

## WHOLE SCHOOL ADMISSION'S POLICY

### 1) PHILOSOPHY STATEMENT

The admission philosophy and criteria at the Amman Baccalaureate School relates and connects very closely with the School's Guiding Statements, particularly the "Al Tarbiyeh" acronym, which encapsulates all that the Guiding Statements stand for.

The ABS provides a rigorous academic education, as per the International Baccalaureate programmes, for those students who are able to meet the school's educational standards and, in particular, for those students who can cope with the bilingual nature of the programme offered (except for those students entering the International Section from Grade 6 and above).

The School welcomes applications from and provides substantial support arrangements for those students with an Additional Educational Need, who are still able to cope, with appropriate support and guidance, with the requirements of the ABS academic programme. The School reserves the right, however, to refuse the admission of students, who following the outcome of the admissions selection process, are considered unable to cope with the demands of a rigorous academic curriculum, even if extensive support was provided by the Additional Educational Needs Department.

It is very important to the School that there is as close a match as possible between the abilities, aptitude and potential of students at admission and the Guiding Statements and academic curriculum offered by the School. This match is displayed through the "Al Tarbiyeh" acronym of the Guiding Statements:

### *"AL TARBIYEH" or "QUALITY UPBRINGING"*

#### **A** RAB HERITAGE:

Applicants (and/or their parents) should be supportive and appreciative of all aspects of Arab Heritage.

#### **L** IFE LONG LEARNING:

Applicants (and/or their parents) should demonstrate an interest and/or proven track record in the importance of learning for its own sake as well as to secure the necessary skills and qualities to progress to the next phase of education.

#### **T** EAM WORK:

Applicants (and/or their parents) should demonstrate a willingness to collaborate with other learners as per the requirements of the International Baccalaureate (IB) programmes and also to view positive home-school relations and partnerships as essential to successful learning.

#### **A** CHIEVEMENT:

Applicants (and/or their parents) should demonstrate commitment to aspire to the highest international standards in all aspects of school life and to achieve the highest standards that are possible for each individual student.

## **R**ESPONSIBILITY:

Applicants (and/or their parents) should demonstrate a willingness to take responsibility for their own learning, as appropriate, and be willing to take on roles of responsibility within the school community.

## **B**ILINGUALISM:

Applicants (and/or their parents) should demonstrate an enthusiasm for and willingness to reach the highest standards of fluency in Arabic and English, with the exception of students entering the International Section in Grade 6 and above. Students entering the International Section are encouraged to reach the highest standards of Arabic possible according to their own individual circumstances and must acknowledge that they will be immersed in an Arabic speaking environment for certain aspects of their education.

## **I**NTERNATIONAL **M**INDEDNESS:

Applicants (and/or their parents) should demonstrate an understanding and willingness to be exposed to and evaluate their learning based upon a wide range of global contexts as per the requirements of the International Baccalaureate programmes.

## **Y**OUTH EMPOWERMENT:

Applicants (and/or their parents) should show a willingness to become involved in all aspects of the School's programmes and, as appropriate, to join activities, committees, productions and performances, which provide them with venues to display leadership qualities and skills.

## **E**XCELLENCE:

Applicants (and/or their parents) should aspire to achieving the absolute highest academic standards possible for each individual student and also to participate fully in all aspects of School life.

## **H**OLISTIC EDUCATION:

Applicants (and/or their parents) should understand and appreciate that an ABS education is far more than just academic results and that there will be an expectation that students participate as fully as possible, based upon their own individual talents and interests, in the co-curricular programme of the School.

## **2. ADMISSION PROCEDURES: (Kindergarten to Grade 12)**

- a) The ABS International Baccalaureate (IB) Continuum Programme is a challenging bilingual (Arabic/English) programme; therefore, the aim of the admission policies and procedures is to determine whether a learner will be able to cope with and flourish in the School's bilingual and academically demanding programme.
- b) The admission process for the Primary School will be selective and based on interview and assessment results as appropriate. Applicants will be called for assessment and interviews on the basis of their priority on the admissions' waiting list, but actual confirmation of placement

will be based upon the outcome of the selection process. The School will contact an applicant's previous school and request confidential references.

