

SIS POLICY MANUAL

405 Admissions Policy

CREATED	EFFECTIVE ON	LAST REVIEWED	NEXT REVIEW
Unknown	Unknown	May 2024	March 2025

Policy Statement

The Admissions Policy at Shekou International School is designed to support our mission by ensuring the well-being of our students and fostering a diverse and inclusive community that aligns with our educational objectives and effective resource allocation.

Rationale

The rationale for the admissions policy and practices at Shekou International School (SIS) centres on fostering an academically stimulating and culturally diverse environment that aligns with both our educational philosophy and the stringent standards of the International Baccalaureate Organization (IBO) and the Western Association of Schools and Colleges (WASC). Our admissions framework is crafted to assemble a student body that reflects the global ethos of our community and supports our commitment to academic excellence and comprehensive student development.

These practices and policies are designed to ensure a seamless and transparent admissions process that respects the integrity of our educational objectives while promoting equity and accessibility. By applying these consistent standards, we aim to attract students who show potential for academic success and demonstrate the ability to engage constructively in our diverse and dynamic community.

Ultimately, our admissions criteria aim to optimise educational outcomes for all students and ensure that resources are appropriately allocated to maintain the high standards of teaching and learning that SIS is known for. Through this approach, we strive to empower our students to develop into principled, informed individuals ready to excel in a rapidly changing world.

Principles

- **Diversity and Inclusion:**
SIS commits to fostering a diverse student body. Our admissions process prioritises diversity to enhance cross-cultural understanding and prepare students as global citizens.
- **Educational Achievement:**
We seek students who demonstrate the potential for high academic and

social achievement. Admissions decisions are based on a holistic review of each applicant's readiness and potential to thrive at SIS.

- **Resource Allocation:**
Admissions are managed to maintain an optimal student-to-teacher ratio and effective distribution of school resources, ensuring each student receives high-quality education and support.
- **Eligibility Criteria:**
Applicants must possess a foreign passport, with priority given to siblings of enrolled students and children of employees from companies with significant enrollments at SIS.
- **Grade Level Placement:**
Students are placed based on age-appropriate guidelines consistent with international best practices, ensuring each child is positioned to excel.
- **Access to Academic Programs:**
SIS offers a continuum of IB programmes tailored to different educational stages, from the Primary Years Programme (PYP) to the Diploma Programme (DP). Admission to these programmes is contingent upon students meeting specific academic and language proficiency criteria.
- **Language and Special Programmes:**
Admission to specialised language and bilingual programmes requires additional assessments to ensure students can successfully engage with the curriculum.
- **Admission Status:**
Applicants may be accepted, placed in a wait pool, or not accepted based on the capacity and specific admissions criteria. Detailed explanations are provided for each decision to ensure transparency.

Compliance and Review

This policy is subject to regular review and updates to comply with the latest IBO and WASC standards and to reflect the evolving needs of our school community. Changes are approved by the Head of School and other Shekou International School leadership team members.

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405-1 Admissions Practices

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This document outlines the practices and specific actions that Shekou International School (SIS) follows to implement the principles outlined in our Admissions Policy. Designed to ensure transparency, fairness, and consistency in our admissions process, these practices provide a detailed guide for our staff, prospective students, and their families. By clearly delineating steps for application, assessment, and enrollment, we aim to facilitate a smooth and efficient admissions experience that upholds the standards of excellence expected at SIS and aligns with the criteria established by the International Baccalaureate Organization (IBO) and the Western Association of Schools and Colleges (WASC). This guide serves as a comprehensive resource for managing admissions in a manner that supports our school's mission to foster a diverse and inclusive community of learners.

Opportunities at SIS

SIS believes a socially diverse student population is vital to a well-rounded, international education. We are committed to expanding our varied cultures and inclusive learning environment.

