

ISA GZFLS Admissions Policy

The importance of a school admissions policy is embedded in the IBO Programme Standards and Practices (2022) specifically Standard: Culture through policy implementation (0301) and Practice 0301-01 *The school secures access to an IB education for the broadest possible range of students. Culture 1.1: The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s). (0301-01-0100).*¹

Introduction

Guangzhou Foreign Language School (GZFLS) has entered into a unique public private partnership with ISA International Education Group (ISA IEG) who work together to deliver an exceptional IB Diploma Programme.

Students study a bespoke Pre-DP curriculum with a focus on English language proficiency designed to prepare them for entry into the Diploma in Grades 11 and 12. In addition, all Chinese students are required by the government to take mandated courses for the local high school graduation certificate.

The programme admits mainly Chinese students who will gain entry through the middle school examinations known as ZhongKao and into our Pre-DP programme in Grade 10. The exams are assessed out of 810 points and students who gain 630 or more have permission to enter as given by the local education bureau in Nansha. Our allocation allows us to award up to 100 students places on the programme. Students send their admission requests via the Guangzhou High School selection site selecting the IBDP programme. These are registered students with the local government system, and we receive that notice at the end of June for the following academic year. In addition, we provide access for international students who are assessed on their fit with the school mission and level of English language proficiency. Students who are eager to learn in an international manner and display an attitude shown to agree with the IB philosophy stand the best chance of success in our programme.

Students can join the school in Grade 10 and 11. Almost all students who have taken Zhongkao will require extra time developing their English, an immersion year (pre-10 programme) has been developed to increase access to the requirements of the Diploma Programme. For grade 11 students, transcripts and English language testing data should meet the required standards of passing grades in 5 groups: Language A, Language B, Mathematics, Individuals + Societies and Sciences, as well as an English Language test such as TOEFL at 90 or IELTS 6.5. Where these standards are not met, meetings are held to discuss if we can support access to the Diploma on a case-by-case basis. In the special request of admission to grade 1 will be decided on a case-by-case basis depending on the student's prior Diploma profile and whether the courses are feasible for a continuation of their current choices.

¹ *Programme Standards and Practices*, IBO, 2022 p10

ISA GZFLS DP students begin the High School bridging Programme in G10. This allows students to have time and support to ensure readiness for the IB Diploma. Students study in each of the subject groups which provides an academic and language support for success in the DP. We understand that some may select courses that may be too challenging and therefore each subject has specific prerequisites (prior learning requirements) that are outlined in the subject guidance found in the Course Selection Booklet and also in Appendix A in this policy. All minimum requirements to progress through the programme are communicated to parents prior to their child's admission, these are reiterated throughout the course of the year and subsequently towards the conclusion of the academic year when subject selections are to be made by the student. For example, *students who would like to take Physics HL in the IB Diploma Programme must have chosen it as an elective course in Y10 and achieved a minimum of a level 5 in Grade 10 Physics and a minimum of level 5 in Grade 10 Math. Additionally, the student must have scored over 75 in TOEFL (or equivalent).* Students are allowed to change courses before G11 based on discussions with the academic office and with final approval from the Academic Principal.

In addition, throughout their time at the school, students should demonstrate adherence to the mission, vision and core values of ISA GZFLS exhibiting good character and moral judgement.

Admissions

Our admissions office strives to find students that meet the mission and vision of the school. Even though our admissions process relies on external testing, we support prospective applicants to develop their child's level of language proficiency and ability to satisfactorily fulfil the requirements of the courses that we run. Prospective students would have given information regarding their educational background (e.g., transcripts and awards), come into school for a tour and speak to teachers in Chinese and English about their aims and aspirations for their schooling.

Academic probation and monitoring

Either before admission, or during their time in our programme, there may be some students who are not achieving the required standard who may be asked to repeat a year and placed on academic probation or academic monitoring. All students on academic probation or academic monitoring will follow the assigned pathway as per the procedures for Academic Probation in the *GZFLS DP Entry, Promotion, Retention Policy*. Where this happens, there will be a discussion with Executive Principal and relevant Coordinator to set targets and produce a support plan. The Coordinator of the relevant programme will govern their status and set a time period for a progress review. There are 3 outcomes of the review:

1. Removal from probation – the student has demonstrated the necessary standard.
2. Probation continues – the student has attempted to improve but has not been successful.
3. Asked to find alternative education.

