



Admissions Policy 2023-24

Policy Review Process			
Version	Revision Date (Document Review Date)	Authors (Who revised it?)	Any significant changes / editing to the original policy.
V1	25th of June 2023	George	
		Senior Leadership	George, Eric, Pankaj, Alice, Arissa
V2	1 st Feb. 2024	DP staff	Collaborative meetings
		DP students	CORE meetings
		Parents	

https://chinabest.sharepoint.com/:w:/r/sites/SIAFaculty/_layouts/15/Doc.aspx?sourcedoc=%7B2509759E-07C8-4944-8A26-D7A28C645916%7D&file=Admissions%20Policy%202023-24.docx&action=default&mobileredirect=true

Policy Approval	
Policy Title	Admissions Policy
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1. Introduction

The School offers a one-year Foundation Programme (FP) and G9 (from September 2023) as preparation for the study of the International Baccalaureate Diploma Programme (IBDP).

The FP aims to prepare students with skills to face the rigors of the curriculum and assessments of the DP. Both FP and IBDP will offer students many opportunities for personal development, academic study and research, development of leadership and collaborative skills, and a chance to contribute to the broader community.

All students will be expected to work hard to be successful. To fulfil their potential, students will have to be dedicated and ambitious. Our programmes are designed to fulfil the School's mission and values; students will have the choice to pursue subjects which they enjoy with passion, and to which they are willing and able to dedicate.

2. Aims and Objectives

The aims and objectives of this policy are as follows:

- Understanding the process for enrollment
- Following the criteria for admission
- Applying the admission test results for specific student needs and support

3. Enrolment Process

a. G9 Enrolment (Grade 9)

b. FP Enrolment (Grade 10)

Students will start this course at the beginning of Grade 9 and some joining directly at FP – grade 10. All students will have to undertake admission assessments in the form of (i) tests in Chinese, English, and Mathematics (ii) in-depth individual interviews, (iii) a group activity, and (iv) any other supplementary activity deemed appropriate in the round of admission exercise.

Students may join G9 at any time during the academic year, providing they have demonstrated good to very good knowledge and academic capacity for Chinese, English and Maths tests and a final interview with the Vice Principal.

Classes will start on the first day of the academic year in September for every student, but the Principal may consider accepting a Grade 10 student no later than the beginning of the second half of the first semester (i.e., in November).

Most FP students are expected to progress into the DP upon successful completion of FP. Enrolment in the Foundation Programme does not lead automatically to admission in the DP in Grades 11 and 12.

c. **DP Enrolment (Grades 11 and 12)** [Note: *The School is an IB Candidate School as of March 2019*]

All FP students will be qualified to enroll for Grade 11 in DP Year 1 class upon successful completion of the programme, including the three core elements of the FP curriculum. Students wishing to join the DP directly from other schools are expected to have demonstrated a high level of academic excellence. For consideration for admission, these students have to undertake admission assessments similar to those for FP entry, but at a more rigorous level. Classes will start on the first day of the academic year in September for every student, and later entry is permitted at the discretion of the Principal.

It should be made clear that an applicant's academic performance, as evaluated through admissions tests, is not the sole criterion for admission. The School will also consider key personal qualities of an applicant, including:

- work ethic
- attitude
- conduct
- academic integrity

- contribution to school life

Applicants that do not meet any of the requirements stated above will be reviewed by the Principal on a case-by-case basis. All applications will be assessed in line with provisions specified in the *Inclusive Education Policy* to allow necessary accommodation as per IB guidelines.

4. Study Pathways

All applicants entering Grade 11 are encouraged to consider applying for the full DP under normal circumstances.

Students are expected to have achieved at least a grade 5 out of 7 in subject chosen for Higher Level (HL), and 4 out of 7 for Standard Level (SL), in the FP to pursue their DP.

Subject choice guidance will be provided to students by the School Counselling Team and DP Coordinator. If in any particular case, a student's achieved grade in the desired subject is lower than the qualifying grade, the School may conduct an additional assessment and interview.

The student in question may be allowed to continue taking the subject under the condition that he/she will have to demonstrate improvement up to the level required for continuation.

In addition to the Counselling Team and the Programme Coordinator, subject teachers will also advise on a student's suitability for courses. Students and parents will be expected to act on such advice.

