

ADMISSIONS POLICY

International School of Ticino

Inspiring the Extraordinary



INTERNATIONAL
SCHOOL
OF
TICINO®





IST EDUCATIONAL VISION

To further develop the best IB inquiry-oriented, holistic, education grounded in Inspired and the IB, the International School of Ticino has the educational vision to; Inspire the extraordinary. This vision is at the heart of the planning and development of the school during the academic year and beyond, to truly ensure it comes to life.

IST MISSION STATEMENT

The International School of Ticino is committed to providing an **excellent international education**. We value the potential, character and unique talent of every individual. Through an inquiry-based approach our students become **life-long learners and creative thinkers**. Our **innovative pedagogy** encourages our students to **respect each other**, to **respect the environment**, to communicate through **active dialogue** and to create the foundations of a **collaborative society**. We achieve this within a safe, nurturing environment with a **strong sense of community** at its heart.

IB 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 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.

INSPIRED APPROACH TO EDUCATION

Inspired sets a new standard in private education with a dedication to excellence permeating every aspect of the school. Integrating innovative, challenging and enriching academic, performing arts and sports programmes, Inspired's students leave with outstanding academic results, a love of learning, confidence and a firm value system that arms them to embrace the challenges life throws at them in their future endeavours.

Lateral thinking, comprehension and innovative application of skills and concepts form the three pillars of the Inspired approach to education.

A child's education is the single most important consideration for any parent
At Inspired we believe that it is an individual's total educational experience that instills the knowledge, attitudes, beliefs and values that they will carry with them for life.

We believe that this set of knowledge, attitudes, beliefs and values, instilled by education, will form the basis of how we approach the future

These are the foundations on which we build and plan our lives. The effects are long-term and the consequences far-reaching.

At Inspired we instil a sense of pride, responsibility, honesty and integrity in our students
We believe education is the catalyst for personal growth, development and achievement.



THE INTERNATIONAL BACCALAUREATE

The International School of Ticino follows the guidelines of the International Baccalaureate Organization. Its emphasis on different areas of personal development allows children to reach their full potential intellectually, emotionally and socially.

The IB was founded 52 years ago in Geneva to provide an internationally recognized school qualification for mobile families and to develop an educational programme that fosters the knowledge, skills and understandings that underpin international awareness and mindedness. Its Diploma programme is widely recognized as the world’s premier High School curriculum and it is accepted by universities all over the globe. For more information please consult their website: www.ibo.org.

COMMUNICATORS

We express ourselves creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

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.

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

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.

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.

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.

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.

RISK-TAKERS

We approach uncertainty with forethought 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.

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.

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.



IST ADMISSIONS

The International School of Ticino serves a diverse community of students and their families from a range of nationalities, cultures and backgrounds. We offer a broad based education which uses English as the main language of teaching and learning and which aims to promote international mindedness and global citizenship. Our Core Values, as well as the standards and practices of the International Baccalaureate (IB), guide every feature of our educational provision.

The school is fully authorised by the IB to offer its Primary Years Programme (Kindergarten to Grade 6 / ages 3 to 11), and is a candidate school for the Middle Years Programme (Grade 7 to Grade 11 / ages 11 to 16) and Diploma Programmes (Grade 12 to Grade 13 / ages 16-18). Furthermore, in Early Years (Kindergarten, Transition and Grade 1), we draw Reggio-Inspired plays a central role to our curriculum model.

Our admissions policy is articulated to encourage the maintenance of diversity in our student body, as well as to ensure that students who are admitted to IST can benefit from our educational provision throughout the continuum of IB education. Our policy and procedures are designed to identify these students in order to help parents and the school make the best choices in line with the individual needs of each student. Students can be admitted to the school at any time of the academic year (with the exception of students joining the IB Diploma Programme in Grades 12 and 13) and decisions are primarily based on a student's prior school record (where appropriate) and a personal interview in which students and their families can demonstrate a commitment to the Core Values of the school.

Admissions process

1. Complete contact details form and return to school office via email (frontoffice@Isticino.com), together with school reports from the last two years and results of any special learning or psychological assessments
2. Contact school office to arrange an appointment with Educational Leadership Team
3. Meet with Educational Leadership Team to discuss the school's educational offering and visit the campus
4. Trial day and/or admissions tests (where appropriate)
5. Previous school to submit confidential reference (proforma or letter optional)
6. Decision on admission by Educational Leadership Team
7. Invitation to enroll or placed on waiting list
8. In order to enroll, families will need to provide:
 - i. Student and parents passports
 - ii. Swiss permit (in case of non Swiss passport)
 - ii. Copy of birth certificate
 - iii. Copy of vaccination record
 - iv. Copy Swiss insurance

As the language of instruction at IST is English, applicants are assessed for proficiency in the English language before an admission decision can be made.

