, environmental science	5 hours per week
ESOL qualifications and professional development	- ESOL professional development has included: - Working with Liz Kane Literacy over the last two and a half years, to develop Structured Literacy across the school. All teachers have been involved, and teacher aides were invited to some sessions and observations. - All teachers have attended the MoE funded Structured Literacy course through Liz Kane Literacy. - Lydia regularly provides 'bite sized' PD at staff meetings, for example how to complete ELLP forms. - A discussion was had about the use of the WELLs (Working with English Language Learners) modules from ESOL Online. This programme has recently been revised and has an accompanying handbook which can be ordered from Down the Back of the Chair. A copy of the book was left at the school. A PDF copy is also available from the above link. Alice and Lydia thought this would be a relevant resource to use with their teacher aides.		

	• TESSOL Scholarships, which are available for teachers with at least two years experience in a New Zealand school were mentioned as an option for teachers to apply for in the future to study towards a formal ESOL qualification. 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. • The TALL (Team Approach to Language Learners) project is Ministry funded PLD option if it was in the area 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. • Tools4Teachers – Jane van der Zeyden and Languaging Minds – Dr Jannie van Hees websites are also optional PLD/workshop providers. • The school belongs to the Mid-Bays ESOL PLC (Professional Learning Community). The group provides collegial support networking, and opportunities for professional learning. Lydia attends the termly leader meetings. Lina, Stella, Daisy, and Ariane attend the teacher aide meetings. • The school previously received the ESOL Updates. This has recently been replaced by our ESOL, Migrant and Refugee News, which sits on the MoE website in Bulletins - Ministry of Education • The school is part of the Mid-Bays Kāhui Ako which includes Murrays Bay, Pinehill, Campbells Bay, Browns Bay, and Mairangi Bay Primary Schools, Murrays Bay Intermediate School, and Rangitoto College. • The focus for the Kāhui Ako has been on Literacy and Mathematics, with steering groups meeting twice a term. The current Literacy focus is the implementation of the new English curriculum, alongside Structured Literacy. This is also being widened to include the Science of Learning. At present there are two Across School Leaders (ASLs) of ESOL, and they also work to support Lydia. • 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 school and making sure the ELLP Pathway record of progress documents are shared. • 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	• Ilse is the International Student coordinator and is responsible for the organisation and collection of any required documentation. • Currently the school has twenty-five international students. The minimum length of stay is one term and often they are long-term stays. • All international students are accommodated in a mainstream classroom where they receive extra support. They also attend the ESOL programme tier groups. Lydia is responsible the international students in the ESOL programme and for the English support they receive at the school.
Support programmes and resources	• The school provides support to ELLs and teachers through a variety of approaches: tier withdrawal groups, in-class support, and building on vocabulary in literacy and numeracy. • Collaborative planning is done within the ESOL department and with other year levels. The school follows the Science of Learning approach with a number of different structured programmes – Structured Literacy, Structured Maths, Syntax Project and ELLPs, to support and guide teaching practice. • Due to the high number of ELLs at the school, and a large influx of year 5 ELLs last year (now in year 6), they reflected on how ESOL was previously taught, and this year have introduced a tier system approach to support ELLs at the level they are working on. • The ESOL programme is run on a three-tiered approach, both for senior and junior ELLs. • ELLs are assessed and categorised into priority groups according to their level of English and needs. • Tier 3 students are ELIP/survival ELLs. The ELLs attending these sessions have very minimal English and therefore the focus is on 'survival language.'

