



INNO SECONDARY SCHOOL

## ADMISSIONS POLICY

ADMISSIONS POLICY	
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## 1 PREAMBLE

- 1.1 Inno Secondary School (ISS) is a British Private Co-Educational Day School that admits students who through the stated admission priorities and procedures, that they have the ability to achieve and meet the objectives of the curriculum offered at Inno Secondary School (the “**Curriculum Requirement**”). The curriculum is designed to prepare students for British IGCSE and International A level examinations, in both written and spoken English at an academic and age-appropriate level. **See the EAL policy for further details.**
- 1.2 Inno Secondary School is a multi-ethnic, community-oriented school which educates students of a broad range of abilities.
- 1.3 Student progression through the School from Year 7 to Year 13 is subject to a student’s continued positive engagement with the curriculum, good conduct, meeting key achievement goals, involvement in broader opportunities offered and all financial commitments being met in a timely manner. See the Progression Policy for further details.
- 1.4 The School, at the discretion of the Head of School gives priority to those organisations and individuals who make a long-term commitment to Hong Kong.

## 2 GENERAL REQUIREMENTS FOR ALL APPLICANTS

- 2.1 It is a requirement that:
  - 2.1.1 In order to attend Inno Secondary School, applicants must be residing in Hong Kong with a parent holding the appropriate immigration status permitting them lawfully to reside and study in Hong Kong. ISS as a day school facility does not usually act as a sponsor for non-resident Student Visas (the “**Right to Stay Requirement**”).
  - 2.1.2 Applicants can demonstrate their ability to satisfy the Curriculum Requirement. In practice this means that the School is increasingly selective the later the point of entry.
  - 2.1.3 Applicants are ‘proficient’ in English (as defined by the Common European Reference Framework for Languages) at an age-appropriate level that enables them to meet the curriculum requirements at each Age Phase (See Appendix Two). The School will provide English as an Additional Language support per required by parents at additional cost excluding of tuition fee.
  - 2.1.4 Parents of Applicants have sufficient proficiency in English to be able to support learning at home through the medium of English; and to be able to engage with the School fully in both written and spoken English.

## 3 STUDENT AGE AT ENTRY

- 3.1 Inno Secondary School entry is guided by the UK academic year and entry dates as set out in the table below:

Inno & UK Year group	Age as of 31 Aug
Year 13	17
Year 12	16
Year 11	15
Year 10	14
Year 9	13
Year 8	12
Year 7	11

#### 4 LOWER SECONDARY SCHOOL PLACEMENT CONSIDERATION

- 4.1 Students are usually placed in the age-appropriate year. In exceptional circumstances and where it is agreed that such a placement is in a student's best interest, they may be placed in the year group below or above their chronological age. In accepting such a place parents should be aware that should a student leave ISS prior to completion of their education, such a placement may adversely impact entry to future schools. Such an arrangement is at the discretion of the Head of School.

## 5 SENIOR SCHOOL PLACEMENT CONSIDERATION

- 5.1 Senior School students are placed in the school year that best continues their education to date. This decision is made by Inno Secondary School.

## 6 WHOLE SCHOOL ENTRY PROCEDURES

- 6.1 All applications and supporting information are reviewed by the Admissions team in order to establish the applicant's ability to meet the Right to Stay Requirement and the Curriculum Requirement.

- 6.2 The following table sets out the general format of assessment:

YEAR GROUP	FORMAT OF ASSESSMENTS
Years 7 - 9	<ul style="list-style-type: none"><li>• Review of the application form, supporting information and the past year of school reports.</li><li>• Written paper assessment</li><li>• Independent writing tasks to assess level of written English</li><li>• Assessment of spoken English Language competency;</li><li>• Meeting the School Entry Criteria as determined by the Review of the application form, supporting information and latest school report;</li><li>• Interview with Head of School;</li><li>• The candidate's ability and willingness to contribute to the wider (co-curricular) life of the school will be taken into consideration.</li></ul>
Years 10 - 11	<ul style="list-style-type: none"><li>• Review of the application form, supporting information and the past two years of school reports;</li><li>• Written paper assessment;</li><li>• Assessment of written and spoken English Language competency;</li><li>• Review of the previous school reports;</li><li>• Interview with Head of School;</li><li>• Meeting the School Entry Criteria as determined by the Head of School.</li><li>• The candidate's ability and willingness to contribute to the wider (co-curricular) life of the school will be taken into consideration.</li></ul>