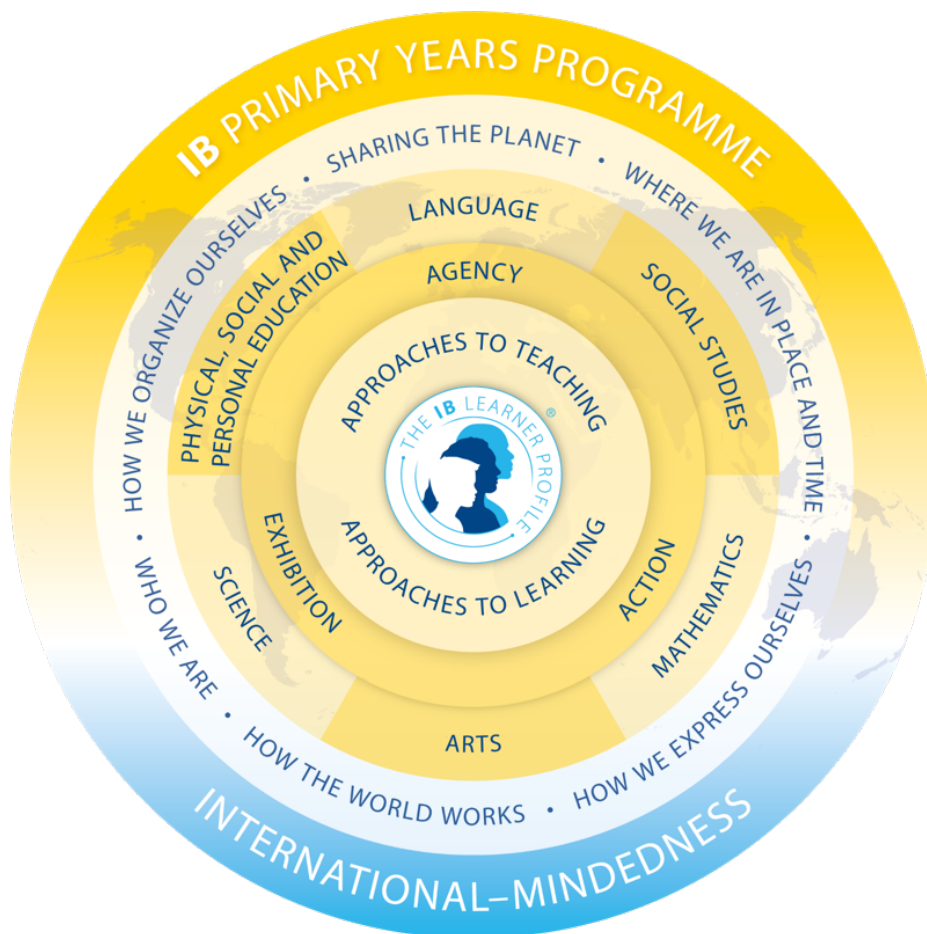
Each year, SIS allocates scholarship funding for families. These scholarships are awarded for one to three years and are reviewed yearly. Applicants may apply throughout the year. For queries, contact the Divisional Principal.

Academic Programmes

SIS provides programmes to ensure student success. As an inclusive school, we see these services as part of our commitment to educational excellence. As a continuum IB World School, we offer the following programmes to our students.

The **Primary Years Programme (PYP)** offers our students from Nursery to Grade 5 an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding with students at the centre of learning. Learn more about PYP here.

