

P3.1-PP-MGS

Teaching ELICOS 1

1. Purpose and Scope

This policy covers student placement in class; identification and addressing of special learning needs; class size; teacher to student ratios and informing students of learning outcomes.

It deals with the requirements of:

- National ELICOS Standard P3.1: Teaching ELICOS
- NESA Guidelines, Requirement 4.1.4: Teaching ELICOS

2. Responsibilities

The **ELICOS Academic Manager, the Director of Curriculum and Compliance** will be responsible for implementing this policy, disseminating its contents to teachers and other staff members as appropriate, and keeping it updated.

3. Student Placement in Class

Only students who have obtained a provisional placement at a high school that uses English as the medium of instruction will be enrolled in the High School Preparation (HSP) course. Students who appear to be likely to have a level of English language proficiency below the lowest available at MGS (Pre-intermediate) will be advised that they will need to reach a higher level of proficiency before enrolling. Similarly, those who have already attained an English proficiency level sufficient for high school studies will be advised of this fact; these students may enter high school directly. However, the HSP programme will remain open to those who have been advised that they are ready to start high school but who still want to study more English; MGS understands that a higher level of English proficiency is likely to lead to better achievement and better outcomes in high school.

All ELICOS students must take a placement test on arrival before being placed in a level, to ensure that they are placed at the correct level. This is carried out on the first day of their enrolment as part of the Orientation Day – see P3.1b-PP-MGS Placement Testing Policy and Procedure.

Promotion from one level of a course to another will be handled in accordance with the course requirements – see the curriculum documentation.

4. Identifying and Dealing with Special Learning Needs

In order to identify any special learning needs:

- Applicants will be asked about any known special learning needs, such as disabilities or dyslexia, during the application process, by a question on the application form and where appropriate, by direct questioning by the agent or the Admissions Officer. The placement testing may also pick up any special learning needs, for example, if some skills, e.g. reading and writing, are significantly behind others.
- If teachers notice signs of individual learning needs that are significantly different from the rest of the class, such as progress in some skills being significantly behind others, a very slow reading speed, or progress slower than others in the class, they should bring this to the attention of the Director of Curriculum and Compliance.

Upon identification of any special learning needs, the Director of Curriculum and Compliance will then investigate further, and where appropriate will prepare a strategy to deal with the issue in consultation with the High School Preparation Staff (HSP). External experts may also be consulted both in designing the strategy and its implementation. Options that might be considered may include: additional work to be provided to the student; withdrawal lessons; specialist support from MGS's high school teachers; specialist external support. Should similar issues appear frequently, specialist training, e.g. in the identification of and support for dyslexia, may be considered.

5. Class Size

It is recognised that small classes are beneficial for language learning, especially when teaching oral English. The need to keep class sizes small will be balanced with the need to ensure the School remains financially viable.

The maximum permitted number of students in any one class at Macquarie Grammar School is 18, or the number of square metres of usable floor space in the classroom divided by two, whichever is smaller.

6. Informing Students of Learning Outcomes

Learning outcomes for each course are set out in the course curriculum documentation. A list of outcomes for the relevant course and level will be put on the wall of the classroom(s) in which it is taught. Teachers are required to draw students' attention to these, and also to point out which outcomes are being dealt with in each lesson.

7. Revision history

Version	Date	Description of Modifications
1	24 Mar 2015	Original Draft
1.1	21 st Mar 2016	Roles and Responsibilities
1.2	18 th Mar 2018	Updated acronyms and reviewed processes
1.3	23 rd Mar 2023	Reviewed policy and processes