

Montessori International College

International Baccalaureate
Career-related Programme

Admissions Policy

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Purpose

The purpose of this policy is to promote and support enrolment in the International Baccalaureate Career-related Programme (IBCP) and to advise students regarding their options. The College encourages and will endeavour to support all students to access the programme. It is a programme designed to challenge students and as a result, may not be suitable for all. This document clearly outlines the requirements that students need to demonstrate to enrol in the program and also the support available to ensure access to the program is equitable for all members of the community.

Key assumptions:

- Economic factors need not be a limitation on students' access to the IBCP. The College offers **bursaries** to families to provide financial support to allow them access to the programme.
- Care is taken to ensure that students from groups who have been historically underrepresented (such as students from indigenous backgrounds) are encouraged and supported to apply for enrolment in the programme.
- The admissions process is clear, with the criteria used for admission clearly stated in this policy (which is available to the whole community).

Accessibility to the IBCP

The College supports access for students to the IBCP academically and financially. Students are required to apply for a place in the Senior Phase Programme when they are in Year 9. This application process is part of the transition process. This ensures that any students who may have difficulty accessing the program academically, such as students with learning difficulties, can be identified 18 months before entering the IBCP and appropriate support provided or recommended to best enable them to access the programme.

Financial Assistance is also provided through a College Bursary which families may apply for to also allow all students to have the opportunity to access the programme. Scholarships for disadvantaged young people, students from indigenous backgrounds and other underrepresented groups are offered, as well as scholarships for individuals seeking to achieve excellence in a wide range of fields. Partnerships with external programmes such as the Smith Family (scholarships for young people) and Red Cross are being developed.

All students will be encouraged to enrol in the IBCP at the end of Year 10. An alternative and flexible pathways will be available for students who are unable to or do not wish to undertake the CP. The pathway will allow them to develop an individual program negotiated between the College, the student and the student's parents. Possible programs include - QCAA subjects via distance education. A QCIA course - for students who are unable to access the programme due to learning/wellbeing/disability (however, every provision will be made to

allow all students to access the program) and a school based apprenticeship programme - in collaboration with a registered training organisation and an employer.

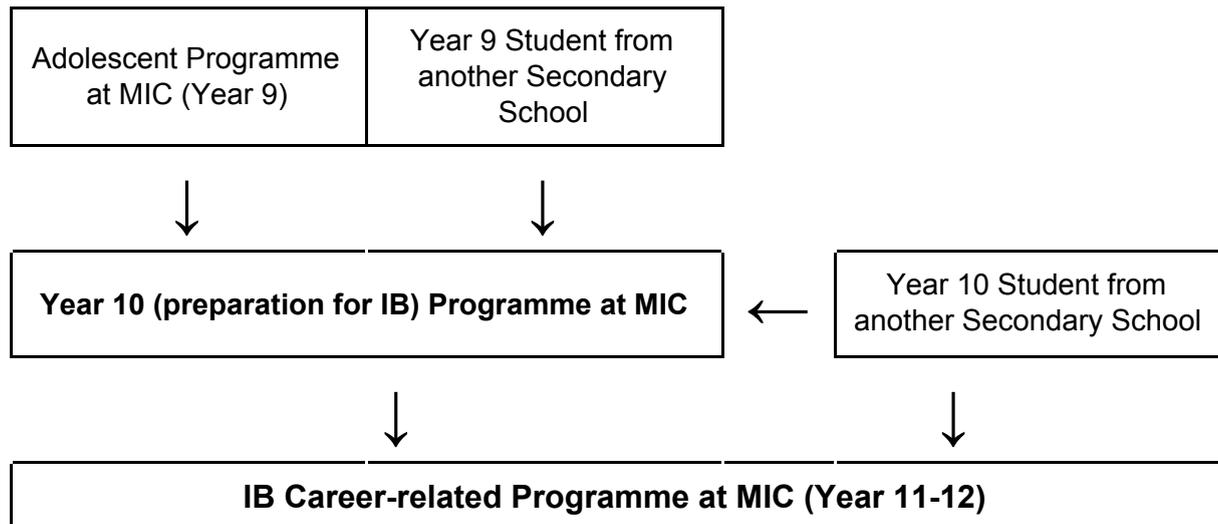
Students in Year 10 will be well prepared for the IBCP, due to the application process and transition programme in place to assist students make the transition from the Adolescent Community (Year 7-9) to Senior Phase (Year 10-12). Students will also need to meet all **entry requirements** in Year 10 to gain a place in the CP. Students and families will also participate in an **information and preparation process**.

