

ENGLISH LANGUAGE PROFICIENCY POLICY

1. Policy

Kennedy Baptist College is a quality coeducational secondary school with students of diverse backgrounds, cultures and language. In order to enrol at the College, international students must demonstrate satisfactory entry-level English language proficiency, to:

- Successfully engage in their studies to achieve academic success.
- Ensure a smoother transition into daily life, school and adjustment to the Australian culture.
- Experience quality engagement and build relationships, both within and outside the classroom.
- Achieve tertiary entrance using their preferred pathway.

2. Purpose

The purpose of this Policy is to ensure applicant preparedness by clearly defining the prerequisites for English language proficiency.

In accordance with Standard 2 – *Recruitment of an overseas student*, in the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*, the College is required to have and implement a documented policy and process for assessing whether the overseas student's English language proficiency is sufficient to enable them to enter the course.

3. Scope

This Policy applies to international student visa applicants seeking enrolment at Kennedy Baptist College.

English language proficiency refers to an international student's ability to speak, write, read and comprehend English to a satisfactory standard to be accepted for enrolment at the College.

Kennedy Baptist College does not offer English Language Intensive Courses for Overseas Students (ELICOS) or English as a Second Language (ESL) in Years 7 to 10.

4. Assessing English Language Proficiency

The College will assess evidence of English language proficiency presented by an international student on receipt of their application of interest to enrol.

Requirements are set at a standard that will allow students to participate fully in the academic program for their intended entry Year level and the College will restrict enrolment entry to those students who demonstrate satisfactory English language proficiency.

Upon assessment of evidence provided, international students may be required to undergo further testing to be able to demonstrate English language proficiency, such as:

- The Phoenix Academy Internet-based English Proficiency Test (iPEPT)
- The Australian Education Assessment Services Test (AEAS)

International students who do not meet the required level of English language proficiency for their intended Year level are required to undertake ELICOS (English Language Intensive Course for Overseas Students) training at their own expense until their English proficiency has

developed sufficiently to enrol at the College. An AEAS (Australian Education Assessment Services) test will be required within the final five weeks of ELICOS. Enrolment at the College will be dependent on a placement being available at the time.

International students are required to take an active role in developing their English language proficiency throughout their period of enrolment.

If evidence, subsequent to an offer of enrolment, demonstrates that an applicant's English language proficiency is not satisfactory and below the level indicated in testing, the College has the right to cancel enrolment.

Exemption from this Policy will only be granted where satisfactory English language proficiency is evident and approved by the College Principal.

5. Standardised Testing

International students must submit a copy of a current iPEPT (Internet-based Phoenix English Proficiency Test) (or other agreed assessment) at the time of application to enrol.

A second post-ELICOS AEAS (Australian Education Assessment Services) test is required where students are to attend an AEAS test location to confirm competency.

5.1 Phoenix Academy iPEPT:

To ensure standardised English language proficiency testing, the College requests an initial test via Perth-based Phoenix Academy, which offers online testing assessing English grammar, vocabulary, writing, reading and listening.

The Phoenix Academy General iPEPT test is \$50 - free of charge if applying through the College. Phoenix Academy (<https://www.phoenix.wa.edu.au/>) is the College's preferred ELICOS provider.

Refer to Appendix 1 for the English language proficiency levels required for each secondary school entry year, adapted from the Phoenix Academy's English Academic Model.

Phoenix Academy offers advice on the recommended ELICOS required according to an individual student's iPEPT results. The Phoenix Academy test will ascertain a student's English language proficiency and if applicable, suggest the recommended number of weeks of ELICOS for the student to achieve the required entry-level proficiency.

International students are required to study ELICOS full-time in Australia.

5.2 AEAS Test:

The Australian Education Assessment Services (AEAS) provides testing specifically for primary and secondary school students, from non-English language backgrounds, wishing to study in Australian schools. Refer to the AEAS website for more information and test locations: <https://aeas.com.au/>. The cost of the AEAS test is approximately AUD\$500-\$600.

Within the final five weeks of ELICOS or within six weeks prior to starting at the College, international students are required to submit an AEAS English test result to demonstrate satisfactory English language proficiency.

The College will restrict enrolment to those students whose AEAS test results demonstrate the required levels of English proficiency.

Minimum AEAS scores required for each secondary school entry year:

Years 7 and 8: AEAS 61+

Years 9 and 10: AEAS 71+

Years 11 and 12: AEAS 81+

For more information on the AEAS Assessment Report: <https://aeas.com.au/frequently-asked-questions/the-aeas-report/>.

Failure to demonstrate competency in their AEAS test results will require the international student to study further ELICOS (and a further AEAS test) and will delay enrolment at the College.

Enrolment will then be dependent on a placement being available at that time.

APPENDIX 1: Phoenix Academy English Language Proficiency Requirements:

General English & CEFR LEVEL	ESL LEVEL	CEFR Level Descriptors	iPEPT Level	Expected Progress	Approx. IELTS Equivalent	Recommended ESL Entry Level
<i>Intermediate A</i> B1	Vocational	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.	40%	12 weeks	4	Secondary School: Years 7 and 8
<i>Intermediate B</i> B1+		Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	50%	6 weeks	5	Years 9 and 10
<i>Upper Intermediate</i> B2	Academic	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions on their field of specialisation.	55%	6 weeks	5.5	Years 11 and 12
<i>Pre-Advanced</i> B2+		Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	60%	6 weeks	6	University: Bachelor Degree

KEYS TO TABLE:

CEFR – Common European Framework of Reference: Global Scale for Languages

iPEPT – Internet-Based Phoenix English Proficiency Test: Cumulative Percentage

IELTS – International English Language Testing System

ESL – English as a Second Language

Table notes:

- These approximate IELTS scores are only estimates and do not represent true IELTS results which can only be ascertained and awarded as a result of a student undertaking an IELTS test (academic module) at an official IELTS test centre.*
- Expected Progress – The anticipated weeks of study at an ESL level. This covers English: Speaking and Listening; Reading and Responding; and Writing and will vary depending on individual circumstances for example, commitment to learning, age and cultural differences*