Year 12 – 13	<ul style="list-style-type: none"> <li>• Review of the application form and supporting information;</li> <li>• Internal subject assessment for option choices as required;</li> <li>• Assessment of written and spoken English Language competency;</li> <li>• Review of latest school report &amp; student’s letter of application;</li> <li>• Interview with Head of School;</li> <li>• Meeting the School Entry Criteria as determined by the Head of School. As guidance, for those coming out of the UK GCSE system the following criteria will apply: <ul style="list-style-type: none"> <li>○ Applicants must achieve at least SIX C grades (Grade 5) with passes at least B (Grade 6) in Mathematics and English; or equivalent' for those who enter from a non UK curriculum</li> <li>○ Please note that at least A grades (Grade 7+) are required for some subjects. Appendix One outlines details.</li> </ul> </li> <li>• The candidate’s ability and willingness to contribute to the wider (co-curricular) life of the school will be taken into consideration.</li> <li>• NB: Any subsequent offer is conditional on I/GCSE results and/or Inno Secondary School internal subject assessments</li> </ul>
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6.3 In addition to the above, the parent of an applicant must provide to the School for review and consideration, any other information that is relevant to the applicant’s ability to meet the Curriculum Requirement. This may include for example, any information relating to the applicant’s ability to read and write English, their general academic level, and their learning abilities, specific educational psychology, medical, speech therapy, occupational therapy, IEP counselling or other such reports.

- 6.4 As part of the assessment process an interview may be required with the applicant and his/her parent(s) to better understand the applicant's ability to meet the Curriculum Requirement. In determining whether the applicant can meet the Curriculum Requirement the School will, amongst other things, need to understand any specific needs of the applicant and what reasonable accommodation can be provided by the School. Please refer to section on Assistance for Students with Special and Specific Needs.
- 6.5 It is important that parents provide any supporting documents at the time of application and that the School is regularly updated with relevant information whilst their child is on the waiting list. Where updated school information is not received, the application will be withdrawn.
- 6.6 Parents are advised that to knowingly withhold relevant information (for example professional assessments and reports) and/or to knowingly mislead the School in regard to their child's ability to satisfy the admissions requirements or curriculum requirements will lead to their child's place being withdrawn. Such behaviour prevents or delays the entry of a child for those parents who have been honest and transparent with Inno Secondary School in regard to their child's needs.
- 6.7 The high demand for school places means that Inno Secondary School is generally over-subscribed and as such, it is not always possible to accept all applications that satisfy the entry requirements. Consequently, admissions decisions will be made on the following factors:
1. Debuture
  2. Parent(s) working in Innovative Education Group Limited
  3. Sibling Status
  4. The formal evaluation of an applicant's ability to contribute to the academic, cultural and sporting life of the School.

## 7 APPLICATION PROCEDURE

- 7.1 Applications may be submitted two years in advance of entry for Senior School.
- 7.2 An EDB approved, non-refundable Application Fee is charged to all those applying to Inno Secondary School. This fee is payable at the time of application and is levied to recover the costs incurred for the processing and administration of applications under the School's admission procedures.
- 7.3 The School considers applications once the online application (including photo, reports / any available supporting documentation and Application Fee) is received by the School.
- 7.4 Receipt of application is acknowledged by email and the applicant's name is placed on the application list.
- 7.5 Those who are covered by a debenture have priority over other applicants. The number of debentures issued is limited to a ratio set by the Board in order to ensure places are available to applicants who do not have access to a Debenture.
- 7.6 Deferred entry is only possible in the following circumstances:
  - 7.6.1 Evidence is provided to demonstrate the family's relocation from overseas has been delayed.
- 7.7 Parents resident in Hong Kong who have been offered a place may not defer their child's entry until the following year. Where a deferred entry is sought the place must be declined and parents must re-apply for the later year of entry, paying the Application Fee.
- 7.8 It is School policy requires a period of at least twelve months between an initial assessment and a reassessment.