<https://ibo.org/programmes/primary-years-programme/>



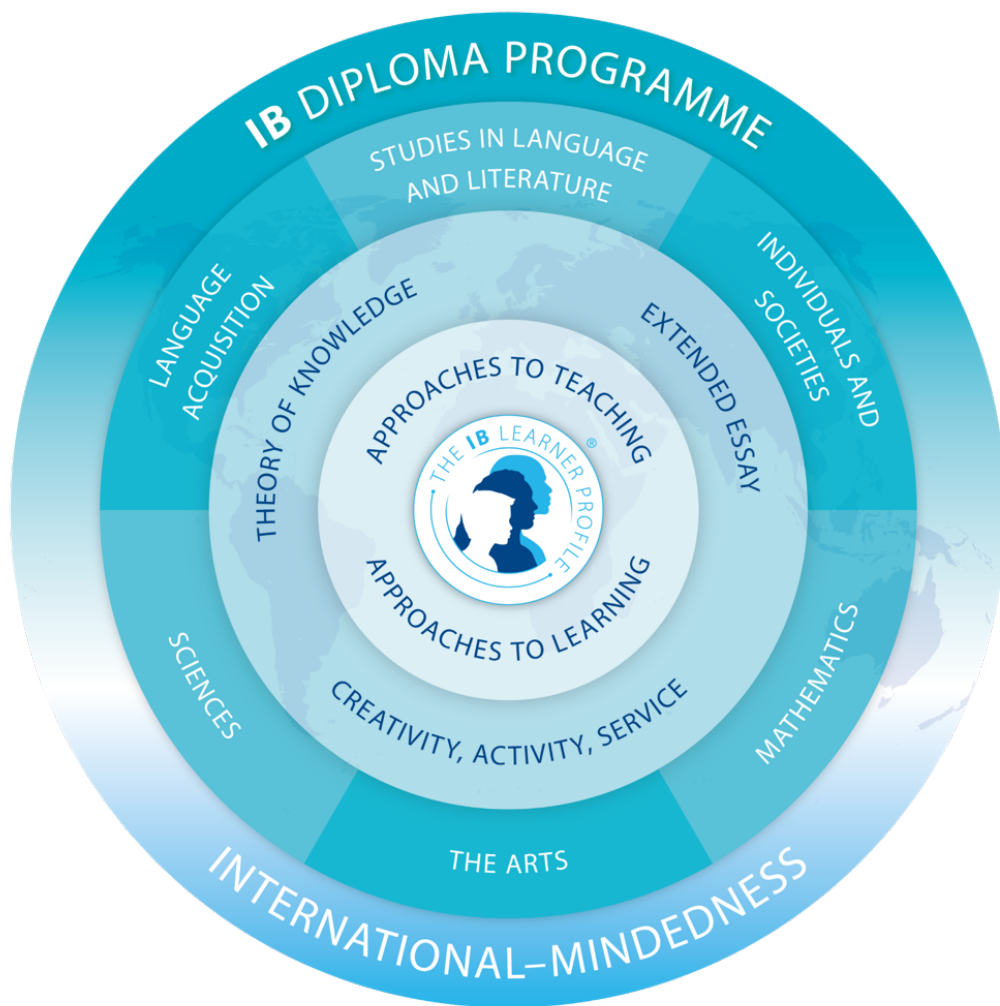
The **Middle Years Programme (MYP)** is a rigorous framework of eight subject groups encouraging students to make practical connections between their studies and the real world. Within this five-year programme, students are supported to ensure they are well-prepared to undertake the IB Diploma Programme (DP) or other high school programmes at SIS. Find out more information about the MYP here:

<https://ibo.org/programmes/middle-years-programme/>



The **Diploma Programme (DP)** curriculum is made up of six subject groups, and the DP core comprises the theory of knowledge (TOK), creativity, activity, service (CAS), and the extended essay. To learn more about DP and university preparedness, check more information from the IB website:

<https://ibo.org/programmes/diploma-programme/>



Language Programmes in the Primary

French International Programme (Prek1 to Grade 5)

Native and non-native French speakers can apply for the French International Programme. Acceptance will be based on seat availability, learning behaviour, language learning abilities, and the family's long-term educational goals.

French International Programme (Prek1 to G5)

G12	G11- G12 IB Bilingual Diploma	<i>Opportunity for a bilingual IBDP certificate</i>	
G11			
G10	G6 - G10 MYP French Language & Literature	<i>Continuity in MYP with Language A and B options</i>	
G9			
G8			
G7			
G6			
G5	PYP Kindergarten - Grade 5 Trilingual Programme	50% French	Literacy, Maths, UOI French national curriculum, US Common Core
G4		40% English	Literacy, Maths, UOI Immersion in Music, Arts and PSPE
G3		10% Mandarin	ACTFL Chinese Programme Chinese National Curriculum(LA)
G2			
G1			
K			
Prek-2			
Prek-1	PYP Prek1-2 French Immersion		
N	Nursery English Immersion		

Applicants should demonstrate reasonable proficiency in English and their home and additional language. Acceptance will be based on seat availability, learning behaviour, language learning abilities, and the family's long-term educational goals.

Chinese Bilingual Programme (G1 to G5)

Applicants should demonstrate reasonable proficiency in English and Mandarin in both spoken and written forms. Acceptance will be based on seat availability, learning behaviour, language learning abilities, and the family's long-term educational goals.

