



深圳市福港艺林学校
Shenzhen Elite International Academy

IB CONTINUUM ADMISSION POLICY AND PROCEDURES

A Note for Parents

Dear Parents,

At Shenzhen Elite International Academy, our school policies are rooted in the philosophies of the International Baccalaureate, standards and practices. We strive to reflect the varied aspects of the IB learner profile and the IB mission in every one of our policies.

Our policies have been developed through discussions with teachers, parents and students to determine both content and layout. These are the policies mandated by the International Baccalaureate Organization:

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity

Our school is a diverse international community which provides us with an immense sense of pride in our school. We intentionally include and appreciate students of all identities, social situations, learning abilities and language backgrounds. By enrolling your child at our school, you are agreeing to respect and promote the diversity of our student community. Our school policies are intended to embrace and encourage student diversity.

In each of our policy documents, you will find the philosophical reasoning driving each policy, your child's rights and community responsibilities, and a description of how each policy upholds the IB learner profile. Additionally, we have included in the appendices the procedures and processes associated with each policy.

All faculty in our school look forward to working with you, as a collective supporting unit for your children in order to ensure that our students receive quality education whilst maintaining the high standards of the International Baccalaureate. This partnership between educator and parent will enable our students to not only know their right, but also their privileged position to be afforded this high quality of education. In addition, we strongly believe that our students should have awareness of what responsibilities are expected of them when gifted with this right to education.

Thank you, in advance, for reading these policies thoroughly.

Warmest regards,

Xu Xiaolu

School Principal

Miao Hongmei

Academic Principal

Yan Yao

PYP Coordinator

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Our Guiding Principles

The IB states, “Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.”

IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Our Vision

At Shenzhen Elite International Academy we aim to engage students' interest in learning through a music-centric environment. Through the integration of music education and humanistic education we can inspire students, show them new interests, reveal their potential, and enrich their knowledge. We will broaden the horizons of our students and lay a solid foundation for them to explore in-depth in the richness of human knowledge.

Our school uses a comprehensive and balanced curriculum to cultivate lifelong learners who are knowledgeable, risk-takers, caring, and principled. Our students will be taught how to think critically and can help create a peaceful and beautiful world through cross-cultural understanding and respect. They will not only have a global awareness and an international perspective, but also become socially responsible in their own region and world affairs citizen. Our school is inclusive and respects all students. We will encourage positive attitudes and the international citizenship of learners, aim to support the emotional and social development of students, and to cultivate students with necessary skills.

Our Mission Statement

We strive to provide a holistic and balanced education that nurtures the academic, social, emotional, and physical growth of our students. Through our inclusive learning community, we aim to cultivate lifelong learners who are curious, compassionate, and capable of making a positive impact on the world. Our world class curriculum, and multicultural environment foster intercultural understanding, respect, and empathy. We are committed to developing students who are knowledgeable, critical thinkers, effective communicators, and responsible global citizens.

Admissions Policy

Our Admissions Philosophy

At Shenzhen Elite International Academy, we believe that we should be seeking to find ways to admit students to our school, rather than reasons to prohibit entry. We aim to ensure a diversity of gender, culture, and nationality at Elite. We recognize that although we strive to admit students, we must ensure the safety and security of all. We will consider the possibility of meeting a child's needs at the school, as we consider a student for admission. Elite is principally an academic school; we expect students to move from our school either to other international schools, or to further education. We therefore seek to promote ourselves in the community, as a school: welcoming hardworking, internationally minded, and life-long learners.

Admissions Commitment

Elite is committed to excellence in education and to the personal growth of every student. We offer small classes and passionate, highly qualified teachers. Our goal is to provide students with the best possible program of academic and personal development in a challenging and supportive environment. Our students learn in a multicultural community where each person is respected regardless of nationality, race, or religion. As an IB World Candidate School, we offer the Primary Years Programme (PYP) at our Shenzhen campus.

Admissions Rights and Responsibilities

Rights	Responsibilities
<p><i>Students</i></p> <ul style="list-style-type: none"> ● Receive a quality education, as education for <i>all</i> is a human right ● Are treated with dignity and respect in the admission process ● Are included in the admissions process ● Have continuity in their learning 	<p><i>The Whole School Community</i></p> <ul style="list-style-type: none"> ● Understands that every child has a right to education <p><i>The School</i></p> <ul style="list-style-type: none"> ● Ensures access to IB education to the broadest possible range of students ● Is accessible to the whole school community <p><i>School Leadership</i></p> <ul style="list-style-type: none"> ● Ensures that diversity is understood to include <i>all members of a community</i> ● Secures access to an IB education for the broadest possible range of students ● Promotes learning diversity as a valued and rich resource for building inclusive communities <p><i>Teachers</i></p> <p>Welcome and include new students into their class community</p>

<p><i>Families</i></p> <ul style="list-style-type: none"> ● Receive timely responses ● Receive all the guidelines and necessary information <p>Are treated with dignity and respect during the admissions process</p>	<p><i>Families</i></p> <ul style="list-style-type: none"> ● Equip the school with all required information to enable timely responses and adequate preparation to ensure continuity of learning and inclusion
<p><i>The School</i></p> <p>Receives complete and accurate information from families about the student</p>	<p><i>School Leadership</i></p> <ul style="list-style-type: none"> ● Communicates with families in a timely manner and provides opportunities for a dialogue ● Communicates and provides all guidelines and information about processes and procedures <p>Listens to the voices of all learners, their parents and caregivers, support staff and non-teaching staff</p>

Admissions and the Learner Profile

Principled: We will admit students who we believe will be able to succeed academically and emotionally at our school. We will make decisions that are in the best interest of our students and the applicant.