Access to information

All materials relevant to admission to the programme are readily available in the language used by the community - available from the College Enrolments Coordinator.

Entry into the IB Career-related Programme at MIC

Summary of the pathways



There are multiple points of entry to, and different pathways into the IBCP at MIC. For students who complete Year 7-10 at the College, the key skills and knowledge needed for the programme are developed. In the Adolescent Programme (Year 7-9), teachers guide students and have developed a curriculum to support and prepare students for the Senior Phase, and ultimately for the CP. The Year 10 programme has been carefully and thoughtfully developed to prepare students for the IB, and also for the College to gauge each students readiness, and ability to successfully participate in the IBCP.

Entry into the Year 10 (preparation for IB) Programme at MIC

Students wishing to enter the Year 10 Programme at MIC, whether from the Colleges Adolescent Programme or from another school, will apply for a place and undergo a similar application process, summarised as follows.

Transition and application process

Current students	New students
Students are required to complete and participate in the following: <ul style="list-style-type: none"> ● Student Questions & Essay ● Student Interviews ● Provide a Portfolio of work 	Students are required to complete and participate in the following: <ul style="list-style-type: none"> ● School Tour ● Student Questions & Essay ● Admission Interview ● Provide a Portfolio of work ● 3 day pre-placement visit

Student Questions & Essay

- Students will be asked to complete a number of short answer questions and write a short essay.
- The student questions and essay will be completed early in Term 2 with the assistance and guidance of the Senior Phase teachers.

Student Interviews

Students and their parents are invited to attend an interview with the Senior Phase Coordinator and one of the Senior Phase teachers. Students are asked to bring their Adolescent Portfolio to this interview.

Portfolio

- A collection of work (by you) which reflects your learning
- Shows your strengths and areas which need improvement
- Includes feedback from teachers
- Includes evidence of self evaluation and reflection

Students need to demonstrate:

- Responsibility – Do you use your time purposefully and productively?
- Independence – Do you work well independently?
- Collaboration – How well do you work with others?
- Organisation - How effectively do you manage your time and resources? Can you organise your ideas effectively in a written and oral form?
- Initiative – are you curious, engaged and do you have a positive attitude?
- Self-Regulation – do you apply effort, seek assistance and persevere when challenged?

Entry into the IB Career-related Programme at MIC (Year 11)

Current students - have successfully completed the Year 10 (preparation for IB) Programme at MIC

To be eligible to enrol in the IBCP, students will need to achieve a passing grade in all Year 10 subjects, as well as satisfactorily completing their Community Service Project and Year Long Project. Students who are unable to achieve this standard will be considered for the IBCP only on an individual case basis, and this will involve discussion with the IB Coordinator, parents, students and teaching staff. The level of support required for them to successfully complete IBCP successfully will be an important consideration.

New students - transferring from another Secondary School

In the admission process the school will look at each applicant individually. To enter the IB programme, applicants are expected to have a high proficiency in English and a solid foundation in Mathematics, but also to possess personal qualities that demonstrate a willingness to work dedicatedly with schoolwork. To evaluate this, applicants will be required to complete and participate in the following:

- School Tour
- Student Questions & Essay
- Literacy and Numeracy Assessments (ACER PAT tools)
- Admissions Interview
- Provide a Portfolio of work
- 3 day pre-placement visit

Summary of the Entry Requirements and Information and Preparation Process...

