**Rationale:**
- The study of English, and the broader concept of literacy, as it is described in the English CSF, is about the appropriate and effective use of language, the use of language as a means of learning and the development of knowledge about language. Through language use, students convey and discover information, work through ideas and express feelings. Students learning English as a second language need targeted English language teaching, extra time, support and exposure to English before they can attain the learning outcomes described in the English CSF.

**Aims:**
The broad goals of ESL programs are to support students to:
- develop a level of competency and confidence in using English that allows them to fully participate in social and school-based contexts
- continue their conceptual development while 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:**
- All students at our school from an ESL background, and in need of specialist English tuition will study a sequential individual ESL program course based upon ESL Companion to the English Curriculum and Standards Framework II.
- An ESL teacher will be appointed to the school. They will be responsible for coordinating all aspects of the ESL program including funding. They will be provided with a personal copy of ‘curriculum@work’ and are required to work with classroom teachers, literacy aides and interpreters etc to develop and implement an individual ESL program for each eligible student.
- 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 and end of year academic reports using both English CSFII outcome statements, and the ‘rainbow’ chart described in the ESL Companion.
- ESL withdrawal classes for each eligible student will occur dependent on funding.
- 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 ESL student’s 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.............. 2003

School Council President...........................................(signature)