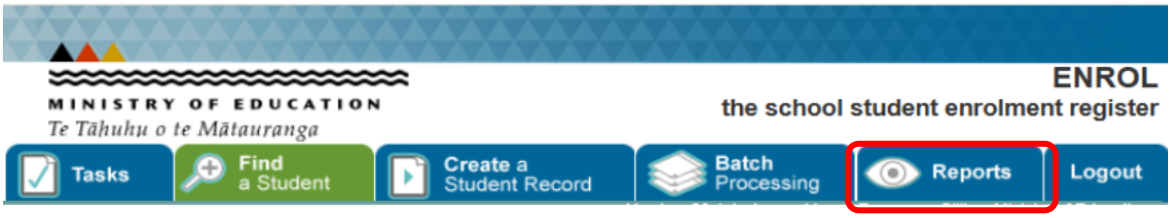
Identifying learners for language assessment – using ENROL effectively

ENROL is the quickest and easiest way to identify learners for assessment and should be the starting point for all assessment and reassessment decisions.

ENROL is the Ministry of Education school student enrolment register, and schools can use the selection tab under 'Reports' to generate a report called '*English language learners at my school'*. **This is the primary document schools should use to identify previously funded English learners (ELLs) who are currently enrolled in the school.**



Students are grouped according to their ESOL funding status, either currently funded (active) or those whose funding has ceased. It is important to interpret ceased funding data in the context of the number of funding terms the learner has completed. Not all students with ceased funding have completed their funding entitlement.

A student listed as 'ceased' on ENROL is not automatically ineligible for ESOL funding. Schools must check the reason shown in Column P. Students who have completed their maximum funding entitlement are no longer eligible. However, students who have exceeded the benchmark, left one school and enrolled in another, or whose funding ceased for another reason, may still be eligible and should be reassessed.

TICs and HODs of ESOL should request that a copy of the current ENROL report is downloaded and shared with them by the admin person with responsibility for enrolments. Time should be set aside to review this data as it offers a valuable snapshot of each learner's funding history which can guide further assessment, tracking and support towards key literacy benchmarks.

It is important to remember many students identified through the ENROL report, may no longer be eligible for ESOL funding but will still have English language learning needs. ESOL assessment can identify these needs and inform continued and appropriate support in both ESOL and in mainstream classes.

Important: The ENROL report will not identify all multi-lingual learners in your schools must also consider the following groups:

- Migrant and former refugee English language learners who are new to New Zealand who have not previously enrolled in a New Zealand school.
- International students
- ELLs who have not been identified for ESOL support and have never received ESOL funding.

How the ENROL Report Can Be Used to Support Effective ESOL Practice

The ENROL report is a valuable resource for ESOL teachers. It provides up-to-date student information that supports informed decision-making, planning, and collaboration across the school. Here's how it can be used effectively:

1. Identify New English Language Learners (ELLs)

The report helps quickly identify new ELLs enrolling at your school, making it easier to organise initial diagnostic assessments and determine ESOL funding eligibility.

2. Support Smooth Transitions at Year 7 and Year 9

By requesting ENROL data from feeder schools (ideally in October or November), schools can access important ELLP information before students' transition. This enables schools to plan ahead by identifying how many learners will require assessment and how many are likely to need ESOL support. To safeguard learners' privacy, the following guidelines are recommended:

1. Information should be shared only between designated transition leaders (for example, Deputy Principals) at both schools.
2. The ENROL report should be filtered to include only Year 6 or Year 8 students who are transitioning to the receiving school.
3. A clear explanation should accompany the information, outlining why it is being shared, how it will be used, and who will have access to it.
4. The information will be used solely for transition, learner identification, assessment, and support purposes.

3. Understand Learners' Language Journeys

The report provides insights into each learner's background, such as initial and most recent ELLP scores, year of first ELLP assessment, and schools attended. This helps teachers build detailed learner profiles and target support, especially for students at risk of underachievement.

4. Share Insights with Other Staff

Information from the report can be shared with homeroom teachers, subject teachers, deans, and literacy coordinators to ensure a coordinated approach to language support—particularly for students who are no longer funded but still need help with academic English.

5. Linking ESOL Data to Student Achievement and NCEA Co-requisites

The ENROL report supports a deeper understanding of student achievement, especially in relation to the NCEA literacy and numeracy co-requisites. By comparing your school's Common Assessment Activities (CAA) achievement data with the ENROL report, teachers and leaders working in the literacy and numeracy space can gain valuable insights. This helps identify which English language learners may need additional language support to meet the co-requisite benchmarks. All Year 9 ELLs —regardless of their funding status—should be assessed for Readiness to meet the literacy co-requisites. Progress should be measured against the benchmark of high Stage 3 to Stage 4 ELLP for reading and writing.