

ADMISSION POLICY

Oakridge International School, Gachibowli

Policy reviewed: July 2022

Next policy review: July 2023

The International Baccalaureate's Mission Statement

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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right ("Ibo Organization").

Oakridge International School, Gachibowli Vision Statement

Nurture individuals to be future-ready, responsible citizens who impact the world positively.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	RISK-TAKERS We approach uncertainty with firsthand and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Admission Policy:

Student eligibility shall be determined based on-Board policies and in compliance with host country regulations. It is a document developed by a committee of coordinators and administrators from Oakridge International School, Gachibowli. This document provides an overview of Oakridge International School, Gachibowli (Henceforth, OISG) beliefs and practices regarding student admission. The origin for this policy is the philosophy of inclusive education and Nord Anglia Education philosophy of an ambitious future for all learners.

Non-discrimination:

Oakridge International School Gachibowli- Hyderabad celebrates the range in our community. Thus, the admission policy ensures that every student is treated with dignity and respect and guarded from intimidation, discrimination, physical harm and/or any form of harassment from other students and/or school staff. The school treats all students equally (no matter the gender, race, national or ethnic identity, sexual orientation or religion) in allowing them access to courses of study, career guidance, preparation and qualifying examinations for further study, athletics and co-curricular activities. Within the bounds defined in Board policy or by host government directive, OISG accepts for admission of students with special needs as long as such cases can be accommodated within available school resources that include physical space, trained faculty and impact of student's enrollment on the training of other students.

Admission Standards:

The admission process is clearly reviewed from time to time to incorporate changing global requirements.

- Student eligibility shall be determined based on school policies, program requirements and in compliance with host country regulations.
- Students will be observed at the time of admissions. This will provide the

ability to meet the school's academic standards, successful history of academic performance and appropriate personal conduct.

- This is evaluated by the school through an assessment process which involves written evaluation, face to face interview and reports (academic and all other relevant reports depending on the year group and the programme applied for) from the previous school (where applicable). Informal interactions are a part of Early years admissions.
- The school admits students whose academic and personal needs can be met by the programs.
- The school will be able to meet any special needs of the student within the available school resources.

The school accepts applications for admission throughout the school year and places students for start dates at the beginning of the Terms in an academic session wherever possible – June, October or December. Occasionally, mid-term placements are accommodated, but only if there is a commitment from the student to continue with the ongoing program.

Age requirement and grade placement:

The applicants for admission into all grades in the school come from many different countries across the globe. While the school understands and recognizes the applicants come from different educational systems with varied enrolment practices with regard to grade names, calendar years and grade progression criteria, the school follows the relevant assessment criteria. The June 1 cut-off date and grade placement protocol reflects what we believe to be the most appropriate classification for the social, emotional and academic wellbeing of children attending the school. The placement of students to a particular grade or grade section basically is determined by two factors – Age criteria and Class size.

Class Strength: The class size is restricted to twenty-seven students across the school, except Nursery which is twenty-two. As a coeducational international school, we try to the extent practicable to maintain a balance of genders, abilities and nationalities in each of our grade years and classes. The Class composition aims at the best benefit for peer learning and compatibility.

Age Criteria and Grade Placement:

Class	Age by 1st of June of the Joining Year
Nursery	2.5-3.5 yrs
EY1	3.5 - 4.5 yrs
EY2	4.5 - 5.5 yrs
Grade 1	5.5 - 6.5 yrs
Grade 2	6.5 - 7.5 yrs
Grade 3	7.5 - 8.5 yrs
Grade 4	8.5 - 9.5 yrs
Grade 5	9.5 - 10.5 yrs
Grade 6	10.5 - 11.5 yrs
Grade 7	11.5 - 12.5 yrs
Grade 8	12.5 - 13.5 yrs
Grade 9	13.5 - 14.5 yrs
Grade 10	14.5 - 15.5 yrs
Grade 11	15.5 - 16.5 yrs
Grade 12	16.5 - 17.5 yrs

English as Additional Language Admission Policy:

English is the primary language of instruction and communication across the school. However, being an IB school we are committed to multilingualism as a means of affirming cultural identity and developing international mindedness. The term “multilingualism” in the OISG refers to linguistic ability in more than one language and recognizes that each of a student’s languages may be developed to different levels, and within different contexts, depending on their social and academic experiences.

In addition, multilingualism has cognitive benefits relating to:

- attention and focus
- problem-solving thinking skills
- thinking about language.

(Kessler, Quinn 1980; Zelasko, Antunez 2000)

Home and Family languages are considered while interacting with the students. The school offers a choice of Second Language to select from EY2. From Grade 1 Telugu is offered as a mandatory language.

New to the language of instruction

Students come to school with a wide range of language backgrounds, and for many students this may be the first time that they encounter the language of instruction used at school. Opportunities are provided to sustain Home and Family languages.

EAL specialists and classroom teachers work together to support additional language acquisition and academic achievement as part of the mainstream environment.