At all stages of academic probation, as per the Academic Probation Protocol, students will be supported by teachers and administration at ISA GZFLS.

Academic Integrity

As Academic honesty is essential to learning at ISA GZFLS, we make students aware of their responsibilities from the moment that they apply. Students are interviewed for the "fit" with our vision, mission and core values and as part of the interview process, the school will discuss the importance of academic honesty with parents and students.

Students are introduced to the academic policies and any changes throughout the school year. Students are directed towards this policy and asked to sign declaring that they will endeavour to ensure that they behave and work in an academically honest manner.

Parents are introduced to this academic policy as part of the parent programme series and directed toward these policies through our communication home. Parents are also asked to sign a document explaining that they understand the benefits of practicing of Academic Honesty and the repercussions should their child not maintaining academic integrity.

Provision of documents

Upon admission to ISA GZFLS, parents are required to provide information and data about the applicant upon request of the Admissions Department.

The school only accepts admission data that has either been independently collected and verified by the school or a copy of certificates where the original has been seen in person, for example, TOEFL examinations.

Grounds for Refusing Admission

- ISA GZFLS reserves the right to refuse admission to students who it determines will not benefit from, contribute to, and / or fully engage in the educational programs offered.
- In accordance with the school Inclusion Policy, admission may be refused if ISA GZFLS is not equipped to meet the needs of an individual student with verified learning and physical disabilities.
 - Parents should provide any/all information in relation to any special needs a student may have, including any medical diagnosis that may hinder the child's ability to perform in a regular class setting.
- ISA GZFLS reserves the right to cancel enrolment if parents or students are found to be in serious breach of school policies or protocols.

Specific Admission Policies for High School

All courses offered by ISA GZFLS lead towards the IB Diploma Programme qualification or the ISA GZFLS Diploma qualification. The minimum prerequisites for all courses can be found in Appendix A in this policy.

Grade 10

The school will consider admission of students who we believe will be able to progress to the full IB Diploma Programme. The prerequisites for entry can be found in the *ISA GZFLS DP Entry, Promotion, Retention Policy*.

Grade 11

The school will consider students whose school records indicate that they can be admitted into the full IB Diploma Programme. Applicants for Grade 11 will not be considered for entry directly into the IB Diploma Programme after 1st October unless the student is already in the IB Diploma Programme in their previous school and the student has studied comparable subjects. The prerequisites for entry can be found in the *ISA GZFLS DP Entry, Promotion, Retention Policy*.

Grade 12

We will consider new applicants for the second year of the IB Diploma Programme provided they meet the following criteria:

1. IB Diploma Programme year one has been successfully completed in the previous school.
2. Subjects offered at the ISA GZFLS allow for continuity through the second year of the IB Diploma Programme.

Under certain conditions, the ISA GZFLS may consider exceptions to the procedures described above. Such exceptions will only be made after consultation with the school leadership administration, the teachers and prospective families.

Procedure/Implementation

The Admissions process is outlined in detail in Appendix B.

1. **Admissions Department** conducts initial interview with prospective students and refers them to the local education authority process. International students are directed to share their academic data as part of the admission process.
2. **Parents:** Submit all required paperwork to the Admissions Department including end of year report cards and completed application forms.
3. **Admissions Department** and **assigned school leader or representative:** Review of student's academic records and second interview with applicant.
 - a. In consultation with the ISA GZFLS DP administration and the prospective families, a probationary period may be required to determine if enrolment at ISA GZFLS is beneficial for both the school and the student.

- b. If a probationary period or trial days are approved, a conclusion meeting will take place involving the relevant members from **school leadership, parents/guardians and the student** to provide feedback. During this meeting, feedback from teachers and the student will be discussed and a decision made on the suitability of the student for admission into ISA GZFLS.
- c. After an invitation to join the school is provided, the **Admissions Department** then ensures that the required documentation and paperwork is submitted, and the information is entered into our school administration system. All documentation must be completed and received by ISA GZFLS prior to the student's first formal day at school.
- d. The **Executive Principal**, in consultation with the relevant Coordinator and other members of the Senior Leadership Team, will create a timetable for the new student and place them into a homeroom, classes and activities.
- e. The **Admissions Department** will inform teaching staff of the relevant details and timetable of the new student prior to their first day at school.

How does this policy link to other policies at ISA GZFLS?

