



Zhuhai International School Admissions Policy

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I. OVERVIEW

This policy document was written through the collaborative efforts of the Admissions team, IB coordinators, teachers and administrators with feedback from parents. In writing this policy, the team referred to the Core Standards of the CIS Membership Report to ensure that the relevant domains were consulted.

Finally, as ZIS is an IB World school, the team also consulted the IB Standards and Practices.

Who we are

Zhuhai International School (ZIS) educates students aged 3-18 from around the world. Founded in 2007, it has maintained a family-oriented atmosphere. While a sizeable portion of our students have spent much of their childhood in the country, they hold passports from other nations. Students enter ZIS with a range of needs, cultural backgrounds, family dynamics and perspectives.

The ZIS Child Protection Policy outlines the necessary components of the environment needed for students to live out the school's mission statement:

At ZIS we strive to develop dynamic and principled global citizens who have the skills and attitudes to enable them to become compassionate, life-long learners who will contribute positively to the future of our world.

II. POLICY AIMS

1. Outline our admissions guidelines and ensure they reflect our mission statement
2. Outline the admissions criteria
3. Outline the admissions process
4. Outline responsibilities within the admissions procedure
5. Provide further resources

III. ADMISSIONS GUIDELINES

The well-being of each child is our prime consideration at all times. ZIS believes that child welfare begins at admissions. Through a clear, transparent and rigorous admissions process, we are able to ensure that both our current student body and new students are supported, cared for and protected at school.

ZIS is committed to:

- The well-being of all ZIS community members
- Acting at all times in the best interest of the children, young people and adults that make up our community
- Welcoming and promoting diversity in all parts of the school
- Welcoming and promoting international-mindedness in all parts of the school

ZIS recognises that education systems vary from place to place around the world. Every effort will be made to place children in the year groups that best meet their individual needs.

ZIS acknowledges that children come to school with different learning needs. These needs can be met if they are made clear during the admissions process.

ZIS ensures that any confidential information shared during the admissions process that does not need to be shared will remain confidential. If sensitive information (such as health concerns or family dynamics) is shared, ZIS will inform the parents or guardians and maintain respect and compassion around these topics.

ZIS is committed to complying with all relevant legislation.

IV. ADMISSIONS CRITERIA

The criteria outlined below are in keeping with national and local laws governing education in China and the province of Guangdong, our Child Protection Policy and Language Policy.

PRC Laws and Regulations:	ZIS can accept applications from foreign passport holders, residents of Hong Kong, Taiwan or Macau in accordance with PRC law.
Age and Year Groups	<p>In order to ensure that students are at the appropriate developmental age, these guidelines will be consulted during the decision-making process, keeping in mind the variety of educational systems present around the world.</p> <ul style="list-style-type: none"> - Nursery: toilet trained and 3 years old by October 1st of that academic year - Reception: toilet trained and 4 years old by October 1st of that academic year - Year 1: 5 years old by October 1st of that academic year - Year 12-13: maximum age of 19 years upon graduation
Language Profile:	<p>ZIS is an English-medium school. As such, all new students will be assessed on their English language proficiency.</p> <p>For children wishing to join a class in Early Years or Primary, this assessment is to ensure that their language needs are met.</p> <p>For students enrolling in the MYP or DP, a formal language assessment and interview will be conducted to ensure that the student will be able, with the time and resources available, to meet the English-language requirements of an IB school.</p>
Special Educational Needs:	<p>ZIS is an inclusive school as we believe that a diverse student body is a benefit to the whole community. We employ dedicated SEN teachers and work to upskill all staff to provide inclusive learning environments.</p> <p>In order to make this possible, parents and guardians must share all relevant documentation, specific needs, learning challenges and social/emotional concerns during the admissions process.</p>

