

PRESS RELEASE

Ikubunkan Global High School Recognised as an “IELTS High School” by IDP

Overseas university admissions increase sixfold in three years by adopting IELTS as a KPI

IDP Education Japan
Release date: November 18th 2026

IDP Education (Head Office: Melbourne, Australia; CEO: Tennealle O'Shannessy), the co-owner of IELTS, the global four-skills English test taken by more than four million people annually, has officially recognised [Ikubunkan Global High School](#) (Location: Bunkyo-ku, Tokyo; Principal: Yoshio Kamakura) as an IELTS High School.



From left: IKUBUNKAN Institute of Education Vice Principal of Ikubunkan Global High School Mr Kazuki Yamana, College Counsellor / AP Coordinator / Biology Teacher Mr Atif Khan, Principal Mr Yoshio Kamakura, General Manager of the Native English Department, Mr Ryoji Gen, IDP Education Japan IELTS Country Manager, Tomoko Ichikawa

IELTS is widely used as an international standard test to certify English proficiency for study abroad, employment, and migration, and is trusted by more than 12,000 organisations worldwide. In Japan, the number of test takers particularly high school students continues to grow each year.

Against this backdrop, IDP launched the IELTS High School initiative in 2023 to recognise schools that actively embed IELTS into their international curriculum and support students to pursue global higher education destinations. To date, eight schools across Japan have been certified.

Ikubunkan Global High School, newly recognised in Nov 2025, has been highly commended for its **proactive use of IELTS as a key educational KPI, which has resulted in approximately a sixfold increase in overseas university admissions over the past three years.**
80% of students achieve IELTS 5.5 or higher by graduation

Since the 2022 academic year, the school has adopted IELTS as a KPI to visualise English proficiency and drive improvements in learning outcomes. **While only 4% of students had reached the IELTS 5.5 level (CEFR B2 / equivalent to EIKEN Pre-1) at the time of admission, approximately 80% achieved this level by graduation.**

In spring 2025, around 40% of graduating students progressed to overseas universities. Among them, one in four enrolled in institutions ranked within the top 100 of the Times Higher Education World University Rankings 2025, with a total of 28 acceptances. **The number of admissions to overseas universities has increased roughly sixfold over the past three years, leading the school to achieve the highest national success rate for direct overseas university entry in Japan.***

** Source: Inter-edu.com (as of 30 July 2025).*

English Proficiency (IELTS) of 87 Graduates (Spring 2025)			
Score	Students (Total)	Approx. Eiken Level	Reference Level
≥8	1	High Eiken 1	World's Top University Application Level For universities such as Harvard and MIT (among the U.S. Ivy League), the recommended IELTS score is 7.5, and the required score is 7.0.
≥7.5	6	Medium Eiken 1	
≥7.0	7	Low Eiken 1	
≥6.5	20	High Eiken Pre-1	Overseas University Application Level (Equivalent to the level required for admission to highly competitive private universities in Japan) For Canada's "Big Three" (e.g., University of Toronto, University of British Columbia) and Australia's "Group of Eight" (e.g., University of Sydney, University of Queensland), the application requirement is 6.5.
≥6.0	38	Medium Eiken Pre-1	
≥5.5	67	Low Eiken Pre-1	

Two Class Streams with IELTS Set as a core KPI

Beginning in the 2026 academic year, Ikubunkan Global High School (IGHS) will significantly renew its curriculum, placing immersion-based instruction delivered by International Teachers at the centre of its educational approach. The school will offer two programmes: the **Honors Class**, which provides a dual diploma in partnership with a prestigious U.S. high school, and the **Liberal Arts Class**, which features inquiry-based learning that integrates Japanese and English.

Both classes utilise IELTS as a key learning indicator. **All students take the official IELTS test multiple times over their three years of high school through organised group testing.** This structured approach supports the development of English proficiency and empowers students in making global pathway choices.

2026 Academic Year IGHS curriculum overview – Honors Class & Liberal Arts Class

Honors	Liberal Arts
Policy	Policy
Guiding Principle Cultivate a world-class education through both Japanese and American learning experiences.	Guiding Principle Engage in a balanced approach to academics and extracurricular activities.
Curriculum Integrated arts and sciences program (primarily in English) combined with the U.S. Dual Diploma.	Curriculum An integrated arts and sciences program (primarily in Japanese), unique subjects taught in English, a newly introduced “Global South” course (a school-original subject), among others.
Target Audience International/returnee students and junior high school students with Eiken Grade Pre-1 proficiency.	Target Audience Junior high school students with an Eiken Pre-2 to 2 level of proficiency.
Goals by Graduation	Goals by Graduation
IELTS Target 7.0 to 8.0 (equivalent to Eiken Grade 1 proficiency)	IELTS Target 5.5 to 6.5 (equivalent to Eiken Grade Pre-1 level).
SAT Target 1300 to 1500 (out of 1600)	
Aspirational Destinations Primarily world-leading universities, with simultaneous applications to domestic institutions.	Aspirational Destinations Primarily domestic universities, while also preparing for dual applications to overseas universities.

Course Design Integrating IELTS Assessment Criteria

At IGHS, international-track classes are led by international teachers through Immersion Education (all-English classes). **We do not “teach to the test in our regular curriculum classes”; instead, IELTS skills are embedded across the curriculum to build the academic language required for university study.** Our program targets CEFR B2 in each skill by the end of Year 2 and aspires to C1 by graduation.

We emphasise that these competencies support real pathways, such as study-abroad programs, overseas universities, and English-medium courses at Japanese universities. Each course is intentionally mapped to an IELTS-aligned skill while still prioritising subject content. For example, “Essay Writing” builds foundational essay and data-commentary skills using the IELTS writing descriptors as a reference point, then progresses to advanced structures common in overseas schools. Students learn with explicit rubric awareness so that when they sit the IELTS in Year 1 for Honors, Year 2 for Liberal Arts—they can aim for Band 6+.