- In the Kindergarten, admission will be based on observations by staff during learning engagements and activities in order to determine the suitability of the applicant to cope with the rigorous bilingual curriculum.
  - In Grades 1–5, students will complete standardised assessment tasks in Arabic, English and Mathematics followed by an interview in order to determine the suitability of the applicant to cope with the rigorous bilingual curriculum.
- c) The admission process for the Middle Years School (MYS) and IB College will be selective and based on interview and assessment results as appropriate. Applicants will be called for assessment and interviews on the basis of their priority on the admissions' waiting list, but actual confirmation of placement will be based upon outcome of the selection process. The School will contact an applicant's previous school and request confidential references.
- d) It should be noted by all parents applying to all sections of the School that the offer of an "Entrance Interview" does not guarantee the offer of a place.
- e) As per the ABS Whole School Language Policy, all students upon admission will be placed in an appropriate language level in English and Arabic to suit their needs and abilities. Although the expectation is that the majority of students will be placed in the bilingual programme, a number of students may be required to study Language Acquisition in Arabic or English.
- f) KG-Grade 12 students entering the International Section, as per the International Section Policy from Grades 6 to 10, who require a modified curriculum and additional support in Arabic will pay a supplement of 30% above the standard ABS Tuition Fees.
- g) Students identified with additional educational needs, who require a fully modified curriculum in one or more subjects will pay a supplement of 30% above the standard ABS Tuition Fees.
- h) It is a pre-requisite that all students joining the ABS must have an exemplary record in terms of conduct and behaviour. No student with any serious conduct or behavioural violations will be admitted without the approval of the Principal and, where appropriate, the Academic Committee of the Board of Trustees. It is the responsibility of the appropriate Head of School to inform the Principal of any such exceptional cases.
- i) All new student applicants and their parents will meet with the Head of School or designate for an admission meeting as part of the selection process (with the exception of KG1 admission). The Head of School or designate will complete the New Student Admission Profile and will send this to the Registrar for placing in the student file. The Head of School or designate will also ensure that a copy of the new Student Admission Profile is sent to every appropriate staff member (i.e. teachers/mentors) in advance of the student actually starting the School so all staff are fully aware of all academic, social and emotional needs of the student. The Head of School or designate will explain to all new students and their parents the importance of the ABS Guiding Statements, which are encapsulated by the "Al Tarbiyeh" acronym and the "Al Tarbiyeh" details on the Admission Profile should be completed and signed by the Head of School or designate to confirm that these

fundamental aspects of an ABS education have been fully explained and understood by the applicant and their parents (See Admission Policy Appendix A).

### 3) ADMISSION PRIORITIES: (Kindergarten to Grade 12)

- a) In cases where the number of applications exceeds the places available in any particular grade level, applicants will be placed on a waiting list in order of date of application, with priority given, as indicated below. The Chairwoman of the Board of Trustees decision is final in all matters pertaining to admissions. In accepting students, the school depends on student admission priorities, set by its Board of Trustees, as follows:

- |                 |   |
|-----------------|---|
| First Priority  | Children of Board Members   |
| Second Priority | Children of Alumni Child must be registered within three months of birth. (The priority is only applicable to those who had spent 5 or more years at ABS and/or alumni who formally graduated from ABS after attending at least 2 years.)   |
| Third Priority  | Grandchildren of founding Board Members   |
| Fourth Priority | Siblings of existing students<br>After the first child has been enrolled for one full academic year, siblings are given the siblings' precedence/ priority if: <ul style="list-style-type: none"><li>• the older sibling entered the school in KG1 and</li><li>• the sibling has been registered within three months of birth</li></ul>   |
| Fifth Priority  | Staff children (Academic)<br>Staff children receive priority if: <ul style="list-style-type: none"><li>• they are registered within three months of birth or within three months of signing their initial contract of employment with the school, whichever is sooner</li><li>• the staff member will have satisfactorily completed at least two years at the school upon date of admission of the child</li><li>• has received a contract from the school for at least one academic year after admission</li><li>• the priority is limited to a maximum of two children in any one staff member's family</li></ul>     |
| Sixth Priority  | Staff children (Non-Academic)<br>Staff children receive priority if: <ul style="list-style-type: none"><li>• they are registered within three months of birth or within three months of signing their initial contract of employment with the school, whichever is sooner</li><li>• the staff member will have satisfactorily completed at least two years at the school upon date of admission of the child</li><li>• has received a contract from the school for at least one academic year after admission</li><li>• the priority is limited to a maximum of two children in any one staff member's family</li></ul> |

## Seventh Priority Date of Application

- b) In order to maintain a degree of balance between early and late births in a calendar year and, if necessary, to ensure some acceptances for families new to ABS and without a priority, the Board may determine to reserve up to a maximum of 10% of the available places in Kindergarten 1 for applicants who are born in the second half of the year or who do not receive a priority status. A committee of the Board will be formed to determine these applicants, who will be subject to all the normal admission procedures such as appropriate assessments and interviewing.
- c) Following the selection process, any student on the waiting list, whose parents decide to delay the admission into any grade level, that student's name will go to the bottom of the waiting list for the following academic year (i.e. the date of application for the delayed year will become the date that they requested the change). They will also lose any priority status that they may have been entitled to with the previous registration. If the School decides to reject a student for any particular grade level and the parents wish to apply again the following year, the applicant will retain their priority position at the top of the list. Please note that the applicant must repeat all entrance procedures the following academic year from the start and acceptance will be based upon the outcome of these selection procedures and is in no way guaranteed.

## 4) APPEAL PROCESS

In all admission cases, the Head of School is responsible for making the decision on acceptance and any terms and conditions attached to the acceptance.

