



SEKOLAH GLOBAL INDO-ASIA ADMISSION POLICY



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.

SGIA VISION AND MISSION

Vision

Sekolah Global Indo-Asia (SGIA) is a leading world school for educational excellence by providing the highest quality standard of services.

Mission

Sekolah Global Indo-Asia's (SGIA) mission is to foster a life-long love of learning in order to develop competent, respectful, compassionate and knowledgeable students who have the confidence and integrity to fulfill their dreams, strive for the betterment of mankind, and achieve their potential as responsible world citizens.

The SGIA Philosophy on Admission

It is the role of the Admission Office to recruit, inform and admit interested students to join Sekolah Global Indo-Asia in a professional manner. This reflects the school's vision of a leading world school for educational excellence by providing the highest quality standard of services.

SGIA accepts students from diverse school backgrounds, with a range of academic abilities and strives to provide accessible support for those enrolled students. SGIA aims to ensure that prospective families understand the school's vision and mission as well as core values as part of the initial stage of transitioning into the SGIA culture. We strive to support families to develop an understanding of our programmes offered here at the school: IB PYP and IBDP, the Cambridge Assessment International Education Secondary 1, Secondary 2, and Cambridge Advanced Program and National Curriculum as prescribed by the Indonesian Government.

The admission will be administered fairly without regard to any nationalities, race, religions and beliefs.

Legal Requirements

The Indonesian Ministry of Education issued a regulation, number 70, 2009 on "*Inclusive education for students who have disabilities and who have potential intelligence and/or special talents*", in which SGIA complies with. As such, the school is to ensure students enrolled in our school are mainstreamed, supported and catered for, according to the best ability we have within our resources and accessibility to external resources. Students who may require special needs beyond our capacity and capabilities to support, will be referred to more appropriate institutions in accordance with the regulation stated above.

Admission Requirements

The Admissions process is composed of four steps:

1. application,
2. admission test,
3. interview,
4. acceptance.

The school reserves the right to waive any enrollment application requirement, subject to the approval of the Academic department.

- Application
Each enrollee or their parents/guardians must complete the SGIA registration form and file complete documents that are requested, which can be obtained from the Admissions office. SGIA will only process the admission application once the Admission Office has received all the relevant documents.

Parents are expected to inform the school at the time of application if their child/ren has been receiving any special help in their previous school. If parents suspect their child may have potential learning difficulty, they should discuss this with the Principal at the time of application

- Admission Test
G 3 to G 12: Mathematics and English written test
- Interview
Pre-K to G 12: Student and parents: Interviewed by Programme Coordinator or Principal and Guidance Counselor if necessary
- Acceptance
Parents/guardian will be notified via phone or email

Language Requirement

All students (K3 to G12) are required to study three languages; English, Indonesian and Mandarin as indicated in the school's language policy. A portion of the SGIA language policy reads, "The main language of instruction at SGIA is English, and all students are thus expected to work successfully within this language." Understanding the language needs of the students starts during the admission process.

The Principal will conduct an interview to initially assess the English oral capability of the new student. The language test result gives the Principal an idea of the language proficiency of the new student whether it is beginner or proficient level and identifies appropriate language support, as needed.

Grade Level Placement

The school will place a student at the most appropriate grade level. This decision is based upon careful consideration of the student's age, previous educational history and records, references, and overall developmental level of the student as

well as the admission tests. All initial placements are tentative and may be adjusted after the first term, as deemed necessary.

Students arriving from schools operating on a Southern Hemisphere academic calendar may be placed back a partial year (at the grade level currently attended).

Grade Level based on Age

Only applies to the grades below:

Grade	Age	Age cut off
Pre K	2 – 3	2 by August 31st
K 1	3 – 4	3 by August 31st
K 2	4 – 5	4 by August 31st
K 3	5 – 6	5 by August 31st
G 1	6 – 7	6 by August 31st

All students must be within the specified age range by the start of the school year. Exceptions will be made only after receiving previous school official records.

Please note the cut-off date for general admission is August 31 using the age scheme above, students enrolling later than August 31 will be considered on a case-by-case basis and their entry level may be adjusted, determined by placement tests and past performance as well as an interview with the Principal.

The school reserves the right to waive any enrollment application requirement, subject to the approval of the Academic Team.