- Student's ability to meet the entry requirements as stated in the **Entry Requirements**
- Potential of the student to benefit from the course(s) offered
- Participation (by both students and their parents guardians) in an orientation session
- Stakeholders are informed about the requirements and expectations of the programme
- Information about the following is shared:
 - Academic Entry Requirements (see below)
 - Challenging nature of the programme
 - Subjects offered
 - Course expectations
 - CORE requirements (including Service and Language Learning)
 - Outline of syllabus and assessment
 - Trans disciplinary skills and attitudes that need to be developed
 - Time management skills that need to be developed over the duration of the course
 - Academic honesty
 - College career counselling and information

Entry Requirements

Current MIC students

To enrol in the DP subjects offered, student will need to attain the following marks (*Students are graded on a 1-7 scale - as for IB DP subjects*):

- English (4 in Year 10 English)
- Mathematics (4 in Year 10 Mathematics)
- Biology (5 in Year 10 Science)
- Psychology (5 in Year 10 Science and English)
- Visual Art (4 in Year 10 English)
- Sports Exercise and Health Sciences (4 in Year 10 Science)

Students new to MIC

For students applying to enrol in the IBCP from another school, the following standards will be required:

- English (C in Year 10 English)
- Mathematics (C in Year 10 Mathematics)

- Biology (B in Year 10 Science)
- Psychology (B in Year 10 Science and English)
- Visual Art (C in Year 10 English)
- Sports Exercise and Health Sciences (C in Year 10 Science)

If the entrance requirements for the IBCP cannot be met, applicants can be enrolled into the Year 10 course (preparation for IB); for students new to the College, this can be undertaken as a one-year preparatory course.

Inclusivity

The College will endeavour to support all students who wish to enrol in the IBCP, and support them to complete it successfully. However, where there are students who unable to participate (for whatever reason) MIC will develop an alternative or modified program for the student, allowing them to complete their schooling, but without attaining the IB certificate. Supporting the student to complete a qualification of some sort will always be a priority. The College Inclusion Policy outlines the support provided for students in more detail.

Entry from another school into the Senior Phase at MIC

As outlined above, students entering the Senior Phase (Year 10 or 11 at MIC) are required to complete and participate in the following:

- School Tour
- Student Questions & Essay
- Admission Interview
- Provide a Portfolio of work
- 3 day pre-placement visit

When a student is transferring from another school to start the programme, every effort is made to ensure a smooth transition, including clear and comprehensive communication between the College, the student and parents.

Additional Steps and the Admission Interview

After participating in a School Tour and completing an enrolment application, prospective students and their parents/guardians take part in an **Admission Interview**. In the admission interview, conducted by the Assistant Principal (Senior Phase Coordinator), prospective students are informed of the philosophy, structure, demands and expectations of the course and are given the opportunity, along with their parents, to ask any questions that they may have. The student then goes through the same process as current students entering Year 10 from the MIC Adolescent Programme, as well as a 3 day pre-placement visit. Parents and students are required to inform the school of any specific learning needs (on the enrolment form/contract) so that College can make accommodations as necessary.

Roles and Responsibilities

- Career Counsellor (Senior Phase Coordinator)
- Mentors (Senior Phase Programme Teachers)
- IB Coordinator
- Learning Support Coordinator
- Subject Teachers
- Enrolment Coordinator

Career Counsellor (Senior Phase Coordinator)

The Senior Phase Coordinator (Assistant Principal) also fulfils the role of Career Counsellor. They are responsible for managing the application and enrolment process for all new and current students, with assistance from the College Enrolment Coordinator and the IBCP Coordinator. They are also responsible for career guidance - tertiary enrolments and information, vocational courses and work experience and internships and job placements.

Mentors (Senior Phase Programme Teachers)

The Senior Phase Mentors guide and support individual students in the Senior Phase with all aspects of their academic, social and emotional development. As part of this support, they guide students through the transition from Year 10 into the IBCP and continue to support them once in the programme. They are also an important point of contact for parents.