In exceptional cases, and if there is significant concern regarding the conduct of the admission process, an appeal may be made to the Principal, who, as appropriate, will consult with the Academic Committee of the Board of Trustees. The decision of the Academic Committee of the Board of Trustees is final and cannot be subject to any further right of appeal.

Source: Board Meeting 09 May 1996  
Updated: Board Meeting 04 February 1997  
Updated: Board Meeting 18 February 2004  
Reviewed and updated: July 4, 2006  
Reviewed and updated: January 28, 2008  
Reviewed and updated: February 25, 2009  
Reviewed and updated: Feb. 21, 2011  
Board Meeting: Jan. 28, 2013  
Updated: March 18, 2013

Reviewed and modified: Board Meeting 30 January 2017  
Reviewed and confirmed by Board, via email: July 12, 2017

*Link to Guiding Statements: "Pioneering School, Highest International Standards"*

ABS New Student Admission Profile  
(To be filled out by Registrar's office)

Appendix A

Personal Details	
Name:	
Grade Level now:	
Proposed Grade Level for Admission:	
Proposed Date of Entry:	
Date of Birth:	
Age at Date of Entry:	years _____ months _____
Notes on Admission Grade i.e. correct or old or young:	
Siblings enrolled at ABS	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> sibling priority 1. Name: _____ Grade: _____ 2. Name: _____ Grade: _____ 3. Name: _____ Grade: _____
Siblings applying to ABS (same year)	<input type="checkbox"/> No <input type="checkbox"/> Yes 1. Name: _____ Grade: _____ 2. Name: _____ Grade: _____ 3. Name: _____ Grade: _____
Name of Previous School:	
Type of previous School:	
Program attended at pervious School:	<input type="checkbox"/> Bilingual <input type="checkbox"/> Arabic Dominant <input type="checkbox"/> English Dominant <input type="checkbox"/> Other
First Language	
Additional Languages	
Additional support provisions at previous school	<input type="checkbox"/> No <input type="checkbox"/> Yes, specify: _____ Report attached <input type="checkbox"/>
Documents received: (student will not be referred for testing unless all documents have been received 1 week in advance of testing date)	<input type="checkbox"/> Previous school reports for past two years <input type="checkbox"/> Minimum of 2 recommendations
Medical Information	

Admissions Academic Details  
(To be filled out by AEND)

English/Math computation				
WRAT subtest		Standardized Score		Grade Level
Word Reading				
Sentence Comprehension				
Spelling				
Math Computation				
Reading Composite				
Writing skills				
Arabic				
ملاحظات	التعبير	الإملاء	فهم المقروء	القراءة الجهرية
Maths Content Assessment				
AEND Recommendation				
Proposed Programme				

**AL TARBIYEH ALIGNMENT**  
(To be filled out by HoS or Designate)

Name: \_\_\_\_\_ HoS/Designate: \_\_\_\_\_

AI TARBIYEH ATTRIBUTE	Exceeds	Met	Partially Met	Not Met
ARAB HERITAGE: Applicants (and/or their parents) should be supportive and appreciative of all aspects of Arab Heritage.				
LIFE LONG LEARNING: Applicants (and/or their parents) should demonstrate an interest and/or proven track record in the importance of learning for its own sake as well as to secure the necessary skills and qualities to progress to the next phase of education.				
TEAM WORK: Applicants (and/or their parents) should demonstrate a willingness to collaborate with other learners as per the requirements of the International Baccalaureate (IB) programmes and also to view positive home-school relations and partnerships as essential to successful learning.				
ACHIEVEMENT: Applicants (and/or their parents) should demonstrate commitment to aspire to the highest international standards in all aspects of school life and to achieve the highest standards that are possible for each individual student.				
RESPONSIBILITY: Applicants (and/or their parents) should demonstrate a willingness to take responsibility for their own learning, as appropriate, and be willing to take on roles of responsibility within the school community.				
BILINGUALISM: Applicants (and /or their parents) should demonstrate an enthusiasm for and willingness to reach the highest standards of fluency in Arabic and English, with the exception of students entering the International Section in Grade 6 and above. Students entering the International Section are encouraged to reach the highest standards of Arabic possible for their own individual circumstances and must acknowledge that they will be immersed in an Arabic speaking environment for certain aspects of their education.				
INTERNATIONAL MINDEDNESS: Applicants (and/or their parents) should demonstrate an understanding and willingness to be exposed to and evaluate their learning based upon a wide range of global contexts as per the requirements of the International Baccalaureate programmes.				
YOUTH EMPOWERMENT: Applicants (and/or their parents) should show a willingness to become involved in all aspects of the school's programmes and, as appropriate, to join activities, committees, productions and performances which display leadership qualities and skills.				
EXCELLENCE: Applicants (and/or their parents) should aspire to achieving the absolute highest academic standards possible for each individual student and also to participate fully in all aspects of School life.				
HOLISTIC EDUCATION: Applicants (and/or their parents) should understand and appreciate that an ABS education is far more than just academic results and that there will be an expectation that students participate as fully as possible, based upon their own individual talents and interests, in the co-curricular programme of the School.				