

<b>Admissions Guide for Parents</b>			
<i>This guide is underpinned by our Schools critical characteristics:</i>			
<ul style="list-style-type: none"> <li>● <i>Character education</i></li> <li>● <i>Global citizenship skills</i></li> </ul>			
<b>Effective Date</b>	<b>1<sup>st</sup> September 2023</b>	<b>Review Date</b>	<b>July 31<sup>st</sup> 2024</b>
<b>Responsible Department(s): Principal / SLT UIS KL International School</b>			

## **ADMISSION TO USCI SCHOOLS**

**Admission to any of the UCSI schools is determined by a number of factors.**

Applicants are admitted based on the student's **ability to succeed socially and academically** in our dynamic learning environment as well as demonstrating a **good work ethic, a history of school-appropriate behaviour**, and a **desire to attend the school** as determined at interview. To be successful at UCSI International School Kuala Lumpur, students must be willing to work hard and be committed to our programme. Teachers provide the support necessary for students to become confident, independent learners. Additionally, we expect parents to be supportive of and involved in their child's education. It is the student, however, who is responsible for putting forth the effort to meet the school's academic expectations.

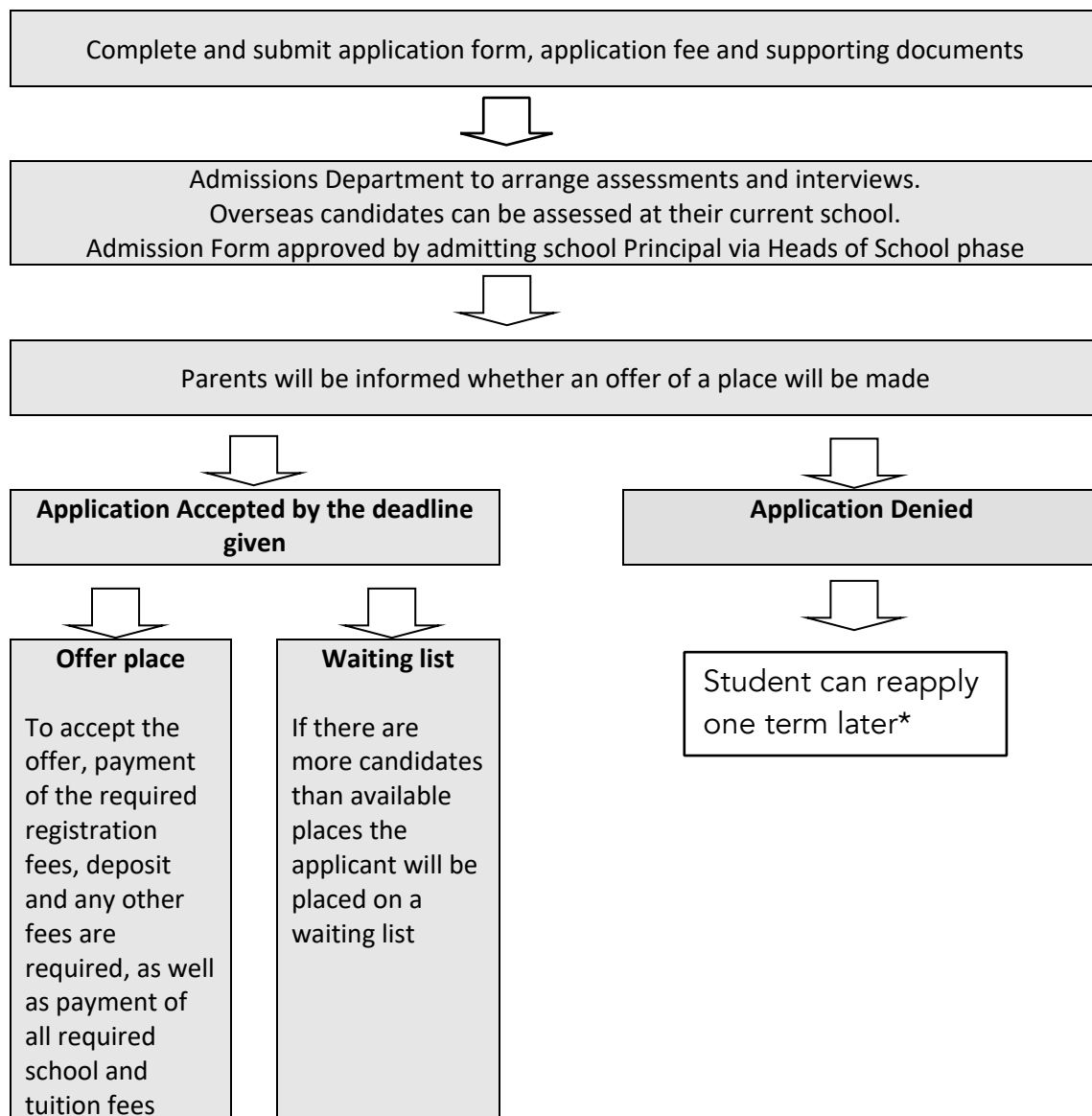
UCSI expects students and parents to understand and support the school's mission to serve a diverse population. Our students come from a variety of racial, ethnic, cultural, and socioeconomic backgrounds. The administration, teachers, students, and parents are always working to maintain an environment that is welcoming for all students.

