



## Language Entry Policy & Procedures

### English Proficiency Policy

The College is committed to offering its educational programs to students from a broad range of backgrounds, cultures and languages. In doing so, it recognises its responsibility to ensure that students, whose first language is not English, have sufficient proficiency to undertake the program of their choice.

The College therefore requires applicants for admission to a Course of Study whose first language is not English, to meet established English proficiency requirements. The setting and distribution of English language requirements is in keeping with the expectations of the National Code and ESOS Act.

The purpose of this policy is to set the standard of English proficiency required of an applicant, whose first language is not English, for admission to the College. Promotional material and website specify the entry standards. Students must undertake the following Integrated Skills English Test in the home country as a prerequisite for Year level.

### Pre-Requisite Entry Require <sup>1</sup>

- ✓ Year 11 – Integrated English Skills Entry Test ( Level 7 ESL scales\* for Reading, Writing and Responding and Level 8 for Oral Interaction)
- ✓ Year 10 – Integrated English Skills Entry Test ( Level 5 ESL scales for Reading, Writing and responding and Level 6 for Oral Interaction)
- ✓ Years 7 – 9 – Integrated English Skills Entry Test ( Levels 3 and 4 ESL Scales for Reading Writing and responding and level 5 Oral interaction)
- ✓ Primary – Entry test ( K-6 Board of Studies Syllabus) ( ESL Steps\*\*, Dept Education and Training)
  - \*ESL Scales (Curriculum Corporation, 1994) is a national statement of second language development in English. The scales provide a set of benchmarks against which ESL learner's achievements may be measured in accordance with the NSW Board of Studies English Syllabus'. The Integrated English Skills Entry Test assists the College determine the student's specific English language standard in order to meet Board of Study requirements. <sup>1</sup>
  - \*\*ESL Steps: ESL Curriculum Framework K-6 is an ESL Scales referenced planning and programming assessment tool for K-6 students <sup>2</sup>

Letter of Offer stipulates English proficiency entry requirements. The student Agreement (completed at the time of enrolment) also reiterates the entry requirements and

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<sup>1</sup> Based on the following educational sources:  
NSW Board of Studies 7-12 Syllabus  
ESL Steps, Dept Education and Training  
Curriculum Corporation ESL Scales

consequences if these standards are not met. The student's letter of offer and completed 'Integrated English Skills Test' must be submitted to the International student registrar.

### **Class Readiness Program**

St Philip's Christian College offers a *Class Readiness Program* to international students entering the College. The *Class Readiness Program* consists of two phases.

#### **Phase 1: Strengthening English Skills**

This course aims to assist students communicate in English with fluency about events, themes and topics related to their personal experiences.

The course is designed to enable them to participate in some class activities.

Students will receive specific instruction in grammatical structures, subject specific vocabulary across the KLA's and individualised instruction

Duration of Intensive Course: 10 weeks

#### **Phase 2: Integrating English Skills**

This Transition course aims to develop a communicative repertoire in English through situational learning. It is designed to enable the students to function in most language and literacy activities in a range of situations and contexts. The course is designed to develop the students' confidence so that they communicate in English with clarity in the classroom and in the broader community.

Students will present an oral presentation and display of their work to executive staff and home stay parents when they graduate from the course.

Duration of Transition Course: 10 weeks

#### **Phase 3: ESL Interventional Support**

This support is offered after the students have been integrated into mainstream classes and after the commencement of the year level to which they are assigned.

Individual and small group interventional support will be provided on a needs basis to students during specific period allocations each week. Students will receive support in English and in English across the Key Learning Areas. Subject specific vocabulary and structures will be targeted as well as specific grammatical problems.