IB Coordinator

The IB Coordinator is responsible for managing the 'Entry Requirements and Information and Preparation Process' for students and parents, in particular, ensuring students meet the academic requirements for entry into the the IBCP. They also assist the Senior Phase Coordinator and Enrolments Coordinator with new enrolments as well as enrolment of current students into the IBCP. They are ultimately responsible for ensuring all aspects of the IB admissions process are adhered to and that all admissions to the programme are handled appropriately, and in line with this policy. They will also manage the review and evaluation of this policy every 3 years. See the IB Coordinator role description for more detail.

Learning Support Coordinator

The Learning Support Coordinator is responsible for providing advice and support regarding students in need of additional learning support (both students entering the program and students who are currently enrolled). They will provide support and/or advice to students, teaching staff, coordinators and families. See the Inclusion Policy for more detail.

Subject Teachers

Subject Teachers will provide support and prepare students for the IBCP, both in the Adolescent Programme and the Year 10 Programme. Subject teachers will also provide

guidance in regards to appropriate subject selection of DP subjects for students enrolling in the IBCP.

Enrolment Coordinator

Is responsible for the enrolment process for new students, and the transition process (from Year 9 into Year 10) for current students. They provide information to parents regarding the process, information sessions and manage applications and submissions. They are ultimately responsible for the administration of the enrolment of students into the Senior Phase or MIC.

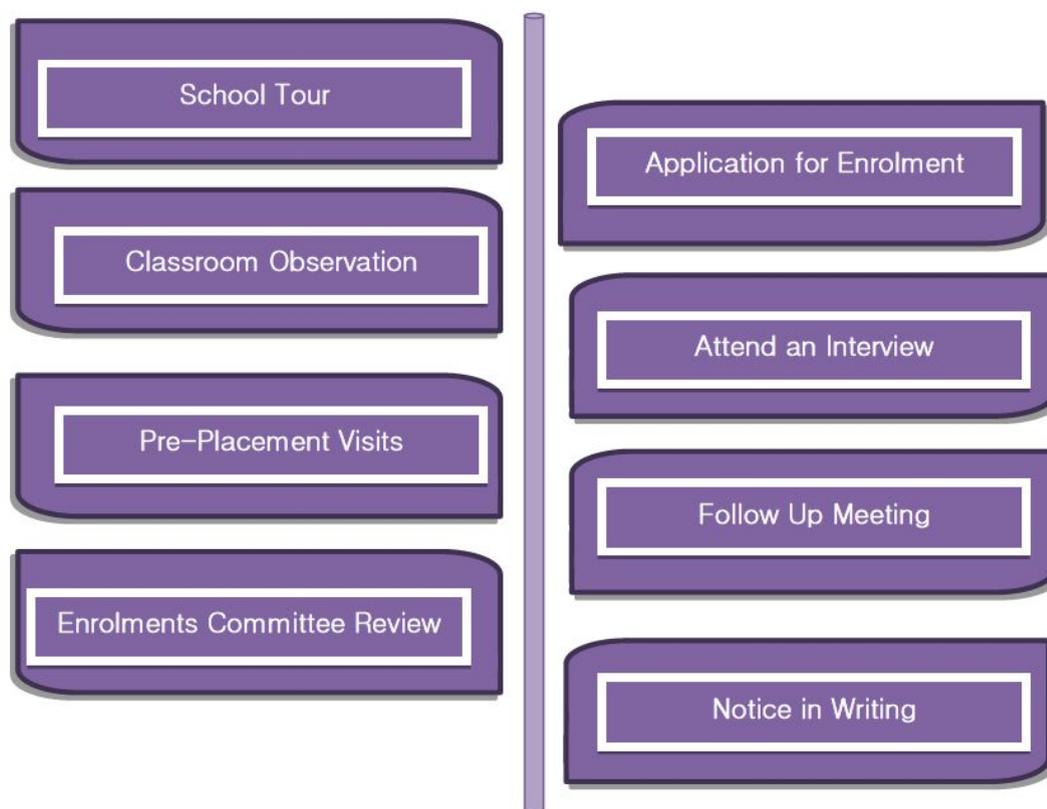
Review of the Admissions Policy

This policy will be evaluated and reviewed every 3 years. This process will be managed by the IBCP Coordinator.