Chinese Bilingual Programme (G1 to G5)

G12	G11 - G12 IB Bilingual Diploma	<i>Opportunity for a bilingual IBDP certificate</i>	
G11			
G10	G6 - G10 MYP Chinese Language & Literature	<i>Continuity in MYP with Language A and B options</i>	
G9			
G8			
G7			
G6			
G5	PYP Grade 1 - Grade 5 Bilingual Programme	Literacy, Maths, UOI, Immersion in Music, Arts and PSPE US Common Core, NGSS	
G4		65% English	
G3			Adapted Chinese National Curriculum for Language and Literature and UOI
G2		35% Mandarin	
G1			
K	PYP Nursery - Kindergarten English Immersion		
Prek-2			
Prek-1			
N			

Applicants should demonstrate reasonable proficiency in English and Mandarin in both spoken and written forms. Acceptance will be based on seat availability, learning behaviour, language learning abilities, and the family's long-term educational goals.

Language Programmes in the Secondary

Our secondary school offers Language A and Language B programmes to cater to students' language learning needs.

- The Language A programme focuses on developing academic proficiency in English, Mandarin, or French.
- Language B programme offers various languages, such as English, French, Mandarin, and others, taken independently for students to explore and acquire an additional language.

EAL Programme (G2-G10)

Students requiring additional English language acquisition support may join our EAL programme. Acceptance will be based on language assessments, teachers' feedback and recommendations, and other steps recommended by the Admissions team.

Learning Support Programme

SIS provides learning support services that provide personalised instruction and resources to students with diverse learning needs. With a dedicated team of professionals, we are committed to ensuring every student reaches their full potential in a supportive and inclusive environment. Contact the admissions office so they can connect you with our team to learn more about our multi-tiered support system.

Programme Transfer

Current students may transfer to the programme. Decisions are based on teacher assessments and recommendations, seat availability, language learning abilities, and the family's long-term educational goals.

After-School Activity and Athletics Programme

The SIS After-School Activities & Athletics Program provides a wide range of activities students can participate in. The program is structured so there are days specific to athletic activities and the rest for non-athletic activities.

Most of the after-school activities offered run for an hour after school. There are usually no additional fees for after-school activities unless specified or provided by an external instructor.

With our commitment to providing students with a sustainable and balanced program of learning experiences, SIS offers a co-curricular program /after-school activity (ASA) for Kindergarten-G12 students. These ASAs seek to develop existing skills, cultivate new areas of interest, and support learners to grow physically, socially, emotionally, spiritually, and cognitively to inspire our students' development towards becoming principled, active global citizens.

Early Years After School Care Programmes

At our Jingshan Campus, we offer an After School Care Programme for children between the ages of 2 and 6. Students may join the programme from Monday to Friday, from 3-4pm or 3-5pm. It provides a safe and nurturing environment for children to interact with others and enjoy their time after school.