To graduate from FP, a student must secure a total of 30 points out of 45, complete the core elements, and should not have less than 4 out of 7 in any subject.

All students admitted to Grade 11 will be registered as full DP students initially. Students must maintain the qualifying scores to continue and be promoted to the DP Year 2 in Grade 12.

The qualifying scores for promotion from Grade 11 to Grade 12 are the same as those for obtaining a full Diploma prescribed by the IB. The switch from DP student status to the IB Course student status will be allowed only to prevent a student from failing DP requirements. Such a switch will be done in consultation with parents, student, Counselling Team officials, and the Programme Coordinator. In all cases, the student has to complete the DP core requirements to graduate from the School.

In addition to the achievement of qualifying academic scores for promotion to Grade 12 from Grade 11 or from FP Grade 10 to DP Year 1 Grade 11, the students have to fulfil the requirement of attendance in school for concurrency of learning in any academic year.

Students who miss more than 20% of classes due to any reason have to repeat the year. Any discount to this provision could only be allowed by the Principal upon fulfilment of required evidence of concurrency of learning.

The graduation requirement for Grade 12 students is either the award of the IB Diploma or successful completion of DP courses and the core curriculum.

5. Stages of the Enrollment Process

Interview: The Admissions team organises an on-site interview for both students and parents. At the time of the meeting, the student's oral English proficiency is assessed, and a needs assessment is completed to ensure accessibility to the Diploma Programme at this point of TISR' development.

It is also essential that students and their families commit to the philosophy and practices of SIA and the IB, precisely, the integral role of the SIA mission and values, the IB Learner Profile, and the importance of the Programmes (FP and IBDP).

Following a successful interview stage, enrollment in the FP or IBDP is then dependent on assessment (or completion of admissions tests) in Chinese, English, and Mathematics.

Such admissions tests will assess the skills of thinking, organization, and conceptual understanding. For DP students, the levels of their performance will determine their choice for SL or HL in these three subjects in the admission test, or the FP scores.

Chinese Language Test:

All new students will be assessed:

Assessing the student's Chinese language skills helps to determine aptitude in the student's mother tongue, as is the case for the majority, if not all, of TISR students.

- If currently enrolled at other divisions of SIFLS, the student will be assessed based on his/her portfolio of work.
- If required, exams will take place between April and August preceding the FP and IBDP Year 1.
- If students fail to meet the minimum required skill expectations, they may be offered a retake.
- Students must score a minimum of 65 % on the Chinese assessment.

English Language Test:

All new students will be assessed:

The assessment of English is used as a general guide to ensure that the student's level of English is sufficient for studying in the FP and IBDP. English is the language of instruction in the majority of subjects, and a high competency is critical for overall success. The English assessment consists of 4 sections: Reading, Listening, Speaking, and Writing.

- If currently enrolled at other divisions of SIFLS, the student will be assessed based on his/her portfolio of work.
- If required, exams will take place between April and August preceding FP and IBDP Year 1.
- If students fail to meet the minimum required score, they may be offered a retake.

- Students must score a minimum of 65 % on the English assessment.

Mathematics Test:

All New students will be requested to take an exam to determine their pre- existing level in mathematics (if evidence of academic performance is not available). As such it is vital that students have a good foundation in mathematics before beginning Mathematics in FP and IBDP. Specific Requirements for the Diploma Programme Mathematics

Students with no standardised grades from previous schools must complete a mathematics assessment to ascertain which IBDP course level would be most appropriate for them.

- If currently enrolled at TISR, the student will be assessed based on his/her portfolio of work.
- If required, exams will take place between April and August preceding FP and IBDP Year 1.
- If students fail to meet the minimum required score, they may be offered a retake.
- Students must score a minimum of 65 % on the Mathematics assessment.

6. Monitoring Policy Effectiveness

The practical application of this policy will be reviewed annually, or when a need arises, by the Programme Coordinator, the Principal or other stakeholders. A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Principal and the SLT for further discussion and endorsement.

7. Linked Policies

- Academic Honesty Policy
- Assessment Policy
- Inclusive Education Policy
- Language Policy

8. Acknowledgements

This policy has been prepared by referring to the following documents:

- 1. General Regulations: Diploma Programme, 2016. Published by IBO.**
- 2. Guide to Programme Evaluation, 2016. Published by IBO.**
- 3. Diploma Programme: From Principles to Practice, 2015. Published by IBO.**