	• Tier 2 students are those that have transitioned from Tier 3 and now have sufficient English to be able to cope with a more framework approach which focuses on the structured literacy, syntax, and reading programmes. • Tier 1 students are those who have transitioned from Tier 2 to their classroom setting for support. These students receive support in-class considered suitable by the class teacher. They would have covered most of the material taught and can apply it to their classroom content and workload. These ELLs attend ESOL sessions once a week for a two-hour lesson where the ESOL team front load them with the work they will be exposed to in the coming week. They cover reading comprehension, readings, vocabulary, questions, and writing. This helps to ensure ELLs are fully aware and prepared for the following week. It also helps with students' confidence, understanding, and participation within the classroom. • 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. This gives ELLs the opportunity in a small group to ask questions and get clarification on the upcoming topics. The school is to be commended for the implementation of such a supportive model. • The ESOL timetables sighted clearly identified the students receiving support and the number of sessions for each of the groups. These include: • Senior ELLs – years 4-6 - Tier 3 Survival ELLs: 4 x 1-hour withdrawal sessions per week with a specialist Chinese and 3 x 1-hour sessions with a specialist Korean teacher. They cover everyday topics, prepositions, past tense, handwriting, letters, sounds, basic spelling, CVC words and oral language. They follow the learning topics as outlined in the ELLP Pathway for foundation ELLs. - Tier 2 Progressing ELLs: 4 x 2-hour sessions once per week in syntax, reading and phonics/code. They follow the scope and sequence of the year levels to assist the ELLs and to close any gaps in their knowledge. - Tier 1 Former Tier 2 ELLs: Withdrawal sessions once per week (year 4 – 2 hours, year 5 – 90minutes and year 6 – 2 hours). Frontloading content to be taught in class the following week. • Junior ELLs – years 1-3 - Tier 3 Survival English: 3 x 1 hour withdrawal sessions per week with a specialist Chinese or Korean teacher (as above). - Tier 2 Progressing ELLs: Withdrawal sessions to consolidate what they have learned in class (year 1 – 1 hour per week, year 2 – 1 hour per week and year 3 – 2 hours per week). - Tier 1 ELLs: In-class support. • Adjacent to this program, teacher aides provide additional in-class support. This covers both curriculum and social and emotional support to ensure ELLs are not being disadvantaged due to language barriers or social anxieties sometimes associated with limited English proficiency and difficulties in expressing themselves in classroom discussions. • The verification visit began with the opportunity to observe the ESOL programme in action, and to see each tier group with their ESOL teacher. The ELLs were very engaged in the sessions and were confident in using their English language knowledge to answer questions or write on their whiteboards. It was great to see such effective and targeted support. The dedicated ESOL rooms provide a friendly, calm environment for ELLs to learn in. The team are aware of not placing too much cognitive load on students, so any wall displays are strategically placed. • Programme planning is primarily overseen by Lydia in collaboration with the ESOL team. It is developed collaboratively and is reviewed during weekly team meetings. Assessment is aligned with the curriculum, ELLPs and DIBELS testing. • 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 goals. • Lydia and Alice meet twice weekly and with the SLT once a week.
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- The school feels they have made significant changes to their ESOL programme this year and have noticed the positive effect it has had in supporting ELLs. Splitting ELLs into different tiers based on their current ability is working well, enabling targeted support. Aligning support to classroom programmes and linking it directly to the curriculum allows ELLs to access learning and experience success in their classroom as well as in the ESOL sessions.
- The challenges the school has identified has been linking the ELLP, Curriculum and structured literacy programmes. The number of ELLs at the school with various levels of English is difficult to cater for. Often students tend to make friends with others from their own ethnicity so are not speaking English outside the classroom.
- An aspect of guided play-based learning is incorporated into the junior school programme. This provides opportunities for children to develop oral language and social skills.
- The school is working towards a structured literacy approach school wide. Initially the focus was on developing early reading and writing skills in Years 0-2, based on the Little Learners Love Literacy programme. The Year 3-6 teachers focused on the spelling programme 'The Code'. Since then, all classroom teachers have attended the three-day MoE funded SL PD through Liz Kane Literacy. Last year the school introduced DIBELS as an assessment tool, and this is now used school wide and is useful in providing data to show students who are below and need targeted intervention. The Year 3-6 teachers have been focusing on developing student reading fluency, and some year groups are focusing on vocabulary as well. The school is moving to a more cohesive approach in all year groups in 2026.
- While Structured Literacy is beneficial for ELLs the school is also 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 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 ESOL team uses the ELLP to inform their Tier 3 curriculum area but would also like to weave these resources into the wider school in a working document. This is an area of development for the school which is a relevant next step.
- The school is currently working on the implementation of the English curriculum and find that it is sometimes difficult to introduce any new initiatives, however the ELLP Pathway planning resource is included in the NZ English curriculum for teachers to integrate and use to plan explicit teaching and learning support for ELLs.
- The use of the [ELLP Pathway resource](#) was discussed in the context of school-wide implementation. It can support teachers with planning for ELLs in their own classrooms and help deepen their understanding of the ELLP stages and strategies that can be incorporated into everyday teaching and learning.
- Continuing with ESOL professional development sessions across the school could be a valuable next step, helping to upskill teachers in planning explicit targeted support for ELLs using the ELLP Pathway to plan. This approach will also benefit other students and aligns well with the new curriculum and structured literacy.
- 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-paced video, with places to pause and complete three optional tasks. Alice and Lydia were keen to explore this further to continue to upskill teachers.
- The *Linguistically and Culturally Responsive Teaching Practice* resource, left with the school, is useful for PLD. It supports teachers in English-medium classrooms working with bilingual/multilingual students, promoting partnerships with families to build English language and literacy using students' first language strengths. Video tutorials are available under [Cultural Diversity](#) on Tāhūrangi.