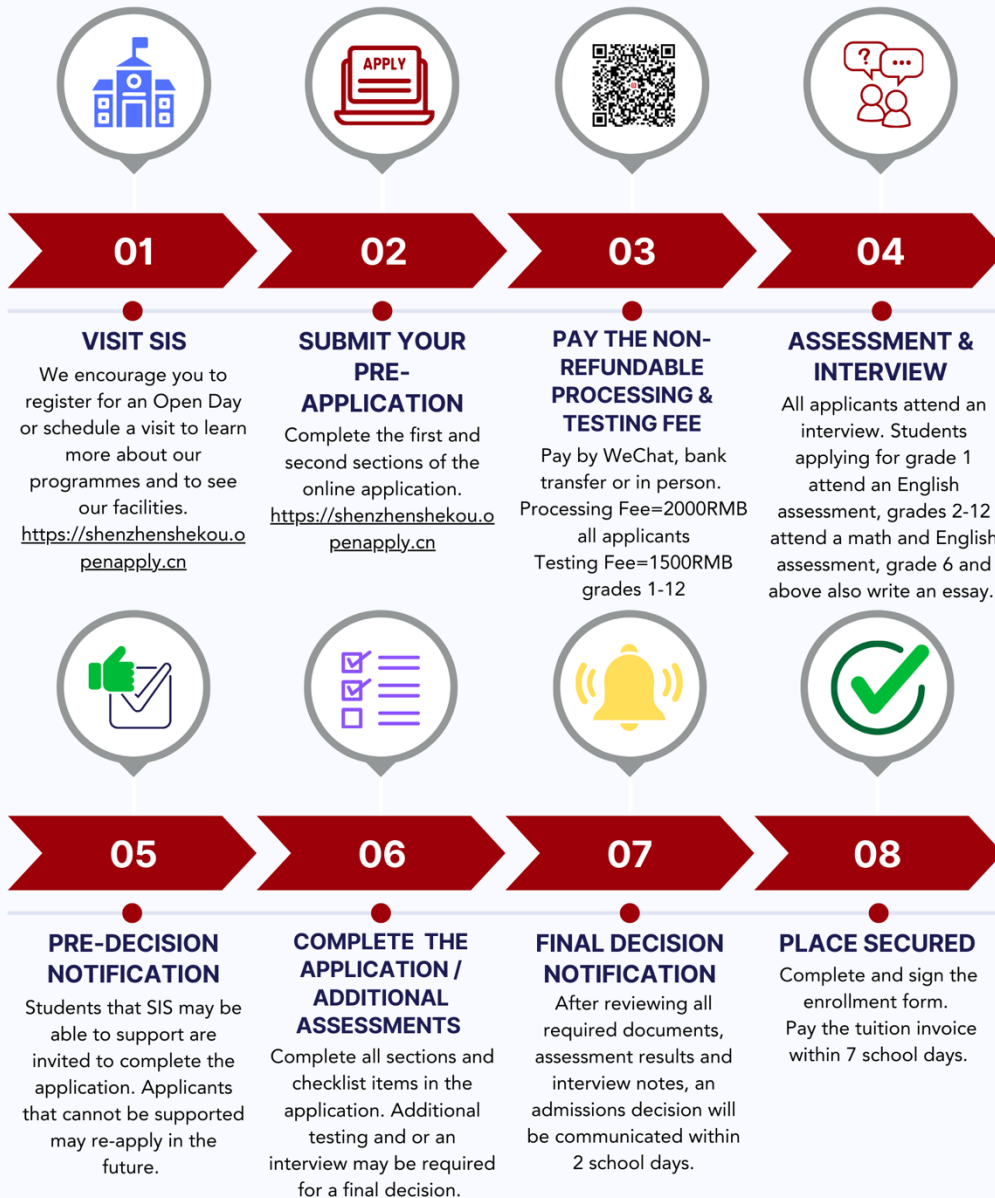
SIS High School Diploma and Pathways

Pathway	Full IB Diploma + SIS High School Diploma	IB Diploma Courses + SIS High School Diploma	SIS High School Diploma
Curriculum	IB Diploma Program	IB Diploma Program	IB Diploma Program
Requirements	<ul style="list-style-type: none"> • Minimum 3 and maximum 4 HL subjects • CAS, TOK, EE are mandatory 	<ul style="list-style-type: none"> • No minimum number of IB subjects should be taken. • No minimum number of HL subjects. • CAS is mandatory. • TOK and EE are optional. 	<ul style="list-style-type: none"> • All classes are taken in high school level (less rigorous than IB requirements). • CAS is mandatory. • TOK and EE are optional.
Assessments	IB Examinations (Internal and External Assessments)	IB Examination for IB subjects and SIS final exams for non IB subjects	SIS final exams
Certificate awarded	IB Diploma + IB Transcript + SIS High School Diploma + SIS Transcript	IB transcript + SIS High School Diploma + SIS Transcript	SIS High School Diploma + SIS Transcript

Application Process

How to Apply to Shekou International School

Welcome to SIS and thank you for your interest. Please find our easy to follow application instructions. You may save your application after completing section one. If you are applying for a sibling, click on "Add New Applicant" button in your family account after submitting the application for your first child.



 Website
www.sis-shekou.org

 Phone
0755-26693669 extension
5104 English
5117/5115 Chinese & English

 E-mail
admissions@sis.org.cn

Students must submit a complete application, including the application fee and all documents outlined in the How to Apply section, before being considered for admission. Only complete applications can be processed and will be discarded after 30 days.

Decisions are based on carefully examining each student's ability to succeed in an atmosphere of high expectations and within an English language learning environment. In making this assessment, SIS will evaluate each candidate's English language proficiency, academic achievement, and developmental and social/behavioural history. This will include an interview. Parents should note that current class size/space availability, English as an Additional Language (EAL) guidelines, and parents' priority status also affect admission recommendations. Besides priority status, admissions decisions may also consider English language learners' short- and long-term balance and other relevant demographic factors to sustain and support the school's mission and programs.