	<p>Students requiring minimal SEN support will receive help through differentiated instruction by the classroom teachers and, if needed, through additional in-class support from a dedicated SEN teacher.</p> <p>Students requiring more intensive support will also receive support through customized care from a dedicated SEN teacher. This specialized care will be added to the tuition fees and calculated on an individualized basis depending on needs.</p> <p>Students with a formally identified exceptionality will receive an IEP created by the school. If a student already has an IEP, it must be submitted with the application. This IEP and all in-house IEPs will be reviewed annually.</p> <p>Should an educational, social, behavioural or emotional need present itself after enrolment, parents will be asked to pursue the appropriate testing and/or assessment needed by an outside body like <i>Olivia's Place</i> (an Organization specializing in Educational, Occupational, Physical and Psychological Consulting) in order to support the school's efforts in providing the necessary care needed.</p> <p>ZIS is not currently capable of supporting students with severe physical or behavioural needs.</p> <p>Failure to disclose SEN needs can result the withdrawal of an admissions offer or removal from school.</p>
Class Sizes:	ZIS values the level of support afforded by sustainable class sizes. Students hoping to enrol in classes that have reached capacity will be placed on a waiting list.
Boarding:	ZIS is a 7 day boarding school offering boarding for children who do not reside in or near Zhuhai. Boarding students must be in Year 6 or older. See our <i>Boarding Policy</i> for more information.

This policy applies to all students enrolled at ZIS

ADMISSIONS CONDITIONS

In Early Years and Primary, a trial 1/2 day is a normal part of the admissions process. This allows students and parents a chance to see our campus in action and gives teachers an opportunity to observe a potential student. Teachers are looking for:

- Comfort level with the new surroundings
- Independence from parents
- English language proficiency

- Grade level understanding
- Social engagement

In Secondary, students will be invited to join their parents on a school tour. In addition, they will meet with a member of Learning Services for an admissions interview. Students need not prepare for this interview in advance. The main aim of the interview is to ascertain language proficiency in a spontaneous setting. In addition, prospective MYP and DP students will be asked to complete 2 assessments to measure proficiency in:

- English language: this is a reading and writing test that accompanies the interview
- Mathematics: to evaluate mathematical ability

Students who have missed a large portion of an academic year will be required to repeat the previous year's grade.

Parents will be notified by phone or email when admission testing is required. For parents in other countries or for those who are unable to reach the school campus, may request a virtual school admissions test via ZOOM. It is up to the parents to ensure that they have the equipment needed (computer or tablet with camera and microphone, and strong internet connection) to make this interview possible.

Admission decisions are made by the school administration. The admissions staff will not give feedback on applications until authorized to do so by the Head of School. Any judgments of the applicant shared inadvertently by the admission staff before the official decision is made are non-binding.

Any misreported or unreported information in an application is likely to result in a rejection or withdrawal of the application or student. Any documents submitted during the application process will not be returned.

Photos of students may appear in school publications, newspaper and other advertisements, brochures, and on the website for the purpose of marketing only.