Academic Integrity policy: During the admissions process the Academic Integrity policy is discussed with the students and parents. Parents and students are asked to read through and sign the Academic Integrity policy for their relevant programme once they have been offered and accepted a place. Students and Parents are made aware that the school uses "Turnitin" and take all forms of academic malpractice seriously including plagiarism, collusion and misuse of AI tools.

Assessment policy: The admissions process provides baseline data to appropriately support students. Assessments during the admissions process are diagnostic and can be used to support interventions and support from the first day of school.

Entry, Promotion, Retention policy: As part of the admissions process, all students and parents are made aware of the prerequisites of joining the school as well as the minimum levels of achievement to be promoted to the next grade level.

Language policy: As with assessment, the admissions process provides baseline data from Zhongkao examinations to appropriately support students from the commencement of their enrolment. Further Diagnostic Assessments such as Cognitive Ability Test (CAT4) and Oxford placement tests (OPT) are used to support interventions and support from the first few weeks of school.

Inclusive Policy: GZFLS is open for admission to all students regardless of race, gender, religion, nationality or ethnic background. Exceptions to this open admission policy may be students with identified learning or behavioural issues where additional support may be necessary beyond the resources available to the school and the level of entry required from Zhongkao set by the local education bureau. If a student has SEN (Special Education Needs) accommodations, their application will still be considered for admission if they can reach the academic and holistic standards set by the school.

How is this policy reviewed?

This policy is under continuous review from the ISA GZFLS Leadership Team on an annual basis to ensure compliance with the policies of the local, national and international governing institutions. The policy is also



subject to a detailed review in line with the IGZFLS policy review cycle every 2-3 years (dependent on need) incorporating the views of all stakeholders.

Author / Reviewer:	Mr. L. Sanders (Executive Principal) Joe Caruso (Dean of Academic Affairs)
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Date of Approval:	15 May 2024
Date of next Review:	May 2025
Board committee responsible for oversight:	Admissions Committee
Board Leader of committee:	Flora Huang (Admissions Coordinator)
Date of next review by committee:	March 2025

Bibliography

- IBO (2022) *Programme Standards and Practices*, International Baccalaureate Organization, p10.

Appendix A:

ISA GZFLS Diploma

At ISA GZFLS, students can gain two different diplomas, either the IB Diploma Programme where the external requirements for the IB Diploma are met and the ISA GZFLS Diploma which has a modified curriculum according to the student's needs. Achieving either of these will ensure means the student has graduated the High School Programme successfully. In summary, the requirements for each are:

- **IB Diploma:** Students who register as full diploma candidates will need to take 6 IB subjects with a minimum of 3 subjects at Higher Level. Students must meet all the core requirements in TOK, EE and CAS. Entry onto the IB Diploma pathway is subject to satisfactory academic performance in G10 including assessment of English Language proficiency, with the expectation that almost all will take the full IB Diploma.
- **ISA GZFLS Diploma:** When a student is struggling to fulfil IB Diploma requirements after support has been given, a school route known as the ISA GZFLS Diploma is offered. In consultation with parents, student can opt for this pathway will enrol in 6 courses that follow modified content consummate to pre-college US requirements. If a student wishes to take certificates at a SL or HL, they will be allowed to do so. There will be limits on the number of HL courses students can take to ensure success that helps to balance their workload. For the core requirements, students will need to complete CAS objectives to obtain the ISA GZFLS Diploma.

	IB Diploma	ISA GZFLS Diploma
Courses	Enrol in six DP courses with at least 3 at higher level	Enrol in six courses with a maximum of 2 higher levels if certificates are taken
Theory of Knowledge	Complete the TOK exhibition and TOK essay	Additional ESL classes are taken during this time
Extended Essay	Engage in a year long research project, culminating in an original 4000 word essay	Engage in a College Essay writing programme
CAS	Successfully meet all learning outcomes of the CAS programme	
External Examinations	Sit external examinations for all six courses	If students opt for the certificate pathway, they will sit external examinations for courses selected. Alternatively, US pathway courses will not sit external examinations.
Internal Assessments	Submit IA coursework for all six courses	Submit IA coursework for DP courses only
Total points	A minimum of 24 points is required across all six subjects (with other requirements) to obtain the IB Diploma	Pass 18 year-long courses over 3 years of High School.
Final Award	IB Diploma and ISA GZFLS Diploma	ISA GZFLS Diploma

Entry to the IB Diploma

Following our admission policy, the ISA GZFLS attempts to include students that can be successful in the programme in the IB Diploma. Our criteria is:

- 24 points in the six IB subjects from Grade 10
- A TOEFL score of 90 or equivalent.