IB DP Admission

All applicants will be interviewed to determine their level of interest, commitment, and ability to take personal responsibility for their learning.

A. Continuing student from SGIA.

All prospective students must achieve a minimum of “B” in English First Language.

B. External School.

The application will be evaluated considering the following aspects:

- Admission test results

- Interview result by the Principal
- Last school academic transcripts
- Report card and recommendation from our DP Coordinator and/or Guidance Counselor

Upon admission to the IBDP, the students will be required to choose the subjects they intend to focus on during their DP years in the subject offering form. During this stage, SGIA's University/College and Guidance Counselors are available to give advice on carrier profiling and best fit subject requirements based on the university entry requisites. Subject level can be changed within one (1) term after the start of the school year in DP1.

C. Transfer student

- Students transferring to the IBDP after the first semester in Grade 11 are not permitted from schools other than an authorized IB World school and to fit subjects that the school offers.
- Students who have started their Diploma Programme from another school will be required to transfer their credits shown through various assessment methods (i.e. report card, anecdotal records, portfolio) to ensure a smooth transition.
- A recommendation from the programme coordinator of the student's former school will be required for IB DP acceptance.

Supporting all students, including Special Education Needs and Talented

SGIA strives to keep the admission policy more inclusive as a reflection of the school's mission statement of developing students who are respectful and compassionate. As such, the admission procedure for applicants with special needs is aligned with the inclusive education policy of the school, which reads:

Sekolah Global Indo-Asia recognises that students have diverse learning needs and aspires to support all students in order for them to reach their potential, as outlined in the school's mission and vision. The school believes each child is unique and **capable** of learning in their own way, therefore, opportunities should be provided for them to succeed. The school strives to increase access and remove barriers in learning through a variety of strategies, supported by different groups of people, including the Primary Leadership Team (PLT), school counselor and teachers across the school (Inclusion policy, 2022).

However, to make this policy into reality, parents are expected to inform the school at the time of application if their child had been receiving any special help in their previous school. While the school may try its best to accommodate all students, students categorized as special needs may be admitted if the school can offer appropriate support and that the children can be placed in the regular

classroom.

The admission of students with *special education needs* requires the direct involvement of various members of the academic team and the academic support including but not limited to the Principal, Admission Officer and the Guidance Counselor. The Principal is to hold one or more interviews with the applicant accompanied by at least one of their parents as part of the admission process. During the interviews, honesty and transparency is of utmost importance to build mutual trust between the school, the applicant and their families. If parents suspect or know that their child may have difficulty, they must discuss this with the Principal along with other information such as:

- The nature of the child's special needs is supported by medical documentation if required.
- Any recurring condition related to social, emotional or physical needs, which might have a direct or indirect impact on their learning behavior.
- Any regular medication requirements, and when this medication is to be taken by the learner.
- Should students show any significant struggles or difficulties during the admission process:
 - The school asks for parents' cooperation to allow their child to undergo further testing by the Guidance counselor as an additional part of the admission process (The child could be invited to experience a class trial for up to 3 times within a week).
 - The Guidance Counselor will document her observation and report to the primary principal and PYP coordinator for further discussion.
 - Parents may be recommended to seek expert diagnosis, should the Guidance Counselor identify that the child may require support beyond what the school can offer/provide.
 - Such a process does not automatically stop the school from enrolling the child, it is considered as a way for the school to collaborate with the parents (and the expert) to be able to provide suitable required support for the child's unique needs.

Connections to other policies

In order to ensure a successful and uniform implementation of the SGIA Admission Policy, it needs to be supported by a number of supporting policies and standard operating procedures, including but not limited to the following:

SGIA IB-PYP Language Policy

SGIA IB-PYP Inclusion Policy

SGIA IB-PYP Assessment Policy

SGIA Student Parent Handbook, 2022

Other References:

IBO. 2018 (updated 2019). *PYP: From principles into practice*. Cardiff, Wales. International Baccalaureate Organization.

Last updated: July 2015; August 2015 (Rev.1); March 2016 (Rev.2); November 2018 (Rev.3); January 2021 (Rev. 4); May 2022 (Rev.5).

Notified by: Head of School, Principal, DP Coordinator, DP Teachers, PYP Coordinator, PYP teachers, Pedagogical Leaders, Secondary Department, Guidance Counselor and Admission & Marketing Officer.

Next review will be in 2024.