- 7.9 When a place becomes available, the School will make reasonable efforts to contact the parents at the home/work contact numbers and emails provided.
- 7.10 Parents will be removed from the relevant list in the event that:
- a. Parents decline offers of assessment on two occasions.
  - b. Parents decline the offer of a place (once);
  - c. Parents are uncontactable (two unreturned emails **and** two unreturned phone calls).
- 7.11 Please note a place on the Admissions List is not a guarantee of entry to Inno Secondary School.

## 8 ADMISSIONS PROCEDURE

- 8.1 When it becomes apparent that a place may become available an assessment will be offered in line with the general format of assessment set out previously. Following an applicant's assessment, the parent will be advised of the outcome.
- 8.2 When a place is offered, parents accept by paying a non-refundable Registration Fee equivalent to one month school tuition fee and the appropriate admission fee/debenture payment. Please refer to Inno Secondary School Fees Policy. The Registration Fee will be credited against the fees for the child's first month at the School. Please note that a parent in receipt of a place offer is required to confirm the place within ten working days. Failure to do so may lead to the place being withdrawn.

## 9 ASSISTANCE FOR STUDENTS WITH SPECIAL AND SPECIFIC NEEDS

- 9.1 All students accepted into Inno Secondary School, including those students with special needs identified prior to entry or during the admissions process, are required to be able to join regular classes and study alongside their peers. Inno Secondary School operates '*Inclusive Education Approach*'. This means, when possible Inno Secondary School facilitates as many of a student's additional external service providers within the School. Currently Inno Secondary School facilitates Speech and Occupational therapy services. Such services, if required, are supplied by external therapists and any fees charged by these external providers are billed at cost to parents.
- 9.2 The assessment process may require an interview or further interview with the applicant and his/her parent. Should the applicant currently attend a place of education, a visit to see the applicant in that setting may be made by Inno Secondary School staff, with the consent of the child's parent(s), in order to determine:
- 9.2.1 Any specific or special needs of the applicant
  - 9.2.2 The applicant's ability to meet the Curriculum Requirement

### 9.2.3 What reasonable accommodation can be provided by the School

- 9.3 No additional assessment fee is levied to applicants who may be identified with specific or special needs.
- 9.4 In the event that additional support over and above that expected in a suitably differentiated classroom setting is required to meet the Curriculum Requirement, an applicant with specific needs will only be admitted if the appropriate additional specialist support from the Inno Secondary School Inclusion Team is available and it is determined by the School that the needs can be reasonably met, and that this can be achieved without materially adversely affecting the needs of other students at the School.
- 9.5 In the event that Inno Secondary School determines an applicant's additional needs may be met but the required additional provision is unavailable at the preferred entry point, an applicant may remain on the waiting list subject to admissions' priority status and until such time as both a place and provision is available.
- 9.6 Applicants are not usually admitted if their specific needs or conduct are such that they may adversely impact other student's access to and progress through the Inno Secondary School curriculum; and/or following assessment an applicant's needs exceed those that can be reasonably met within the mainstream school setting at Inno Secondary School.
- 9.7 Entry may be offered to applicants who receive additional specialised support outside Inno Secondary School, provided this support enables them to be successful within an age- appropriate curriculum offered by the School. It should be understood however, that those applicants who need extensive support by the School beyond the regular classroom setting, may have difficulty gaining admission (for example the need for an alternative individual curriculum rather than supported access to the mainstream curriculum). Where such entry is agreed it is a pre-requisite that both the parents and those providing external support agree to work together with Inno Secondary School and within the School's resources and expertise to support the student.
- 9.8 From time to time, and when no further **additional** Inno Secondary School resources are available to meet a student's specific needs, the School may advise parents that a part time or full time 'one-to-one' support assistant is advisable in order to permit Inno Secondary School to continue to meet their child's needs. Should this be advised the cost of the assistant's salary is charged to the parent on a termly basis.
- 9.9 Over time should it become apparent that a student's needs are becoming increasingly complex and their support requirements are such that they can no longer be effectively met by Inno Secondary School's 'Inclusive Education Approach', and that as a result a student may not be making the desired progress, Inno Secondary School may recommend alternative provision and will support the parents (and, where appropriate, their child) in order to find an appropriate alternative school placement.

9.10 Admission decisions for applicants with specific or special needs are made by members of the academic team, the Deputy Head of School (with responsibility for Inclusion) and where appropriate the Head of Student Wellbeing.