**The decision to offer a place to a prospective student is taken by the individual school Principals to whom the student has applied.** The Principal is supported by the Head of each school phase, Admissions and the group admin teams. **Admission is based on academic evaluations and assessments, English proficiency, past school records, student interviews, previous teacher /School recommendations, and any diagnostic testing that will help the school Principal understand any special learning needs an applicant may have.** Year level placement will be determined by the birth date of the applicant, academic ability, or any individual circumstance. **The Principals decision as to whether a school place is offered and which year level to place a student is final.**

Each school aims to provide a broad and balanced mix of nationality, ethnicity and gender and seeks to ensure that no single nationality dominates. **There is no specific quota set for this, but we do reserve the right to limit specific families (or add them to the waiting list) to maintain a balance of nationalities.**

**In addition, the number of students requiring support for English as an Additional Language (EAL) should be, in the opinion of the school Principal, realistic for the teachers to ensure proper learning can take place.**

## Admissions Process



\*In certain circumstances where the student's previous academic record, behavioural record or other school reports indicate that the student will not be suited to UCSI International School Kuala Lumpur, OR where there were irregularities in the application, the Principal can make this application rejection permanent. **The Principals decision is final and there will be no appeal process.**

## Admissions Criteria

Students wishing to enrol into a UCSI school must hold a valid form of ID (i.e. a valid passport) and at least one parent must also hold a valid form of ID (passport).

All students wishing to enrol into UCSI schools are subject to the admissions criteria set out below and students enter schools at **their appropriate year level** as per UIS KL school system – not their current school system. It is the policy of the schools to place students in an appropriate year group as per age in **most** cases. Any exceptions are to be made by the Principal and will be based on the students ability to access the curriculum and/or previous schooling level. **The decision of the school Principal is final.**

### (i) Students applying for Early Years Learning or Years 1-2

Students entering Early Years – Year 2 should be toilet trained. All applications to Early Years - Year 2 are reviewed by the Head of Early Years or Head of Primary Phase prior to being offered a place.

Early Years - Year 2 students will only be admitted to the school once the Head of Early Years or Head of Primary or a designated other has met with one or both child's parents.

Any previous school reports, observations and assessments should also be made available to the school at this time. **Refusal or incorrect documents will mean a permanent withdrawal of any offer.**

Where possible, it is strongly recommended that the child spend a morning or day in Early Years - Year 2 in advance of their admission so that the school can gauge the child's level of readiness for accessing our curriculum.