These will gain automatic promotion to the IB Diploma. Where students do miss this score by a small margin, adaptations may be made to their programme and they will be placed on probation for the first semester. Changes may include TOK and EE subjects studied in Chinese, restrictions on course selections and modifications to subject level.

Prerequisites for the Diploma Programme

Each course at the Diploma studied has prerequisites – criteria that students must meet to demonstrate that they are capable of being successful in that course:

Course	Prerequisite
Chinese A: Language and Literature HL	Achieve at least a 5 in Chinese 10 for the year grade
Chinese A: Language and Literature SL	Achieve at least a 3 in Chinese 10 for the year grade
Chinese A: Literature HL	Achieve at least a 6 in Chinese 10 for the year grade
English B HL	Achieve at least a 5 in English 10 for the year grade. Score over 80 in TOEFL or equivalent
English B SL	Achieve at least a 3 in English 10 for the year grade. Score of 70 in TOEFL or equivalent
Business Management HL	Achieve at least a 5 in humanities subject 10 (year grade) Achieve at least a 5 in English subject 10 (year grade) Score over 80 in TOEFL or equivalent
Business Management SL	Achieve at least a 4 in humanities subject 10 (year grade) Achieve at least a 4 in English subject 10 (year grade)
Economics HL	Achieve at least a 5 in humanities subject 10 (year grade) Achieve at least a 5 in English subject 10 (year grade) Score over 85 in TOEFL or equivalent
Economics SL	Achieve at least a 4 in humanities subject 10 (year grade) Achieve at least a 4 in English subject 10 (year grade)
Psychology HL	Achieve at least a 5 in humanities subject 10 (year grade) Achieve at least a 5 in English subject 10 (year grade) Score over 85 in TOEFL or equivalent
Psychology SL	Achieve at least a 4 in humanities subject 10 (year grade) Achieve at least a 4 in English subject 10 (year grade)
ESS HL	Achieve at least a 4 in humanities 10 or science 10 (year grade) Score over 90 in TOEFL or equivalent



ESS SL	Achieve at least a 4 in humanities 10 or science 10 (year grade) Score over 85 in TOEFL or equivalent
Biology HL	Score over 85 in TOEFL or equivalent
Biology SL	Achieve at least a 4 in Biology 10 (year grade) Score over 75 in TOEFL or equivalent
Chemistry HL	Achieve at least a 5 in Chemistry 10 and Math 10 (year grade) Score over 80 in TOEFL or equivalent
Chemistry SL	Achieve at least a 4 in Chemistry 10 and Math 10 (year grade)
Physics HL	Achieve at least a 5 in Physics 10 and Math 10 (year grade) Score over 75 in TOEFL or equivalent
Physics SL	Achieve at least a 4 in Physics 10 and Math 10 (year grade)
Computer Science HL	Achieve at least a 5 in Math 10 (year grade) Score over 90 in TOEFL or equivalent
Computer Science SL	Achieve at least a 4 in Math 10 (year grade) Score over 85 in TOEFL or equivalent
Mathematics AA HL	Achieve at least a 6 in Math 10 (year grade) Score over 70 in TOEFL or equivalent
Mathematics AA SL	Achieve at least a 3 in Math 10 (year grade)
Mathematics AI HL	Achieve at least a 6 in Math 10 (year grade) Score over 80 in TOEFL or equivalent
Mathematics AI SL	Achieve at least a 3 in Math 10 (year grade)
Visual Art HL	Achieve at least a 5 in Art 10 (year grade) Art teacher recommendation needed
Visual Art SL	Achieve at least a5 in Art 10 (year grade) Art teacher recommendation needed

ISA GZFLS School-Based Diploma oversight

Students who meet the criteria for the ISA GZFLS School-based Diploma will have a dedicated coordinator to support their academic needs so they can graduate from school successfully. The role of the coordinator is to ensure that:

- Students are keeping up with content and standards in classes.
- That they attend all required lessons including subject support sessions and language proficiency in ESL classes to raise TOEFL / IELTS scores.
- They liaise with the UC team to ensure that students are fully aware of their university choices and what options they require.
- They help organize and support the students, making sure deadlines are met.

