

International School Seychelles



Admissions & Retention Policy

You are not born for yourself but for the world

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1. Policy Aims

- ISS promotes an inclusive education. As such we endeavour to take in students of different abilities, nationalities and backgrounds to make up our unique community. Students applying to ISS shall be accepted based on availability of space in the year group to which they are applying for as well as the school's ability to cater for the students' individual needs.
- The links from our Admissions Policy to the school's core values and aims are:
 - Provide a broad and balanced curriculum with the ultimate objective of providing excellence in results and achievements from the teaching aspects and the students.
 - Address the individual needs of all students including special needs, gifted and talented and English language learners.
 - Ensure a secure and caring environment where all students experience success and development of their potential skills and abilities.
 - Foster secure values, beliefs and morals by developing self-esteem, self-confidence and self-respect.
 - Respond to individual circumstances.

2. Policy Scope

- International School of Seychelles (ISS) believes that students need to go through a thorough admissions process in order to ensure the school can cater for their individual requirements.
- This policy applies to all students and parents.

2.1 Ethos of selection

- ISS chooses all pupils able and eager to benefit from the unique character of the school, and the many opportunities the school offers for nurturing their academic and personal development. We value diversity and individuality and entry to the school is based upon potential contribution through good behaviour, character and engagement with the co-curricular life of the school. Our aim is that every pupil will leave ISS with a distinguished academic record, high ideals and clear and confident aspirations.
- Our admissions process aims to provide us with the understanding of each individual pupil and allows us to assess whether ISS will be the right educational setting for them. We seek to operate our admissions process fairly and sensitively and it is very much our objective that families use this process equally to understand ISS and judge whether we are the right school for their child.
- A place may not be offered to an applicant if it is judged that the balance of needs within a particular cohort of pupils may be affected adversely. In such cases, particular emphasis is placed upon the needs of the year group or House into which the pupil would be admitted.
- Pupils with Special Educational Needs and Disabilities (SEND) are admitted, providing the Head of Primary / Secondary and SENCO consider the school is capable of providing for the needs of the pupil and that the pupil will be able to cope with the school environment. Parents of a pupil with special educational needs or disabilities are required to provide full details prior to accepting a conditional offer. The school will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission, and every effort is made to cater for their needs as far as is reasonable under our legal and moral responsibilities.

2.2 Links with other policies and practices

This policy links with several other policies, practices and action plans including:

- Parent contract
- Inclusion policy

3. Monitoring and Review

- International School of Seychelles (ISS) will review this policy at least once annually.
- ISS will regularly monitor admissions procedures to ensure that this policy is consistently applied.
- To ensure they have oversight of admissions, the Senior Leadership Team will be informed of any matters relating to admissions, as appropriate.
- The Senior Leadership Team will report on a regular basis to the Board of Governors on issues around admissions, including outcomes.
- Any issues identified via monitoring will be incorporated into the school's action planning.

4. Admissions procedures

<p>General principles of Admissions</p>	<p>The school accepts applications for admissions throughout the school year and places students for start as and when they enrol. Should a mid-term admission be accommodated, tuition is pro-rated.</p> <p>We invite all parents/guardians to visit the school with their child(ren). The visit will include a tour and a chance to meet one of our Senior Leadership Team. We will do our best to arrange any special requests during your visit.</p> <p>Completing a registration form is the first formal stage of the admissions process. It does not commit a parent or parents to accepting a place, nor does it commit the school to offering one. You will be asked to send us copies of your child’s recent school reports, predicted iGCSE results (if applying for A levels) and any other relevant information – such as a talent in Art/Drama etc. This enables us to get a sense of your child’s strengths and weaknesses. We will also request a Headteacher’s reference. In addition, international pupils need to provide evidence of their English language competency.</p> <p>The School admits students whose academic and personal needs can be met by the programs and student support services available at the time of admission. While we aim for inclusiveness in our admissions decisions, we reserve the right to refuse admission to students whom we determine will not benefit educationally from attending the ISS and where the school is at any time unable to cater for the immediate specific needs of the applicant. To this effect, careful consideration is exercised before admitting students with the following needs: (Please see Inclusion policy for further details):</p> <ul style="list-style-type: none"> • Students with severe physical, psychological and mental disabilities • Students with severe learning differences/difficulties
<p>Conditions for admissions refusal</p>	<p>The School reserves the right to refuse admission to applicants based on the following considerations:</p> <ul style="list-style-type: none"> • There are negative elements in the applicant’s scholastic, medical or behavioural record that could potentially have a negative impact on the School community. • The class size and school special facilities is at capacity for the grade being applied for. • Required documentation as per admissions procedures is not provided.
<p>Conditions for prioritizing admissions</p>	<p>The School prioritizes placement of students as being:</p> <ul style="list-style-type: none"> • a child of a School employee • having a sibling at the School who has been registered • a child of an expat worker who is in Seychelles for a limited or specific period of time (e.g. Diplomats/transfer)
<p>Waiting List</p>	<p>If an application is received for a grade that is already at its enrolment capacity, the student will be placed on a waiting list. In order to be placed on a waiting list, a completed application along with all required documentation and the application fee must be submitted to the School’s Accounts Section team. Applications are placed in priority sequence based on the date that the full application and fee was received. Notwithstanding the above the school reserves the right to refuse an application and to refund any advance fees paid on the later discovery of any circumstances which affect the application which right shall be exercised with extreme caution so as not to cause prejudice or embarrassment to the applicant or to the school.</p>
<p>Successful Placement</p>	<p>Placement and registration is complete after the following has occurred:</p> <ul style="list-style-type: none"> • The application has been received along with all required documentation and fees • The application is reviewed and approved by the Head of Admissions