	• SELLIPs (Supporting English Language Learners in Primary Schools) and ELIP (English Language Intensive Programme) are also a key documents for assisting teachers to plan for ELLs in their class. Both these and the ELLP Pathway resources should underpin teaching and learning for ELLs. • 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: - Learning Village - StepsWeb - Syntax Project - Little Learners Love Literacy reading books - Alba and Totem series of readers - In-class booklets for Tier 3 and tier 2 learners - Home learning spelling support - Unite for Literacy • Resources recently purchased using ESOL funding include: - Learning Village - Stationery
ESOL assessments	• The classroom teachers highlight the digital ELLP Pathway goals on Hero. These are sometimes done in conjunction with Lydia or the ESOL teachers. They are completed twice a year in November/December and February for new ELLs for Period 1 and June/July for Period 2. • Lydia moderates the forms to check for any inconsistencies when she is completing the status list and then to help address any misconceptions of the document with teachers. To help with this and updating the status list both Lydia and Alice intend to work together on the next funding period. • Similarly, as with planning moderation, a conversation occurred about developing a sustainable moderation process using evidence alongside ELLP Pathway goals to verify achieved stages. It would also provide an opportunity to give feedback/feedforward to teachers. This would be helpful and give a good oversight of the provision of support occurring for ELLs across the school. • Evidence referred to includes PAT listening, reading comprehension, and reading vocabulary, Structured Literacy assessments, (e) asTTle reading and writing, and numeracy assessments. • During the meeting, the ELLP scores from the record of progress, reports, structured literacy assessments and writing samples of selected students were looked at collaboratively. Overall, the scores provided an accurate reflection of ELLs' progress and achievement, and the highlighted indicators aligned well with the student work samples, assessments and the Hero profile data graphs. The ESOL teachers also highlight achieved goals if they work with the ELL. The evidence provided also showed the intensive and careful monitoring of student data and their progress. • It was pleasing to see regular writing in the student workbooks with teacher feedback/feedforward. • It was evident that Lydia has a real passion and skill for teaching ELLs and along with the ESOL team and support from the SLT, has put time and effort into planning an effective ESOL programme.
Family engagement/ responding to cultural and language diversity	• The students' cultures are acknowledged and celebrated in a variety of ways. The school has a very diverse student population, including a large number of students from a Chinese background. • The school has two Cultural Advisors available to support students, work alongside teachers, and liaise with parents, including translation services. One Cultural Advisor is Mandarin speaking and the other is Korean speaking. Additionally, there are two teacher aides who speak Mandarin and Cantonese as well as English. There is also a bilingual classroom teacher who speaks Mandarin and one who speaks Korean. • Where possible the school provides translators for parent-teacher meetings, particularly when there is a 'cultural difference' alongside a language barrier. These include IEP meetings, discussion following up behaviour incidents, and pastoral care meetings. • During Term 1 an ESOL morning tea is held, and parents are invited to come in and watch the ESOL programme and see what their children are learning.

	• The school holds a Cultural Day once a year where children wear their cultural clothing to school. Chinese New Year is also celebrated with classroom activities and dumpling making. • The front office has greetings displayed on the wall which represent the different languages within the school. • Teachers are aware of the students' cultural backgrounds and language and bring relevant aspects into their classroom programmes. • Parents are encouraged to become involved in their children's education and development. Over the last three years the school has held meetings/workshops on 'Schooling in New Zealand'. • Many of the parents and grandparents view the school as a community hub, meeting with each other after school to have a chat and give their children/grandchildren time to play together in the playground. One of the cultural advisors (Lina) works until 3:15pm so is available to chat informally with parents after school in the playground and connect with the school community. • The Hero platform is used to report to parents in 'real time'. At mid-year and end of year teachers ensure all goals are updated on Hero for each child, sliders are moved to show curriculum progress and a 'general comment' about each student is written. • There are individual 'meet the teacher' conferences with parents and students at the beginning of the year, and mid-year (end of Term 2). • The ESOL classrooms are open during the conferences and Lydia is there to discuss ELLs with their parents when they come in. • The main communication with whānau is through Hero, email, and the school newsletters.
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Summary

General observations	• The school provides targeted support for students who are learning English as an additional language, ensuring their access to the New Zealand curriculum, while developing English proficiency. • 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 withdrawal ESOL tier groups by a well-qualified and dedicated ESOL team. • Collaboration between the ESOL team and classroom teachers is evident. • The principal and deputy principal provide overall support to the ESOL coordinator and the ESOL programme through a collaborative approach. • The school is making effective use of ESOL funding to employ a skilled ESOL teacher to provide additional support for ELLs and lead a strong ESOL team. • The ELLP Pathway goals sighted were regularly completed and provided an accurate overview of ELLs' progress. • There has been a focus on a Structured Literacy/Tier group approach. As discussed, it is beneficial for ELLs when this is complemented by the use of the ELLP Pathway and ESOL strategies and resources to plan and deliver well-targeted ESOL support. • The school provides a welcoming, inclusive environment for its culturally diverse learners and whānau.
Plans for ongoing ESOL development	• To consider adding the use of an ESOL supplementary form as part of the enrolment process to collect specific ESOL information in the initial interview with whānau. • Adding more detail to the ESOL procedure form, documenting processes in place for the identification of ELLs and their learning needs and provision of support to underpin the SchoolDocs policy and to meet the school context. • To continue to focus on ways to weave ESOL ELLP Pathway resources into the wider school in a working document. • To consider ways to continue to sustain regular professional development for teachers to unpack the ELLP Pathway resources in more detail and weave them in with the new curriculum to further

	support ELLs in their classes and assist teachers with targeted, specific planning, in addition to the ESOL programme and to complement structured literacy. • Utilise the Working with English language learners (WELLS) resource to upskill all learning assistants and to induct new teachers. • Encourage and promote the TESSOL scholarship to upskill teacher practice and assist embedding second language acquisition pedagogy across the school as well as the opportunity to attain another formal qualification. • To continue to celebrate the cultural diversity within the school and connect with whānau and community to build strong relationships.
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