APPENDIX B: Admissions process for International students

1. Parents for student fill in application form and submit to the GZFLS DP Admissions office along with:
 - a. Transcripts from the past two years and/or the last two school report cards to ensure that the school has at least two semester's worth of data. All previous school documentation must be on official, school stationery. Note: Without submission of this paperwork, the student will not progress to the first round.
 - b. The Admissions Department will ensure that the submission of data is completed through Open Apply
2. After the submission of the required documentation, all students shall complete a round 1 CAT test online.
 - a. Results will be reviewed by the Academic Department
 - b. The Academic Department will benchmark to know who progresses.
 - c. Students must achieve 95+ to proceed to the next round.
 - d. The Academic Leadership team, in collaboration with the Admissions Department, decide on which students progress to the next round.
3. The second round testing and interview take place in the following week.
 - a. The student undergoes scheduled testing.
 - b. Where appropriate, the screening takes place the following week. The approximate frequency of the second round testing is one Thursday afternoon per month where appropriate (seven at most).
 - c. The testing that takes place includes: Written testing: English – based on English B papers at Grade level, these tests are marked by the Admissions Department and the English Dept; Mathematics – multiple choice; Physics in English – multiple choice and some grade level questions; Chinese – based on Language A examination papers at Grade level.
 - d. A scheduled interview happens on the same day – 30 minutes. The Admission Department coordinates the examinations and interview times for all prospective students.
 - e. All slots for the examinations and interview are thirty minutes equally a total of 2.5 hours. Interviews are staggered throughout the exam slots.
 - f. Test are marked as soon as possible after the testing day.
4. After the results of the tests are finalised, the Admissions Department schedules a meeting with the Head of School and Executive Principal. At this meeting, the Admissions Department brings all the information about the prospective student in collated files including:
 - a. Information about the student provided by the parents.
 - b. Interview feedback from the interviewing staff member
 - c. Scores from all testing. Note that all testing scores for all students should be presented in one spreadsheet.
 - d. Any additional information

At this meeting, the final decisions regarding student admission will be decided. All successful applicants will be informed via an official welcome letter.



- a. If a student has not been successful, the school will inform the parents of this via an official letter.
- b. If a student has been put on a waitlist, the school will inform the parents of this via an official letter.
5. The school signs the admissions forms indicating that the student is admitted into the school. During this part of the process
 - a. The parents complete a course selection form for new admissions.
 - b. The Admissions Department ensures that IT are informed and the digital processes for enrolment are followed.
6. The Admissions Department informs teachers which students are successful and informs the school community of the starting dates for these students. The information should be one message with all relevant data about the students including their testing scores. The intake of students should happen twice per year:
 - a. At the beginning of the year (September)
 - b. At the beginning of Sem 2 (Feb/March)
 - c. Note: although student will be enrolled at the End of Semester 2 (June/July) they will not be permitted to enter the classroom and will begin with the school in the following academic year.
7. The Admission Department, in collaboration with the Operations Department, will organise a New Parents Welcome Evening (potentially Sunday afternoon prior to the start of the new week) twice per year. During the parent session:
 - a. Policies are introduced in short summaries. These policies will be sent to parents in advance.
 - b. During the evening, the parents will be introduced to the key administration of the school.
 - c. Parents and students will sign an acknowledgement form that they have been provided copies of the school policies. Parents are free to ask questions about the policies at any time.
 - d. New students are introduced to their Homeroom teacher
 - e. New students are given a pastoral orientation including dorm routines, school and pastoral expectations and explanations about how the school supports all students.
8. Admissions Department will organise an Orientation Day for new students to be held on their first day of school. Orientation Day will be split into two sections:
 - a. Morning
 - i. A briefing from the Coordinator and HR teachers
 - ii. An IT session to introduce students to Managebac, login details, email account, Teams.
 - iii. Coordinator to release the student's timetable.
 - b. Morning Tea
 - i. New students to meet their 'school buddy'.
 - ii. School buddies take new students on a tour of school .
 - iii. All students return for a final Question and Answer session.
 - c. Lunch



- i. School buddies take the new students to lunch, show them the process, and sit with them for their first lunch.
- d. Afternoon
 - i. New students will have normal classes after lunch, or
 - ii. Subject specific testing if needed (not required)

At the end of the new students' first day, their homeroom teacher meets with them to check in. Homeroom teachers also meet with the new students at the end of the week to check in before they return home. Homeroom teachers to send the parents a message about what has happened over their child's first week at school (note: messages can be group messages or individual messages).

Note: All stakeholders in the above process are expected to follow this Admissions process at all times. Under no circumstances should this process be circumvented.