<p>and Registration</p>	<ul style="list-style-type: none"> • The applicant is interviewed and assessed by the Head of Primary / Secondary and the application is approved • Should there be a need the application is referred to the SENCO for consideration and approval. <p>In the event that the above listed individuals are unable to reach consensus on a placement decision, the Principal will be involved to facilitate a consensus.</p> <p>First payment upon confirmation of admission, e.g. deposit, enrolment fees and tuition fees are paid in full.</p> <p>Parents receive a formal acceptance letter/email from Admissions to confirm the successful placement and registration of their child(ren).</p> <p>The student timetable is compiled. Please note that students are grouped to create a balanced cohort. This will include gender, ability etc. This decision lies with the Admissions office of the school after liaising with the Head of Department.</p>
<p>Year Placement Appeals</p>	<p>In the event a year placement is brought into question by a parent, the following protocol is adhered to:</p> <ul style="list-style-type: none"> • Parent informs member of, admissions, that year placement for their child be reconsidered. • Parent is informed that a student support team consisting of classroom teacher, administration (Phase Leader), admissions, and specialist(s) will be considering the appeal collectively. Parent is given an appropriate timeframe in which a decision will be made. • Additional documentation may be requested of parent to support appeal and further inform decision making (e.g. standardised test results, educational psychologist report, etc.). An assessment or interview with a learning support specialist may also be recommended or required prior to student support team convening to discuss case. • Student support team convenes and each member is given an opportunity to provide input over the grade placement decision. A collective decision is made concerning the year placement that factors in the best interest of the student in question including the students` capacity and ability to learn and absorb the required level of learning, space availability, learning support/EAL caseloads, existing classroom dynamics, gender balance, potential ramifications of an exception to policy being made (if applicable), parental input, etc. • Head of Primary / Secondary meets with parent(s) to convey final grade placement decision. If the year placement decision is a trial, commitment to the length of trial period and explanation as to evaluation procedure at the end of the trial period is explained to parent(s).
<p>Withdrawal Notice</p>	<p>To help the school to manage our enrolments efficiently, it is absolutely necessary that parents provide the Admissions team at least one month's written notice of withdrawal. Should one full month's notice to withdraw not be received by the Admissions team, the deposit refund may not be granted.</p> <p>ISS reserves the right to withdraw an already registered student when any or all of the following conditions apply:</p> <ul style="list-style-type: none"> • the student's learning needs cannot be met through available resources • the student's presence in the class has an ongoing negative impact on her/his classmates • the student's behaviour is determined to have a detrimental impact on the School community • the student's attendance record is unacceptable (missing 10% or more of classes in any given semester(subject to medical evidence being provided to show the reason for the absences and taking into consideration whether the child, despite showing legitimate reasons for his or her absence, shows the ability and capacity to compete with his or her peers in completing and understanding the set syllabus)(Refer to Attendance policy)

	In the event that a student is required to withdraw from the School due to any of the above reasons, no tuition refund will be granted for the balance of the semester that the student is not in attendance.
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5. Requirements for entry into the AS /A Level programme

General principles	<p>As an inclusive school, individual student's success is of paramount importance and we will consider students on a case by case basis.</p> <p>The school will set prerequisites based on a student having the capability of achieving an A* to E grade. Students meeting the entry criteria will automatically have entry to the course.</p> <p>Students wanting to come back to ISS for sixth form will meet with staff to confirm the course and where appropriate work on an individual plan. This will be done in consultation with parents where appropriate.</p> <p>An interview will be conducted for conditional admissions.</p> <p>Each student will be considered individually irrespective of another student.</p>
Year 12	<ul style="list-style-type: none"> • Entry requirements to study subjects at AS Level are based on the IGCSE exam results. • Each Head of Department will specify the entry requirements to study that subject at AS level. • These pre-requisite grades will be made available when applying to join the Sixth Form. • Any student attaining the entry requirements will be permitted to commence their studies in that subject. • Any student failing to attain the required entry level will initiate further evaluation to determine the eligibility of the student to study the subject in question. These are detailed below under the heading "Further Evaluation".
Year 13	<ul style="list-style-type: none"> • Entry requirements to study subjects at A2 Level are based on the AS exam results. • Any student attaining grade A, B or C in their AS Level will automatically be accepted onto the A2 course. • Any student failing to attain the required entry level will initiate further evaluation to determine the eligibility of the student to study the subject in question. These are detailed below under the heading "Further Evaluation".
Re-sitting an Examination	<p>There are opportunities for students to re-sit IGCSE and/or AS examinations with the intention to improve their attainment.</p> <p>Any student considering this option will have discussions with the subject leader and/or Head of Department and/or Head of Sixth Form to determine the best course of action.</p> <p>For the majority of cases, the June series of examinations is the preferred time to complete these exams. The November series of exams interferes greatly with the start of the new course at the beginning of the academic year.</p>
Further evaluation	<p>Below are examples of further evaluations to determine the eligibility of a student to study a subject if they have failed to meet the initial entry requirement:</p> <ul style="list-style-type: none"> ○ Detailed analysis of the IGCSE and/or AS examination results for improved clarity. ○ Discussion with staff who taught them in the previous year. ○ Academic reports on progress and attitude to learning. ○ Pastoral reports on attendance and punctuality. ○ Other sources to determine eligibility. <ul style="list-style-type: none"> • Following this, if a student is now permitted to commence their studies, in this particular subject, then the following monitoring checks will be initiated: <ul style="list-style-type: none"> ○ Subject staff to keep the Academic Coach (AC) informed of: <ul style="list-style-type: none"> ▪ Progress