Balanced: We will ensure that we consider applicants from our entire community.

Open-Minded: We will ensure that we consider applicants equally, regardless of nationality, race, gender, color, religion, persuasion, or special needs.

Caring: We will treat all applicants with kindness and consideration, ensuring clear and timely communication and feedback, safe and appropriate entrance testing environments, etc.

Connections to other IB Policies

Admissions and Language

On application to Elite, a student's language profile is assessed based on his/her prior academic performance. A solid foundation in the child's mother tongue is essential for success. In order to be admitted, students should demonstrate age-appropriate literacy and proficiency in a language. All previous school records must be translated into English and Chinese.

If students are not found capable of accessing information and expressing themselves at an appropriate level, they may not be admitted to Elite.

Once admitted, students will be asked to complete a full Language Profile questionnaire for all languages offered at Elite. This will contribute to the decision on language group placement. Language teachers will place newly admitted students into the appropriate language group within two weeks of enrollment.

We aim to balance the levels of language proficiency, while considering our resources and class make up, to ensure diversity among our students.

Admissions and Inclusion

We aim to balance the levels of academic abilities, identities and heritage to ensure diversity among our students.

We expect families to share information that helps us to determine the services to offer to students, in terms of inclusive access arrangements and reasonable adjustments. We expect our applicants to take admissions tests, be it at school or remotely, from PYP 4 and up.

Through admissions tests in English and Mathematics, the school becomes informed about student levels and can begin preparing to welcome students based on their needs.

Admissions and Academic Integrity

If students cannot come into school to take entrance exams, a representative from the previous school will invigilate on our behalf. Parents provide the contact details for the representative. In cases where we cannot have a school contact, parents provide contact to representatives in business and organizations who invigilate the test.

Admissions and Assessment

In the Early Years, the previous pre-school submits an evaluation form and any school documents. In PYP 1-3, we assess admissions based on 2 years of report cards, an evaluation form and any school documents. For mid-year admissions, PYP 1-3 may be asked to come in to take an admissions test and interview with the PYP Coordinator and Admissions Officer. In PYP 4-5, we assess admissions based on 2 years of report cards, an evaluation form and any school documents. PYP 4 students take an English admission test and PYP 5 students take both mathematics and English admission tests.

Cycle of Review

Following a full review by teachers, students, parents, the Pedagogical Leadership Team and the Board of the school, this policy has been published on September 2023 and applies until September 2024. Policies will be reviewed and updated during the January curriculum day each year.

Appendices

Application Procedures

Register interest with the school through the official WeChat account.

Book a School Tour

PYP Monday at 10.15 am – Shenzhen Futian Campus

Early Years Applicants (PreK3, PreK4 and Kindergarten)

- Complete an application
- Upload documents, passports, etc.
- Parents complete Admission Forms
- Current school completes **Confidential Recommendation Form for Early Years (PreK and Kindergarten)**
- Children *may* be invited for an interview and more assessment as needed

PYP1-PYP5 Applicants

- Complete an application
- Upload documents, passports, etc.
- Upload 2 years of school report cards
- PYP1 - PYP3 children *may* be invited for an interview and more assessment as needed
- PYP4 applicants invited for English test and an interview
- PYP5 applicants invited for English and mathematics tests and an interview
- Decision is made in consultation with PYP Coordinator and other staff as needed

Application Timing

Our application process takes place on a yearly basis starting from January for August entry; our school years run from September to July.

Primary and Middle School Applicants

The school is open for admissions for PYP and middle school students all year round, and families are welcome to apply at their convenience. We recommend that families contact the school for information regarding available spaces before they make a formal application.

Acceptance Criteria

Siblings are prioritised for all grade levels - Pre-K to middle school.

All students are still required to follow the admissions process completely to be considered for admissions. A decision for acceptance is only made after the appropriate Program Coordinator and other identified members of staff evaluate the above information in accordance with our Inclusion Policy and Language Policy.

Notice of Acceptance

- Acceptance letters are sent out via WeChat.
- A deposit is required before the spot is confirmed
- Parents are required to read all of the documents attached

On the First Day of School

- All new parents and students will be invited to meet the Admissions Officer in the school reception office for the first day of school.
- PYP students will be escorted to meet the new class teacher by the Admissions Officer.
- If a child starts in the middle of the school year. A buddy will be assigned to help the child navigate the school and schedule.

IB Standards and Practices for Admissions

Our Admissions policy has been aligned with the new IB Standards and Practices, which became effective October 2020. Please note the related standards below.

Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01)

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)

Culture 1.2: The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable. (0301-01-0200)

Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)

Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)