In PYP, students will be assessed by a language acquisition specialist in order to ascertain whether or not the school, in particular the English as an Additional Language team (EAL) team, is able to meet



his/her individual English acquisition needs (in the event that English is not the student's mother-tongue).

In MYP and DP, students are expected to have an age-appropriate level of literacy and oral fluency in the English language. They will be required to take an English language admissions test covering four competencies (understanding, speaking, reading and writing). The assessment is designed to determine whether the applicant will be able to access our curriculum and achieve their academic potential without English acting as a barrier.

DP specific:

We believe very strongly that **all** students should be given the opportunity to study for the full IB Diploma programme on entry to the DP1 at IS Ticino.

All students will complete an online application form.

Students currently in the school or those applying from another school studying the MYP will be expected to have an average of 4.5 in the subjects they wish to study in their respective programmes. Students from schools other than IS Ticino will also be expected to provide teacher references from their previous school to support their application.

Teacher interviews will also be conducted to support applications from students already at IS Ticino to help determine the suitability of level and subject choices of our students.

Students joining our IB Diploma Programme from non-MYP schools will sit a range of admissions examinations to determine their ability to be successful in the full IB Diploma Programme and references will be expected from their previous schools to support their application.

Due to the nature of the education system in Switzerland it is important that students that we feel may struggle to be successful in achieving the full IB Diploma Programme are made aware of the fact that not receiving the full IB Diploma could result in them not being accepted at Swiss universities. Therefore, all students and families will undergo a formal individualized meeting with the IB Diploma Coordinator to explain the possible outcomes. If we advise that a full IB Diploma Programme may not be the most successful path for a student based on their admission examinations and application form, parents and students will be expected to formally acknowledge that the student may finish the programme not achieving the full IB Diploma.

We will support all students to the best of our ability to enable them to be as successful as possible in the full IB Diploma Programme and welcome all applications without discrimination.

To the best of our ability we will also support applications from students who wish to transfer their IB Diploma Programme studies from another school into our Diploma programme.

Admission on a trial basis

Where we are in doubt about the suitability of our programmes for a particular applicant, we occasionally admit students on a trial basis. In this case the targets and criteria for success will be clearly identified before admission. The aim of the trial is to give a specific period to assess whether the student can be successful at IST, ensuring that the trial is also short enough for him/her to transfer elsewhere if we find that our system is not appropriate for the student concerned.



Special learning or behavioural needs

We are able to provide a limited level of support for students with mild learning difficulties. We require that families inform us of any previously identified special needs or previous educational support at the time of application. Students with diagnosed learning or behavioural issues will be evaluated by the school's inclusion coordinator. In some cases, parents may be asked to commit to providing extra support for their child, which may take the form of in-class support or out-of-school provision.

Waiting lists

In the event that a particular class is fully subscribed, successful applicants will be invited to place their name on a waiting list. In such circumstances, priority will be given to:

- Siblings of current ISE students
- Children of ex-ISE students
- Applicants from the international community
- Applicants who are proficient in the English language or transferring from English-medium schools

Grade Placement

We usually place students in the continuing grade from their current schooling or the grade appropriate to their age, seeking to differentiate for their individual needs within this context.

However, transfers will also take into consideration the student's previous educational records and seek to provide continuity in the progression of their ongoing education. **Motives for Denying**

Admission

Admission is at the discretion of the school and may be denied for any reason, such as the impossibility to find a place due to full enrolment or an evaluation that IST cannot cater for the student's individual learning or behavioural needs. In general, admission will also be automatically denied in the following cases:

- the student has been expelled from their previous school;
- the student will not be living with his or her immediate family or a legal guardian.

Advice for Parents Following Admission

Families whose students enroll in IST are expected to commit to the following:

- Our Vision and Mission
- Their contractual obligations indicated in the enrolment contract
- Attendance at informative school presentations, workshops and three-way conferences
- Provision of continuing opportunities for their son/daughter to develop and express themselves in their mother-tongue



REVIEW PROCESS

This policy document will be reviewed as and when programme coordinators deem it to be necessary and in any case no later than 5 years from the date of publication. Programme coordinators will ensure its implementation through planning meetings, classroom visits and appraisals. It is shared with all stakeholders.

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