OISG have language support (EAL) and structures in place to ensure inclusivity for students for whom the language of instruction is not their home and family language

or the language of their prior school experience.

Students learning additional languages are simultaneously processing more than one language.

Where the student is immersed in a language environment unfamiliar to them, there is an enormous amount of cultural information to be absorbed alongside the language, including unfamiliar patterns of social interaction, the OISG learning community is concerned with the well-being of all students and is aware of the needs of additional language learners.

English language proficiency is measured as part of the admission process for students entering grade 4 and above. In order for students to be adequately prepared for the academic rigor of the 11th and 12th grades, they should be independent of EAL support before entering 11th grade. In order to ensure students' success in a demanding academic environment, EAL students are accepted in grades 9-12 depending upon their level of academic English and their academic records. Grade 9 applicants must demonstrate English language proficiency at the intermediate level or above in order to be considered for admission. Grade 10 applicants must demonstrate English language proficiency at the advanced level in order to be considered for admission. For students entering grade 1 to 3, their English language proficiency is measured at the time of admission. This data is used in a variety of ways, depending upon the grade the student is entering.

Admission Procedure:

STEP 1: Meeting with the student admission officer. The parent fills in the Inquiry form and seeks some admission information. The counsellor explains the principle beliefs of the school, briefs on the programs offered and process of admission to the parent and proceeds to the next step in the process.

STEP 2: School Tour is organized for the parent by the school admission officer. During the school tour, the parent is introduced to the infrastructure and facilities.

Opportunity to meet a coordinator/ segment head to understand the curriculum details.

STEP 3: The admission team will issue the application on parent's request. The filled in application with relevant details and supporting documents will be submitted to the school as per the specification.

STEP 4: The applications are scrutinized, and the admission team will schedule an observation date for the applicant. The observation is conducted by way of play activities, academic activities, written test or face-to-face interview as per the requirements mentioned in the observation criteria for catering to the placement criteria age/grade wise. This enables us to assess the child's learning skills and Grade suitability or readiness.

STEP 5: The observation records are analysed by the respective grade wise academic team and the school's decision for the candidate's admission is communicated directly to the parent by the admissions team. The parents are given a timeline to complete the admission formalities and the process moves to the next step. In situations of wait listing or grade level readiness, the admission team communicates the same to the parents.

STEP 6: The admission is deemed to be complete on the payment of admission fee and submission of relevant documents to the school admission office. With that the family becomes a part of Oakridge family and gets eligible to receive News from OISG.

Post admission, the school facilitates the smooth transition of the student and the family. Parent Orientation Programs, Front Bench meets, Parent Program connects, and Learning-to-Learn weeks are planned to enable the student and family to be inducted into the school system.

- Admission shall be conditional till all documents are submitted at the school office and are found in order.
- The student / parent shall be liable for any wrong information leading to

cancellation of admission. All fee / dues paid shall be forfeited.

- In case the parent wants to withdraw the admission after registration, the school needs to receive information on or before 31st May about withdrawal, along with the original copy of the receipt.

Diagnostic Test and Interview

The screening and interview process for admission into different school segments vary to meet the personal needs of the students and program needs of the school.

Early Years - Enrolments into Pre-Primary class are finalized and for admission by a play session and informal interaction to check for milestones achievement.

Lower Primary – Grade I to III applicants are screened for admission by way of informal interactions and observation in academic activities like word building or creative writing to assess the language readiness and math related fun learning activities to check the logic and reasoning ability of the aspirant.

Upper Primary – Grade IV to V applicants is required to meet with a member from the academic team – teacher or coordinator or head for an informal interview. The current school's academic records and teacher's letter of recommendation become important for the admission analysis. Aptitude test for admission into these Grades will target to assess the need of the applicant to access the curriculum.

Middle School – Grade VI to VIII applicants are required to have an informal interview and present the previous year reports and teacher recommendation letter. It is a requirement to present the student's academic records of minimum three continuous and latest previous years. In reviewing an applicant's eligibility, we look at his/her school records as well as letters of recommendation. The student is required to present some form of writing to assess the language needs which is crucial to access the curriculum and also required to take an assessment test in Math and science as suggested by the admission officer. Prior to or after completion of the test, the student will normally be interviewed.

High School – Grade IX to XII applications will be reviewed by the academic coordinators in great detail – The student's previous academic records, letters of recommendation, performance in assessment test conducted by school and personal interview are all analysed by two or more members before releasing the consent for admission. Informal meeting with the head of school is strongly recommended at this point of time.

Admission into IB Diploma Programme:

- All the students who have completed Grade 10 in any curricula are considered for the admission.
- The following procedure is followed for admission into IBDP:
- Every student joining DP should submit the pre board or the Summative Assessments transcripts of Grade 10 and a recommendation from grade 10 teachers/coordinator/Head of school
- All aspiring DP students should appear for the school aptitude test. The aptitude test consists of questions on problem solving, critical thinking and comprehension skills. Aptitude marks are considered only for appropriate placement of subjects (subject selection for DP) and not for denying admission.
- On completion of the aptitude test, each student will be called for an interview with the DP panel of teachers.
- A personalized subject selection session with the coordinators and college advisor is arranged for all admitted students along with the parents.