SIS is an international school for foreign passport holders. In addition to different nationalities, residents from Hong Kong, Macau, and Taiwan are eligible.

- **First Priority**
 - The first priority includes any child who carries an expatriate passport with at least one parent having an expatriate passport (here and after referred to as nationality criteria), who meets the age criteria:
 - Is sponsored by a company with ten or more students enrolled at SIS or
 - Is a sibling of a currently enrolled student.

- **Second Priority**
 - The second priority includes any child with a foreign passport or at least one parent with a foreign passport.

- **Third Priority**
 - Priority Three students will be admitted after other priority students are placed, based on space availability and in accordance with the school's mission. The third priority includes any child carrying an expatriate passport eligible for enrollment under Chinese law and regulations. A waiting pool of eligible applicants will be maintained, and applicants will be selected.

Admission Status

SIS aims to provide families with admissions status promptly.

- **Accepted** - Students who qualify will be placed in the appropriate grade level if space allows.
- **Wait Pool** - If applicants meet SIS admission requirements and the grade level is complete, they will be placed in the wait pool for their class. Students will remain in the wait pool for the academic year they have applied for and will be contacted as soon as a seat is available. If a seat is not found for the applicant within that academic year, parents may apply for the following academic year by contacting the admissions office by the first day of school in February. Applications will not automatically roll over to the following academic year.
- **Not Accepted** - The applicant does not meet SIS eligibility and admission requirements. Families may consider reapplying in the future.

Provisions

Special Criteria for Admission to the EAL Program

The school has additional admissions criteria and procedures for English Language Learners in Kindergarten - 12. These requirements ensure that a child is placed in an appropriate educational program and makes reasonable progress through the school's academic programs.

Admission to the EAL program is based on:

- English language assessment results
- The projected rate of language acquisition.
- Space availability (The balance of English language learners to fluent English speakers in a class and the student's degree of fluency in relation to their age/grade are considered.)
- Academic potential.

Prospective students (grades 1-12 and mid-year kindergarten applicants) will be screened using a standardised test that evaluates students' academic language in English. Students will be assessed to determine their English proficiency. After reviewing the assessment criteria, SIS will also request an interview with the student and family.

If a student is denied admission, they may retake the assessment test. Test results will determine the next testing period and be formally communicated to parents. This appointment can be arranged by contacting the school admissions office.

See Admissions Procedures for ELLs to SIS for more details.

Admission to the French International Programme (FIP)

Native and non-native French speakers can apply for the French International program. Acceptance will be based on seat availability, and an assessment test may be required. To be considered, applicants must submit the documents in the How to

Apply section. Documents should be submitted in French. Students may apply for the program from PreK-1 (PS) through grade 5. Please note that the SIS administration must approve transfers between the French and the international programme and grade placement may be affected. While grade placement in the French program is based on birth year, the international program utilises an October 31st cutoff date. Transfers from the French Bilingual program to the international program are not automatic or guaranteed.

Admission to the French Program follows SIS's priority system, with preference given to those students who may be tied to France or Europe.

Admission to the Chinese Bilingual Programme

The CBP runs from G1 to 5. Students entering CBP should have a solid foundation in Mandarin, as 40% of instruction is in Mandarin. Incoming students should demonstrate reasonable proficiency in both English and Mandarin. The transfer form needs to be completed and submitted to the admissions office. All Internal transfers require a review with the Mandarin teachers and administration to determine the student's suitability to succeed in the CBP. All transfers should coincide with a new semester.

Exceptional Learners

SIS may need help to provide the necessary resources or specialised staff to meet the needs of all exceptional learners. At the time of application, parents must supply all materials related to their child's unique needs. All testing relating to exceptionality should be provided to SIS for consideration for admission. It is highly preferred that all tests be done in the home country in the child's native language and then translated into English. Appropriate materials should also include comments from previous teachers and counsellors regarding the ability and potential of the student. Additional information should be provided about the academic or behavioural support level the student currently requires.