	<ul style="list-style-type: none"> ▪ Classwork ▪ Homework ▪ Work Ethic ▪ Overall Attitude to Learning ○ Attendance & Punctuality will be monitored. <ul style="list-style-type: none"> • If, at any time, through monitoring, or otherwise, any student is identified as failing to maintain the expected attainment levels then an intervention plan will commence to support the student. These interventions may include some of the following: <ul style="list-style-type: none"> - Regular support meetings with the subject staff and/or AC. - Individual short term targets – daily or weekly goals to achieve. - Peer support – work with a fellow student or create a study group for support. - Closer monitoring to include a report card with personal targets. - Student contract that encompasses all aspects of a students’ attitude to learning. - Agreed date for next review. <p>During this process there will be regular communication between the parent, student and/or staff, Head of Department and Head of Sixth Form to ensure all parties have regular updates on progress.</p> • The interventions are put in place to support the student both in and out of lessons, with the over-riding aim to get them back on track and working productively in a manner that is progressive and sustainable. • However, if a student fails to respond then a decision may be taken to recommend that the student may not be suited to this subject. This decision would never be taken lightly and would only occur after a number of intervention strategies had been implemented without showing positive development. At this stage the Head of Sixth Form will meet with the student and parent to discuss a way forward.
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6. Retention

General principles	<p>This policy is based on the following three principles:</p> <ol style="list-style-type: none"> 1. Institutional leadership uses evidence-based decision making and ensures high-impact retention strategies receive dedicated and stable resourcing. 2. The student experience spans the whole learning journey and is supported by leading edge curriculum, high-impact student support services, and student help-seeking behaviours. 3. Student data is ethically collected, integrated, promoted, understood and used to enhance the student experience and retention.
Leadership	<ol style="list-style-type: none"> 1. ISS leaders, middle managers, teachers, staff and Student Leaders aspire to demonstrate a collaborative and action-oriented commitment to ensuring that ISS students have a high-quality student experience. 2. Retention strategies will be integrated into the school and departments' strategies and action plans with clear targets and areas of accountability for staff and students. 3. Retention strategies will be coordinated, monitored, evaluated and continuously improved. 4. The school management and academic staff will consider, in their decision making, the barriers and enablers to a positive student experience and student retention, in accordance with relevant policy instruments and the scholarly literature. 5. Aggregate-level student enrolment, retention, satisfaction, achievement and completion data will be monitored, analysed, disseminated and acted upon.
Student experience	<ol style="list-style-type: none"> 1. Student retention will be supported across the entire student learning journey from recruitment to graduation. 2. Students will have access to appropriate orientation to the school's systems and processes, course structure and requirements, and learning environments. 3. Students will play a key role in co-creating a successful student experience and will be enabled to engage in the school's academic and social culture and to develop a sense of purpose and belonging. 4. Student retention will be supported by high-quality learning, teaching and assessment experiences and environments, in accordance with ISS policies and best international practice. 5. Student progress and success will be proactively monitored by academic, wellbeing and student support staff and, where required, students will be referred to academic and other support services. 6. Student help-seeking behaviour will be normalised, and there will be opportunity for students to inform and access relevant information and support services in order to develop into resilient, independent learners. 7. Academic and career advice will be provided to assist students to be retained or, where appropriate, make informed decisions about future pathways.
Student data	<ol style="list-style-type: none"> 1. ISS will ethically collect, link and analyse student enrolment, performance and systems activity data to improve understanding of student needs and their learning experiences.

	<ol style="list-style-type: none"><li data-bbox="300 197 1522 297">2. Student data will be presented in accessible formats to meet the needs of a range of audiences, and professional learning opportunities will be provided in order to maximise data interpretation and use.<li data-bbox="300 320 1522 421">3. Academic and professional staff have a responsibility to use relevant student data to enhance monitoring of students, and inform course and subject design, review and quality assurance processes.<li data-bbox="300 443 1522 524">4. Users of student data must ensure their actions comply with ISS ethical obligations and guidelines before seeking to collect data for retention, research or other purposes.
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