“Debate & Discussion” develops topical knowledge (current affairs, SDGs, and student research) and speaking performance- organised responses, fluency, range of lexis and collocations—again guided by the IELTS rubric toward Band 6+. In “Comprehensive English,” reading instruction is anchored in assigned novel study; around these novels, students practice IELTS-style item types and strategies (e.g., scanning, inference, vocabulary-in-context).

Finally, Immersion Education subject classes (e.g., Integrated Science in Liberal Arts; Biology and Mathematics in Honors) prepare learners for the difficulty of Listening Section 4 by pairing lecture-style input with explicit note-taking skills (identifying signposts, abbreviations/symbols, and structured layouts for capturing key details).

Essay Writing class notes

Term	SDG	Personal Goal	My SDG Target	Recall
Q1	Target			Approach Objective Knowledge / Skill / Reading Notes Recall "Hamburger" Paragraphs - Paragraphing Rules - Five Paragraph Pillar Essay Structure - Paragraphing - Conjunctions - Perspective Writing - Colour Coding v4.0 Subjective Skills Notes Summary
				Recall Reflection Skill Notes Course Specific Information

Focused after-school IELTS support by experienced teachers

From early Year 1, Honors students receive after-school intensive IELTS support to complement classwork. Since they sit their first IELTS right after the Year-1 summer, cohorts are grouped for level-appropriate instruction.

B2 pathway (Band 6.0–6.5): consolidate core skills and close gaps quickly.

C1 pathway (Band 7.0+): extend range/accuracy and exam strategy at pace.

Training blends targeted assignments, mock tests, and focused workshops. After students obtain their first official score, continuous support is available for anyone who needs or wants to improve.

Liberal Arts students on the other hand are expected to take their first IELTS in the summer of Year 2. Accordingly, intensive sessions begin in late Year 1 through Year 2. The initial priority is to bring all students to B2 level; thereafter we provide specialised support both for those who have reached the benchmark and those still short of it.

In Year-3 summer, **booster sessions** are offered to both tracks for university-entry readiness. Across tracks, the International Team offers ongoing essay marking (“writing clinics”), speaking labs and interview practice, full-length mocks with review conferences, and individual study plans. Students also have access to an extensive IELTS text library and curated online resources. All

sessions are led by teachers with years of IELTS experience, using in-house materials developed by a qualified team, including CELTA holders.

Voices of the Educators Leading IGHS's Academic Vision

At Ikubunkan Global High School (IGHS), immersion-based learning places IELTS at the core of the educational programme, fostering both students' English proficiency and their academic curiosity. Leading this initiative are the school's International Teachers, who play a central role in delivering and advancing IGHS's IELTS-focused instruction. Below are comments from two teachers who are at the forefront of the innovative and progressive education at IGHS.



Mr Ryoji Gen, General Manager of the International English Department / Honors Class Homeroom Teacher

"IELTS has always been a central pillar in our institution, offering a defining perspective on the learning, progress and respective growth of our students. It presents insights on their current abilities in each of the four skills, showing clearly where they excel, as well as what requires more effort."



Mr Atif Khan, College Counsellor / AP Coordinator / Biology Teacher

"Over many years, IELTS has played a vital role in enabling our students to gain admission to universities both in Japan and overseas. For students aiming for Japanese universities, I would like them to achieve at least a 5.5. With a 6.5 or higher, they can aim for overseas universities, and I hope all students will set 6.5 as their target. IELTS further strengthens IGHS's ability to prepare students toward international universities and Japanese Universities' top-tier English-medium programmes."

IDP's Support for High Schools in Implementing IELTS

IDP Education Japan actively supports high schools in Japan in integrating IELTS into their global education programmes through the following initiatives:

- Organising group bookings for the official IELTS test
- Hosting IELTS teaching seminars for English teachers
- Providing seminars for students on the IELTS test format and study methods
- Delivering workshops led by IDP-certified IELTS experts
- Offering a subsidy scheme for high school teachers to take the official IELTS test

Case studies of IELTS High Schools (Japanese only):

<https://ieltsjp.com/japan/about/ielts-for-teachers/suishinko>

About Ikubunkan Global High School



Under the concept of **“Choosing Your Path from the World Map,”** Ikubunkan Global High School (IGHS) provides comprehensive guidance for students aiming to enter both domestic and overseas universities. Since the 2022 academic year, the school has adopted IELTS as a key performance indicator (KPI) for English proficiency. In 2024, the school launched the world-standard Japan–U.S. Dual Diploma Program, along with the new Honors Class, where students study all core and arts subjects entirely in English. As of spring 2025, around 40% of graduates moved on to matriculate at overseas universities. As IGHS continues to advance its global education, it has also nurtured a team competing in the FIRST Robotics Competition World Championship and produced student entrepreneurs pursuing innovation on a global stage.

Location: 2-19-1 Mukogaoka, Bunkyo-ku, Tokyo

Chairman: Yoshiki Watanabe

Headmaster: Yoshio Kamakura

Official Website: <https://www.ikubunkan.ed.jp/>

For enquiries regarding this announcement

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About IDP Education



Since its establishment by the Australian Government in 1969, IDP has supported students for over 50 years in pursuing study opportunities in English-speaking countries. The organisation has built a global network of 90 offices across 30 countries and is also a co-owner of IELTS.

In Japan, since opening the first official test centre in 2016, IDP has been committed to expanding access to IELTS testing nationwide.

Official Website : <https://www.ieltsjp.com>

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