SIS reserves the right to request any additional testing and evaluations necessary during the academic year for any student. These tests are at the expense of the family and could influence that child's enrollment at SIS. Students with exceptional needs will be admitted only after a review of all materials and with the understanding of the family that SIS may not be able to modify the academic curriculum to the level of their child's needs. The priority system does not guarantee admission for an exceptional learner.

Grade Level Placement

To ensure an educational program suitable for all SIS students, students are placed in grade levels after due consideration of grade level at previous school, age, emotional, developmental, physical maturity, and academic level. Any or all of the following may be considered in determining proper placement: evaluation of previous school records, educational testing, results of screening by a counsellor and trial placement in an age-appropriate grade level. Sometimes, a student excels beyond the grade-level standard in a particular subject. SIS will provide a program to ensure the student is appropriately challenged in this case. The principal makes the final placement decision.

The academic progress of Kindergarten and Grade 1 students who do not complete a full year in the SIS program will be reviewed by the end of the year to ensure proper grade-level placement for the following year.

Early Years Placement

In the early years, we believe that children learn best in environments suited to their ages and stages of development. For Nursery, PreK-1 and PreK-2, we adhere to an October 31st cutoff for birthdays. For example, children must be three on or before October 31st to enter PreK-1. Early Years has three age groupings:

- Nursery for children whose ages range from two to three and a half.
- PreK-1 is for children ages three to four and a half.
- PreK-2 is for children ages four to five and a half.

Grade Level Placement by Age

SIS Class	Age at Entry	US Grade	UK	Korea	Aust/NZ
Early Years					
Nursery	2 years				
PreK-1	3 years	Pre-School			
PreK-2	4 years	Pre-Kindergarten	Reception		Kindergarten
Primary School					
Kindergarten	5 years*	Kindergarten	Year 1	Kindergarten	KG/Prep
1 st Grade	6 years*	Grade 1	Year 2	ES 1	Year 1
2 nd Grade	7 years	Grade 2	Year 3	ES 2	Year 2
3 rd Grade	8 years	Grade 3	Year 4	ES 3	Year 3



4 th Grade	9 years	Grade 4	Year 5	ES 4	Year 4
5 th Grade	10 years	Grade 5	Year 6	ES 5	Year 5
Middle School					
6 th Grade	11 years	Grade 6	Year 7	ES 6	Year 6
7 th Grade	12 years	Grade 7	Year 8	MS 1	Year 7
8 th Grade	13 years	Grade 8	Year 9	MS 2	Year 8
High School					
9 th Grade	14 years	Grade 9	Year 10	MS 3	Year 9
10 th Grade	15 years	Grade 10	Year 11	HS 1	Year 10
11 th Grade	16 years	Grade 11	Year 12	HS 2	Year 11
12 th Grade	17 years	Grade 12		HS 3	Year 12

**Kindergarten and 1st grade students applying new to SIS may enroll if they turn age five or six, respectively, on or before September 1st. Please note that children who enroll from schools with an academic calendar different from August to June (for example, January to November) will be placed in the grade they are currently enrolled in if enrolling at the beginning of the school year in August. Mid-year applicants will be enrolled in the grade that they have just completed.*



SIS POLICY MANUAL

405-2 Admissions Practices for ELLs to SIS

CREATED	EFFECTIVE ON	LAST REVIEWED (Yearly)	NEXT REVIEW
Unknown	Unknown	May 2024	April 2025

The EAL (English as an Additional Language) department supports the Admissions Team and campus administrators by assessing identified ELLs (English Language Learners) through language screening. The EAL screening aims to assess applicants in the four language domains of listening, speaking, writing, and reading using the WIDA MODEL Screener assessment. The purpose of this assessment is to help determine interpretative and expressive proficiency in a learning environment where English is the language of instruction and identify potential language support needs within our rigorous curriculum.

Scheduling a WIDA Screener for Applicants

The EAL Team provides a schedule for the Admissions Team, noting consistent weekly availability and grade levels each team member can support. The Admissions Office will send the scheduling request via email to an appropriate EAL teacher and the relevant EAL Team Leader, Primary or Secondary, with as much notice as possible. The EAL teacher will confirm times for the screening within two working days of the admissions office's request. Once a time and date for testing are agreed upon, the admissions team will send a calendar invite to the teacher administering the assessment, including the relevant EAL team leader. The invite will include the applicant's current grade level, the grade level the student is applying for, and the estimated time of entry. The EAL teacher administering the assessment will book a testing location.