## 10. LEAVING INNO SECONDARY SCHOOL

10.1 Parents are required to give one month's notice of their child's departure by completing the Formal Notification of Withdrawal Form by the designated dates available from the School's website or the Admissions Office. In the event that formal notice is not received in the manner prescribed by Inno Secondary School, one month's fees are payable in lieu of notice.

## 11. APPENDIX ONE: A-LEVEL SUBJECT REQUIREMENTS

Schedule of Subject Requirements at IGCSE for admission to an A-level course:

	GCSE Grade $\geq$	Equivalence if followed UK curriculum but did not take the relevant GCSE: $\geq$
Art	B = 6	Relevant Portfolio
Biology	A = 7	Not Permitted
Business Studies	B = 6	B = 6 in Maths AND B = 6 in English
Chemistry	A = 7	Not Permitted
Chinese	A = 7	Native Speaker
Computer Science	B = 6	A = 7 in Mathematics
Drama	B = 6	A = 7 in English Literature + Audition
Design Technology	B = 6	B = 6 in Maths + Relevant Portfolio
Economics	B = 6	B = 6 in Maths AND A = 7 in English Language
English Literature	B = 6	A = 7 in English Language
History	B = 6	A = 7 in English Language
Mathematics	A = 7	Not Permitted
Further Mathematics	A* = 8+	Not Permitted
Media Studies	B = 6	B = 6 in English
Music	B = 6	A Grade 5 in an instrument + Grade 5 theory + Audition
Physical Education	B = 6	B = 6 in Biology + Relevant Experience + Interview with supporting documentation; and A in the Core and B in the Additional Paper in Combined Science /Trilogy / Double Science.
Physics	A = 7	Not Permitted
Psychology	A = 7	6 in Maths AND 6 in English Language AND 6 in a Science (preferably Biology)
EPQ – Written	n/a	A = 7 in the relevant subject area.
EPQ - Artefact, Performance and Investigation	n/a	

## 12. APPENDIX TWO: CEFR C2 LEVEL SUMMARY

This summary was compiled using a range of sources available online. It is compiled with the purpose to provide a concise overview on what C2 level is. Sources used include the DIALANG scales & Cambridge C2 descriptors.

Speaking	Listening
<p><b>A student can...</b>            ...use the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.</p> <p>...summarise information and arguments from different spoken and written sources, and present them coherently and concisely.</p> <p>...express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</p>	<p><b>A student can...</b>            ...follow specialised lectures and presentations which use a high degree of colloquialism, regional usage or unfamiliar terminology.</p> <p>...understand any kind of spoken language, both when they hear it live and in the media. They also understand a native speaker who speaks fast if they have some time to get used to the accent.</p> <p>...understand any spoken English, live or broadcast. Specialised lectures and presentations.</p> <p>...have a global and detailed understanding without any difficulties.</p>
Conditions and limitations	Conditions and limitations
None, provided there is time to get used to what is unfamiliar.	None, provided there is time to get used to what is unfamiliar.
Reading	Writing
<p><b>A student can...</b>            ...understand and interpret practically all forms of written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.</p> <p>...understand subtleties of style and meaning which are both implicitly and explicitly stated.</p> <p>...read the following types of text: Wide range of long and complex texts - practically all forms of written language. Abstract, structurally complex, or highly colloquial literary and non-literary writings.</p>	<p><b>A student can...</b>            ...provide an appropriate and effective logical structure, which helps the reader to find significant points.</p> <p>...produce clear, smoothly flowing, complex reports, articles or essays that present a case, or give critical appreciation of proposals or literary works.</p> <p>...write clearly and smoothly and in an appropriate style. They can write complex letters, reports or articles in such a way that helps the reader to notice and remember important points. They can write summaries and reviews of professional or literary texts. Can write a variety of different texts. Can</p>

	convey finer shades of meaning precisely. Can write persuasively.
<b>Conditions and limitations</b>	<b>Conditions and limitations</b>
Few limitations - can understand and interpret practically all forms of written language. Very unusual or archaic vocabulary and phrases may be unknown but will rarely impair understanding.	No need to consult a dictionary, except for occasional specialist terms in an unfamiliar area.