Admission Cancellation:

The school reserves the right to cancel any admission when any or all of the following conditions apply:

- The student/ parent provides wrong information at the time of admission/ in

application.

- The student's learning response is not satisfactory, and the school cannot do more with given available resources.
- The student shows to be disruptive and detrimental to the school culture and student community.
- In the event of a student's withdrawal from School due to any of the above reasons, no tuition refund will be granted.

Conditional/ Provisional Admission:

A provisional placement is offered to the applicants when the readiness of the student is not as per grade level requirement. This offer allows candidates an opportunity to prove themselves, and also to determine if the school is an appropriate learning environment for the individual. Students admitted on provisional Placement status are reviewed within 3 months of admission and then again after the first three months and parents are given appropriate feedback on status. The students' admission will become regular if the concerned academic team feels the student is thriving in this environment. If the team feels the child is not benefitting from the learning offered by school, the parents will be recommended to take additional help if possible and recommend a more suitable place for better learning.

Conditional Admission is also offered to online applicants who are offered admission based on previous year records with personal interactions.

No refunds will be returned for tuition or fees already paid for the term under circumstances of mid-term withdrawal on conditional placements.

Link with other Policies:

The admission policy works in tandem with the other policies of the school.

The Language Policy: As a result of assessments feedback is given to the student and parent. This promotes devising strategies for future learning. Home and Family

languages are considered while interacting with the students. The school offers a choice of Second Language to select from the EY2(Early Years)

The Academic Integrity Policy: Admission policy is closely linked to Academic Integrity policy at OISG. The cancellation of the admission policy is based on the principles of Academic Integrity policy which values personal integrity and principled actions. Thus students/ guardians are expected to sign a declaration form authenticating the originality of their documents and credentials submitted. Furthermore, in consonance with the Academic Integrity policy, an admission of a student can be cancelled if the student/ parent is found guilty of providing fabricated or inaccurate information.

The Inclusion Policy: For the students with Special needs and EAL the school has a team of inclusion specialists. The assessments of these students are in consonance of the student's requirement of learning needs. The IDPs are set in collaboration with the parent, student and teacher. Assessments of these students are done based on their IDP.

Assessment Policy:

Admission policy is closely linked with assessment policy. The main objective of assessment policy is to diagnose the learning needs of the student. This information is shared with teachers, and it involves the process of gathering and analyzing information about student learning. This helps us to identify what students know, understand and can do at different stages in the learning process. Teachers are expected to use assessment results to inform their planning of further learning experiences.

Annexure:

Requirements Prior to Admission

To finalize the placement for a particular student candidate, the following criteria should be fulfilled:

- The application to be filled with relevant details.
- The admission fee paid as per date lines.
- All relevant documents submitted to the admission office.
- Birth certificate of the child
- 2 passport size photographs of the child
- 2 passport size photograph of parent each
- Last three years' class records (if required)
- Immunization/ vaccination reports
- Transfer certificate
- Letter to parents on the consent and confirmation of admission.

Glossary:

Home and family language: The language learned first, or known best, or used most, or all of these. As language learning occurs within a context, learners may have a "home" language and/or a "family" language, which is different to the language of instruction in the current school.

Inclusive: Inclusive education means increasing access to, and involvement in, learning and teaching for all students. Being an inclusive school means removing barriers to learning and involving everyone in the life of the school.

Multilingualism: The knowledge of two or more languages at any stage of acquisition or proficiency, reflecting the dynamic interplay between languages and the social behaviours associated with language.

Scaffolding: Scaffolding is the use of a variety of teaching strategies and tools to support a student's progression in their learning. Scaffolding is temporary, appropriate and responsive.

Stakeholders: A stakeholder is a person with an interest or investment in something. PYP stakeholders include students, teachers, staff, families and caregivers, as well as other significant adults in students' lives.

Metacognition: Metacognition is thinking about thinking. It is the ability to be aware of, reflect on and understand one's own thought processes.

Metacognitive skills: Metacognitive skills are the skills that students can use to monitor the effectiveness of their learning skills and processes, to better understand and evaluate their learning

Early years: The early years apply to ages 2.5–6. These years represent the foundational period for the development of positive social, emotional, cognitive and physical outcomes in future years as a result of the rapid rate of brain development occurring at this time.

Cognitive Skills: Cognitive skills include all the information-processing and thinking skills.

Assessment: Assessment is the monitoring, documenting, measuring and reporting on learning. Assessment involves reflection and feedback that occur at all stages of learning and teaching.

Affective Skills: Affective skills are the skills of behavior and emotional management underpinning attitudinal factors such as resilience, perseverance and self-motivation, which often have a large role to play in educational achievement ("PYP resources: glossary").

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