General Description of Testing Procedures

There are two major testing sessions to admit new students to SIS: one in August, prior to the first day of school, and one in the spring (March, April and May). However, some applicants may be invited to test during the school year. EAL teachers will work together with the Admissions Office to schedule these tests. It is important to note that:

- Testing times will vary as each teacher's schedule is different according to the division they support, so EAL teachers from all divisions will work as a team to accommodate year-long testing as flexibly as possible (note that it may not always be possible to arrange a test at short notice due to teaching commitments).
- Tests will be administered whenever possible during teacher prep, so student contact time and teacher collaboration/meeting times are uninterrupted.
- Due to travel arrangements, new families might have a specific date/time request.
- Ideally, students are tested before acceptance so that support levels, class rostering considerations, and schedules can be in place upon entry to SIS.

- In some cases, the student will need to be tested upon arrival, and the first point of contact for testing requests is the content or homeroom teacher currently supporting the learner.

Language Proficiency Report

After testing, the EAL teacher communicates via email to the relevant administrators and the Admissions Team, which includes the following:

- Score sheet summary of the WIDA MODEL Screener
- Identification of an EAL support level (if any)
- Description of supports that would be in place if the applicant were accepted
- Notes from the speaking component which identify strengths and challenges
- Notes from the writing component which identify strengths and challenges
- Recommendation of resources or strategies for the learner to utilise to continue building their proficiency

The EAL teacher should complete the evaluation and report within two working days after the test date (3 days total). Please remember that the standardised assessment results are confidential and will only be shared internally for test security. A meeting may be called by the principal(s) to discuss the screening results further. If a parent requests more information about their child not being admitted due to language proficiency, the Admissions Coordinator will provide them with recommendations from the EAL teachers about what their child can do to continue developing their academic English language.

The WIDA Model Online platform is generally used to complete screener assessments. If a paper-based assessment is completed, the booklet should be filed in the applicant's folder along with the WIDA Score Report.

Setting Up the Assessment Using WIDA Model Online

In the WIDA Model Online platform, the EAL teacher completing the screener assessment adds a student to the system by recording the applicant's information as indicated below:

- Given Name (Preferred Name)
- Family Name
- Current Grade Level
- Location: Net Valley Admissions / The Bay Admissions

Then, the test administrator (EAL Teacher) assigns students to a test form, selecting the following options:

Test Form: Screener

The screener assessment is used during the admissions process.



Grade Span: Selection depends on the time of year and current grade level.
See *Figure 1*, which notes the WIDA grade span recommendations below.

Task: Select the writing task completed by the current SIS EAL Cohort.
Each semester, the task utilised cycles to use new writing tasks during each assessment window. For example, the Spring '24 assessment cycle utilised Writing Task 3. Therefore, all applicants testing in the Spring semester of 2024 completed this task. Moving into the Fall '24 assessment cycle, any student completing a WIDA Assessment will utilise Writing Task 1. The Spring '25 assessment cycle will include Writing Task 2, and the cycle will continue as such.

Grade-Level Clusters

WIDA MODEL Online is organized into grade-level clusters. The appropriate grade-level cluster form to administer to a student depends on the time of year when the test is administered and the current grade level of the student.

For students in the first semester of the first year in a grade-level cluster, WIDA recommends administering the next lowest MODEL test form. The following diagram shows the appropriate grade-level cluster test form for students, depending on the semester and grade level when the test is administered.

Grade	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Form	K*	1-2 Test		3-5 Test			6-8 Test			9-12 Test			

Figure 1: Grade-Level Clusters indicated by the WIDA Model Online User’s Guide to the Test Administrator Interface.

Admissions Screening – Special Cases and Exceptions

Sometimes, a screening request is a high priority and urgent, and the EAL teachers need help finding availability at short notice. In this case, the Primary and Secondary EAL Team Leaders will administer the test.

Applicant Acceptance

When an applicant is accepted, the Admissions Team notifies the Primary and Secondary EAL Team Leads to ensure the learner is placed on an EAL roster and language support is provided if indicated through the screener. Communication from the EAL Team Lead to the student and parents will outline the EAL program and how the program will support the student’s language development through the remaining school year.