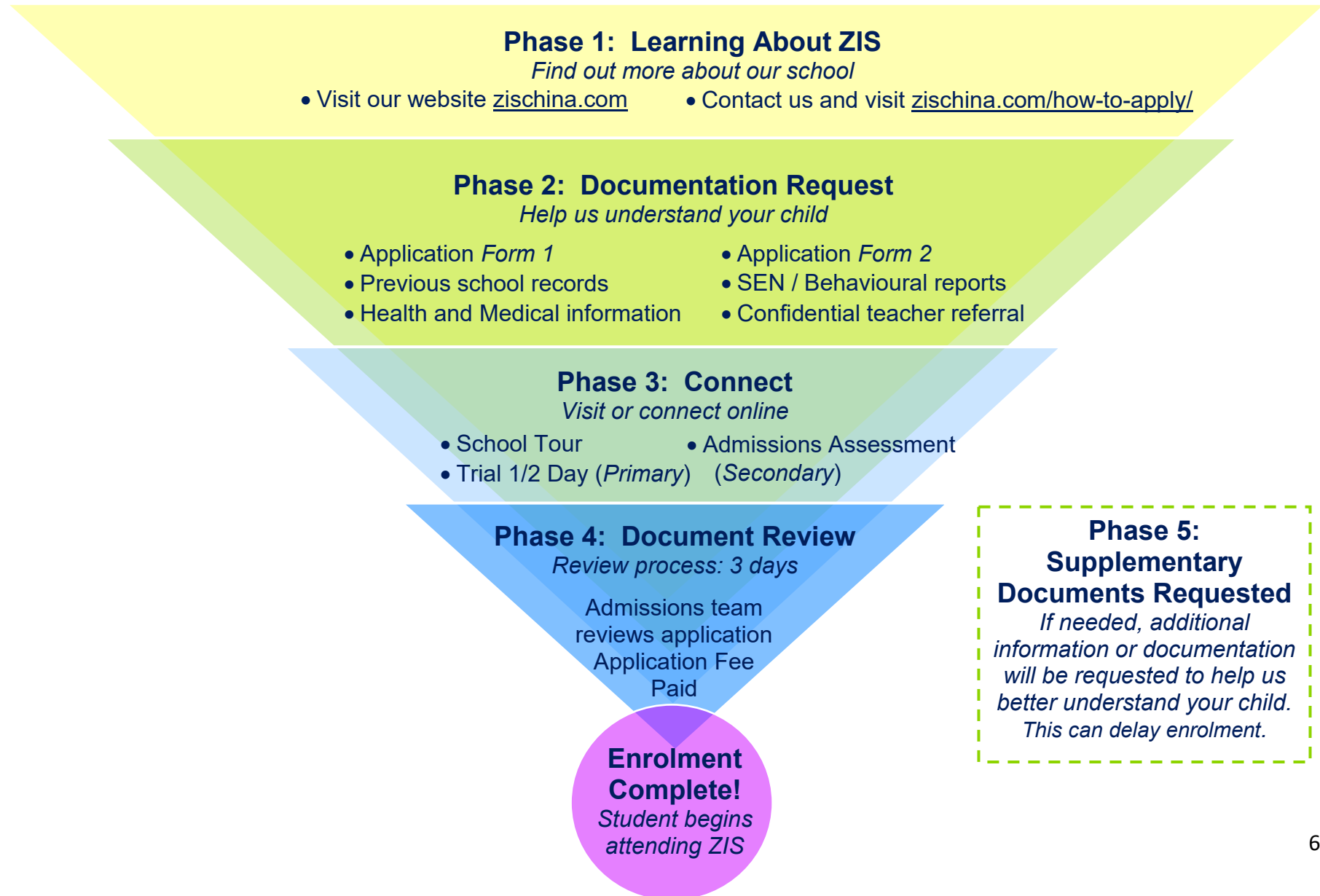
V. ADMISSIONS PROCESS

SUMMARY

Our Admissions process is designed to ensure we provide the best opportunities for each child. This is done through careful observation, detailed documentation and the development of a relationship with the child's home.

5 PHASES of ADMISSIONS PROCESS

From start to finish, this process takes about 7 working days depending on documentation needs.



TRIAL PERIOD

Each student who enrolls at ZIS will enter a trial period for a month. This 30 day window allows teachers, administrators and the admissions team to ensure that the child is adjusting well, that needs are being met and that there are no additional difficulties that were not presented during the application process. Should a teacher or administrator have a concern, they are to document their concerns and inform their Head of Section. SMT will meet to determine if further action needs to be taken. This further action may include but is not limited to:

- Referral to **SEN teachers**
- Referral to an outside body for further assessment like Olivia's Place – at the cost of the parents
- Withdrawal of admission

CONFIDENTIALITY and INFORMATION SHARING

ZIS recognises that all staff must act within the legal requirements set by the Peoples Republic of China. ZIS will respect the requirements related to the sharing of information needed to protect children and enable other people to carry out their legitimate functions. In general, staff will not share information if they believe that by doing so this will endanger the child.

ZIS encourages the sharing of information when appropriate steps have been taken.

Information sharing will be restricted to those who have a need to know in order to support children.

A child's records will be kept as factual as possible, and nothing will be recorded as fact without evidence to back it up.

TERMS & CONDITIONS

An event beyond the reasonable control of the parties to this contract is referred to below as a "Force Majeure Event" and shall include objective events that cannot be foreseen, are unavoidable and insurmountable. These include events such as accident, fire, flood, war, riot, civil unrest, act of terrorism, chemical or biological contamination, strikes, industrial disputes, outbreak of epidemic or pandemic of disease, compliance with any law or governmental order, rule, regulation or direction (including that of a local authority), failure of utility service or transportation; it shall not include an ability to pay Fees. Subject to express written agreement to the contrary, the Parent's continuing obligations under this contract in respect of Fees shall not be affected by a Force Majeure Event.