Applicants not able to be assessed in person will be admitted on a **provisional basis** at the discretion of the Head of Early Years or Head of Primary and the offer can be withdrawn at any time without notice.

### Students applying for Primary School; Years 3-6

Students applying for admission to the Primary School undertake assessments to ensure they can access the curriculum. Students are required to take the Cognitive Abilities Test (CAT) consisting of verbal, quantitative and non-verbal assessments.

The Admissions team will arrange a time for the student to sit the assessments and communicate this to parents. This assessment may be done at the student's current school under the supervision of a teacher, under certain circumstances. Contact the admissions team for details on this.

Children entering the Primary School undertake baseline assessments to ensure that they can access both the International IPC curriculum and the Cambridge iteration of the National Curriculum for England and Wales with reasonable ease. Children who cannot access the curriculum can become demotivated and demoralised. As a result, they do not make the progress of which they would be capable of in a school better suited to their needs. **English language proficiency will also be assessed and is a requirement of entry. No exceptions will be made.**

### Admissions Criteria

Score	Action
Non-Verbal scores 100 and above	Accepted.
<b>Non-Verbal Scores below 80</b>	<b>Rejected (or placed on an IEP)</b>
Verbal scores 100 and above	Accepted
Verbal 90 – 99 (other scores 100+)	Provisional acceptance. EAL support may be provided.
<b>Verbal scores below 90</b> (other scores < 100)	Individual cases considered by the school Principal. <b>Admission will depend upon the student agreeing to enter the immersive language programme prior to the start date and an appropriate package of other subjects being available.</b>

*Please note that the CAT's have a margin of error of three points either way.*

### Students applying for Secondary School; Years 7-11

Students entering the Secondary School are required to take the Cognitive Abilities Test (CAT) consisting of verbal, quantitative and non-verbal assessments. Applicants will be interviewed by the Head of Secondary School initially and the Principal as required. **Refusal will mean a permanent offer withdrawal.**

All students will also be asked to complete a written English test as an additional language assessment reviewed by the Head of Secondary school. There may be additional assessments or interviews as required, as set by the Head of Secondary, especially in the case of students with low English proficiency.

The primary indicator of a student’s suitability for a place in the Secondary School is the Cognitive Abilities Test (CAT).

Statistically, students who achieve an average of 100 or more for the three tests will score A\*, A, B or C for their iGCSEs. In fact, students scoring 120 or more will tend to achieve A\*, A or B.

Generally, as English is the language of instruction at UCSI International schools, the Verbal component of the assessments carries the most weight. Moreover, a number of the students who apply to the school have English as a second language. A guide to the criteria for acceptance can be seen below:

Score	Action
Non-Verbal scores 100 and above	Accepted.
<b>Non-Verbal Scores below 80</b>	<b>Rejected (or placed on IEP)</b>
Verbal scores 100 and above	Accepted
Verbal 90 – 99 (other scores 100+)	Provisional acceptance. EAL support may be provided.
<b>Verbal scores below 90</b> (other scores < 100)	Individual cases considered by the school Principal. <b>Admission will depend upon the student agreeing to enter the intensive language programme prior to the start date and an appropriate package of other subjects being available.</b>

*Please note that the CAT’s have a margin of error of three points either way.*

### Year 10 IGCSE options selection process

Students applying for iGCSE years (Y10 only accepts in-year admissions) must choose the iGCSE subjects we offer as per our **OPTIONS FORM**. This form will be shared by admissions and students must select **only** the subjects shown in the option blocks shown. This will be reviewed and if necessary, changed by the Head of Secondary who will confirm iGCSE subjects to be taken by the applicant. There is no provision for self-study at school, and we strongly discourage the requests for self-study as a method of education.

