



Zhuhai International School Admissions Policy

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Reviewed by SLT and Admissions
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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.

Finally, as ZIS is an IB World School, the team 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 various needs, cultural backgrounds, family dynamics and perspectives.

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 can ensure that 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 who 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 grade 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 information that does not need to be shared during the admissions process 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.

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.

<p>PRC Laws and Regulations:</p>	<p>ZIS can accept applications from foreign passport holders, residents of Hong Kong, Taiwan or Macau in accordance with PRC law.</p>
<p>Age and Grade Groups</p>	<p>In order to ensure that students are at the appropriate developmental age, these guidelines will be consulted...</p> <ul style="list-style-type: none"> - Pre-Kindergarten 1: toilet trained and 3 years old by October 1st of that academic year - Pre-Kindergarten 2: toilet trained and 4 years old by October 1st of that academic year - Kindergarten: 5 years old by October 1st of that academic year - Grade 11-12: maximum age of 19 years upon graduation
<p>Language Profile:</p>	<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 ensures 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>
<p>Special Educational Needs:</p>	<p>ZIS is an inclusive school that celebrates diversity and recognizes the unique qualities each student brings to our community. We believe in supporting students through differentiated instruction within the regular classroom setting.</p> <p>During the admissions process, parents and guardians are asked to share relevant documentation regarding their child's learning profile to help us understand how to support their success at ZIS best. This includes previous assessments, educational reports, or support plans from prior schools.</p> <p>Our teachers work to accommodate different learning styles and needs through classroom differentiation strategies. While we strive to support all learners, our facilities and resources limit our</p>

	<p>ability to provide additional support services.</p> <p>If learning or behavioural needs become apparent after enrollment, the school will work with families to determine appropriate next steps, including seeking external assessment or support services. We maintain connections with external providers who can offer additional specialized support when needed.</p> <p>ZIS must consider our capacity to serve each student appropriately. We aim to be transparent about the scope of support we can provide while maintaining programme quality for all students. Failure to disclose relevant information during admissions may impact a student's enrollment status.</p>
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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 for children not residing in or near Zhuhai. Boarding students must be in Grade 5 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 will allow students and parents to see our campus in action and enable teachers to observe potential students. Teachers are looking for:

- Comfort level with the new surroundings
- Independence from parents
- English language proficiency
- Grade level understanding
- Social engagement

In secondary school, students can 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

two 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 must 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 they have the equipment needed (computer or tablet with camera and microphone and strong internet connection) to make this interview possible.

The school administration makes admission decisions. The admissions staff will not give application feedback until the Head of School authorizes them. 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 will likely 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, newspapers and other advertisements, brochures, and on the website for marketing only.

V. ADMISSIONS PROCESS

SUMMARY

Our Admissions process ensures 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 seven working days, depending on documentation needs.

Phase 1: Learning About ZIS

Find out more about our school

- Visit our website zischina.com
- Contact us and visit zischina.com/how-to-apply/

Phase 2: Documentation Request

Help us understand your child

- Application *Form 1*
- Previous school records
- Health and Medical information
- Application *Form 2*
- SEN / Behavioural reports
- Confidential teacher referral

Phase 3: Connect

Visit or connect online

- School Tour
- Admissions Assessment
- Trial 1/2 Day (*Primary*) (*Secondary*)

Phase 4: Document Review

Review process: 3 days

Admissions team
reviews application
Application Fee
Paid

Enrolment Complete!

*Student begins
attending ZIS*

Phase 5: Supplementary Documents Requested

*If needed, additional
information or documentation
will be requested to help us
better understand your child.
This can delay enrolment.*

TRIAL PERIOD

Each student who enrolls at ZIS will enter a trial period for a month. This 30-day transition period allows our teachers and administrators to ensure each student is settling comfortably into school life and thriving in their new learning environment. During this time, we observe how students adapt to their classes, engage with peers, and respond to our academic programme. If any adjustments are needed to support a student's transition better, teachers will communicate with parents through the Head of Section to discuss strategies for success. The Senior Leadership Team may recommend additional steps to ensure the best possible educational experience for the student. The school reserves the right to review enrollment if it becomes apparent that we cannot adequately meet a student's needs within our existing programmes and resources.

If it is apparent important information was not divulged during the admissions process, we reserve the right to:

- Refer to an outside body for further assessment - at the cost of the parents
- Or withdraw admission

CONFIDENTIALITY and INFORMATION SHARING

ZIS recognises that all staff must act within the legal requirements set by the People's Republic of China. ZIS will respect the requirements related to sharing 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 doing so will endanger the child.

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

Information sharing will be restricted to those needing knowledge 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 with respect to 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.

VI. 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](tel: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

VII. 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.

VIII. GLOSSARY OF TERMS

Differentiation: Adapting teaching methods, learning activities, and assessment approaches to accommodate different learning styles, abilities, and individual needs within the classroom.

Early Years: Pre-K1 Students can be enrolled at the age of 3 and progress through to Pre-K2 the following year. Students typically progress from Early Years to Kindergarten at the age of 4 or 5.

Exceptionality: Individual characteristics that influence how a student learns, processes information, and engages with the curriculum in an educational setting. This may include different learning styles, strengths, challenges, or specific needs that can be accommodated through varied teaching approaches.

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 Grade 1 and finish in Grade 5. Students are typically 10- 11 years old upon their completion of Grade 5

Secondary School Made up of two separate programmes: Middle Years Programme (MYP) Grades 6 to 10 & the Diploma Programme (DP) Grades 11 and 12

Senior Leadership Team (SLT) comprises the Head of School, the Primary School Principal, and the Secondary School Principal. This team meets weekly to make decisions that impact well-being, teaching and learning and policy matters.

The Student Support Services Team (SSST) comprises the Head of School, the Primary School Principal, the Secondary School Principal, the Counseling Department, the Child Protection Officer, and the Student and Parent Affairs liaison. This team meets continuously, contingent on student and school needs.

IX. BIBLIOGRAPHY

MYP (Middle Years Programme) Year 7-11 “Child Protection for International Schools.” *EduCare*, Aug. 2019, www.myeducare.com/course/view.php?id=346