Notification by the School: In the event of a Force Majeure Event arising which prevents or delays the School's performance or any of its obligations under this contract, the School shall immediately give parents notice in writing, specifying the nature and extent of the circumstances giving rise to the Force Majeure Event. Provided that the School has acted reasonably and prudently to prevent and minimize the effect of the Force Majeure Event, the School will have no liability in respect of the performance of such of its obligations as are prevented by the Force Majeure Event while it continues. The School shall use its best endeavours during the Force Majeure Event to provide educational services.

Continued Force Majeure: If the School is prevented from performance of its obligations for a continuous period greater than four months, the School shall notify the Parents of the steps it shall take to ensure performance of the contract.

Notification by Parents: In the event of a Force Majeure Event that affects the Parents' ability to perform any of their obligations under the contract, they shall give the School notice in writing of the Force Majeure Event. The Parents shall not be liable for non-performance of such obligations (except payment of fees) during the Force Majeure Event but in the event of the Force Majeure Event continuing for more than four months shall discuss with the School a solution by which this contract may be performed.

VIII. RESOURCES

The following resources, found within and outside of our community, can be consulted for further guidance.

IN ZHUHAI

These services and individuals are available for support and consultation when dealing with any instances social-emotional needs

- **Mars Zhu:** cofounder and psychological counsellor of the *Zhuhai Yanwu Psychological Consultation Service Co.*; on-site counsellor who works with students needing extra social/emotional support. **13750089974**; gbtmars@gmail.com

OUTSIDE of ZHUHAI

These services and individuals are available for support and consultation in order to ensure the educational, psychological, social needs of the child are met through ZIS.

- **LIH Olivia's Place:** based in Shenzhen, this organization offers a wide variety of services used by our Learning Services department to support our exceptional students; provides Psychology Services that include child and family therapy. <http://www.oliviasplace.org/therapy-services/psychology-services/>; contact Rebekah Luo at: Rebekah.luo@lih-oliviasplace.com

SUPPORTING DOCUMENTS

The following documents provide additional guidance about ZIS policy and procedures that link directly to Child Protection policy and practices:

- ZIS Inclusion Policy
- ZIS Language Policy
- ZIS Child Protection Policy

IX. POLICY REVIEW

This policy document will be reviewed annually to ensure that it is both current and relevant to the changing needs and dynamics of the school. After each review, the policy document will be shared with our school community on the school website.

The appointment of the Child Protection Officer will also be revisited annually.

X. GLOSSARY OF TERMS

Differentiation	Adjusting the content, process, product or environment during learning to meet the individual needs of the student
Early Years	Nursery and Reception. Students can be enrolled in Nursery at the age of 3. Students typically progress from Reception to Year 1 at the age of 4 or 5 years.
Exceptionality	A learning difference (whether physical, behavioural, intellectual, communication or multiple) that changes what a child needs in order to be successful in a regular school setting
Inclusion	Ensuring the classroom is a place in which all students can access learning, regardless of their individual needs
Individual Education Plan (IEP)	describes the student's learning difficulties, how the student learns, how the student best demonstrates that learning and what teachers and service providers will do to help the student learn more effectively; the plan is reviewed regularly by all involved parties; a legally necessary document in some countries and cities
SEN Teachers	Specialists in their field, the Special Educational Needs teachers help students in their learning journey; they also provide staff with the tools needed to assist their students. These teachers work specifically with those students who require extra support with academics or social/emotional well-being.
Primary School	Follows the PYP (Primary Years Programme). Students enter in Year 1 and finish in Year 6. Students are typically 10-11 years old upon their completion of Year 6.
Secondary School	Made up of 2 separate programmes:

MYP (Middle Years Programme) Year 7-11
DP (Diploma Programme) Year 12-13

**Senior
Leadership Team
(SLT)**

Made up of the Head of School, Head of Primary, Head of Secondary, and the Chinese Principal, this team meets weekly to make decisions that impact well-being, teaching and learning and policy matters.

**Special
Educational Needs
(SEN)**

Students requiring additional support due to an exceptionality such as:
Communication (this includes autism)

BIBLIOGRAPHY

“Child Protection for International Schools.” *EduCare*, Aug. 2019, www.myeducare.com/course/view.php?id=346