### Overseas Candidates

Special arrangements can be made for the assessments to be administered in an applicant’s current school. **If a candidate cannot be interviewed, the application will be processed, however, the letter of acceptance will state that, as the child has not been interviewed, the offer of enrolment is provisional and can be withdrawn at any time with loss of all payments made, if the school determines it cannot meet the child’s needs or if it is discovered that the application has been made with incorrect / missing / false details.**

### English as an Additional / Second Language

**If a child has English as an additional / second language, they will ONLY be considered favourably for entry according to the availability of support and the percentage of EAL children already within the Class/Year Group.** Parents will be advised to secure external support for their child and will be asked to agree to their *possible* removal from the other languages (Malay or Mandarin Programmes) – during which EAL lessons *may* take place.

**Where applicable, the school Principal can insist that the admission of the child is dependent upon the student entering an intensive English programme [either in school as a parallel program, or prior to starting at an external language centre] in advance of start date and the results are shared with the school in advance of the start date.**

Students enrolled in the English Immersion Program or as EAL students will be assessed continuously and could, upon agreement from all stakeholders, transfer from EIP to EAL. Students who struggle to access mainstream subjects can be transferred from English First Language to EAL. Transferring between EIP, EAL and English First Language is usually initiated at the start of a new term or academic year and is subject to various requirements, including approval from the Principal as well as a probationary period.

### **Special Educational Needs**

If a child has received previous Special Educational Needs support, or it is the judgement of either the Head of school phase or the Principal, an offer of a school place will only be considered when the school receives an authorised, professional Educational Psychologists report. **The school does not offer additional education/special education provision.**

Children with behavioural difficulties will be considered on an individual basis, but any placement offer is the decision of the school Principal, whose decision is final.

### **Waiting Lists**

Placement on a waiting list is determined by the date the application and fees are received, except in cases where priority is given. Priority will be given to:

- a child of a full-time faculty member
- a qualified sibling of a current student who has completed the application process
- a child transferring from another UCSI school

If an applicant does not obtain a place during the admissions window for which they have applied (September, CNY of the academic year), the applicant will automatically be transferred to the relevant waiting list for the following term (no general admissions will take place in term 3 – except in special circumstances and as a final decision of the Principal, without appeal). At the end of the academic year an applicant's name will be transferred to the appropriate year level for the new academic year.

**Waiting list positions are not disclosed to parents.**

Waiting lists are common for entry into most year levels. We always advise early application.

### **Acceptance and Placement Deposit.**

Applicants accepted for admission will receive a conditional offer letter. Upon notification of offer acceptance, parents are invited to confirm their intention and pay a (non-refundable) deposit. If payment is not made by the date specified on the letter (two weeks), the applicant's place will be

forfeited and may be given to another applicant. **No student will be allowed to attend class until his or her tuition fees and deposit have been paid – as specified in the invoice.**

On leaving the school, the Deposit will be repaid, subject to our terms and conditions.

### **Admission Appeals**

If we do not offer a student a place at the school, this will be because the student has shown through the school assessment procedure that they are unable to meet the standards required to access the curriculum. Students are permitted to re-sit the assessment tests after 1 term has passed\*. **The school is not under any obligation to release the results of the assessment tests and the Principal's decision to accept or reject an application is final.**

### **Starting and onboarding timeline.**

Once all the required criteria on the admissions checklist are satisfactorily met, a student may be considered to be on roll at UCSI international school Kuala Lumpur. In order to make all necessary administration arrangements, the **minimum time from the final admissions process and a child starting school is 24 hours.** No student can start school before this period as the school requires this time to set up school systems for them. In any unforeseen circumstance where a delay in starting is required, permission from the Principal must be granted in writing.

**Once a start date is agreed, families/guardians are responsible for ensuring all uniforms, equipment and books (unless otherwise instructed) are purchased in advance of the start date.**

Marketing & Admissions will assist families in planning this.

Upon starting, students will receive a school buddy who will help them in school, a locker, access to the internet and their [bought by the family/guardian] device set up. They will also receive their current timetable and meet their tutor and Head of School.