Appendix 1 - MIC Application for Enrolment

For students applying for enrolment in the Senior Phase Programme and the CP, the enrolment process is outlined in the Enrolment Information Handbook. The process is very thorough and is outlined below:

Montessori International College Application Process



Information for Prospective Families

Thank you for your interest in Montessori International College. Following is an explanation of our Application Process. Please read this carefully.

School Tour

The Application Process begins with your attendance to one of our School Tours. School Tours are held on a Thursday morning, once a month for parents of children aged 0-5yrs and bi-annually for parents of children aged 6-18yrs. To reserve a place on the next School Tour simply visit the Enrolments section of our website to register your attendance.

Application for Enrolment

At the conclusion of the school tour you will receive an Enrolment Information Pack containing an Enrolment Information Handbook and an Application for Enrolment form.

Depending on the age of the applicant, the Application for Enrolment form requires additional attachments, including school reports, teacher recommendations, specialist reports and assessments, community member recommendations, student questions and essays etc. The Application for Enrolment form is complete when all additional attachments have been received. No Application for Enrolment form will be considered until it is complete. A \$200 non-refundable Application for Enrolment fee applies at this stage.

Following receipt of a complete Application for Enrolment form the College will email a letter of confirmation asking you to do one of the following things: a) attend a Classroom Observation, b) notify you of being placed on the applicant waiting list, c) request additional recommendations or other information, d) send notice that the applicant has not been accepted.

Classroom Observation

(Not required for students applying for enrolment in the Senior Phase) Pending a place becoming available, parents will be invited to attend a Classroom Observation. Classroom Observations are an important part of the application process where parents are able to gain a greater understanding of a Montessori classroom by spending time in one and making their own observations. Observations are usually held for 30min during the morning and we request that both parents, if possible, are able to attend.

Interview

The application process also requires the applicant and their parents to meet with either the Assistant Principal or Principal. Pending a place becoming available the school may contact you and invite you to attend an Interview. The Interview can be considered a relaxed conversation where we are gaining insight and learning more about the unique qualities of the applicant. This is also an opportunity for the school to answer your questions to make sure you are clear about our missions and values.

Pre-Placement Visits

Pending places, applicants aged between 5 - 17 years old will be invited to attend MIC for two days Pre Placement Visits. During these two day Pre-Placement Visits the applicant will be required to complete some pre-placement assessments. These assessment are to provide the school with an idea of basic reading, writing and mathematics levels, etc. At the end of the second day the class Guide will meet with the parents and the applicant for a brief conference and overview of the two days.

Follow Up

Following the completion of the two days pre-placement visits, parents may be invited back to attend a Follow Up Meeting. This Follow Up Meeting would be beneficial in gathering further information on the applicant and for discussing observations from their pre-placement visits and assessments. Dependent on discussions and outcome of the Follow Up Meeting the applicant may be invited back to attend further pre-placement visits.

Enrolments Committee Review

The Enrolments Committee review each of the individual requirements of the Application Process for the applicant, including, but not limited to, the complete Application for Enrolment and attachments, interview notes, pre-placement notes, pre-placement assessments, etc. The Enrolments Committee meet twice a month.

Notice in Writing

Once the Enrolments Committee has reviewed each of the Application Process requirements and they are sure that there is a place available for the applicant an Offer of Place letter and Contract of Enrolment will be sent out. The Contract of Enrolment should be completed and returned within 14 days together with a \$400 non-refundable Placement fee and an Enrolment Bond of one term's fees. If the College is unable to confirm a place for the applicant they will be notified in writing.

The Application Process for entry into Montessori International College includes, but is not limited to, the review and analysis of each of the above requirements. Each requirement is considered an individual part of the Application Process. Please note, an Offer of Place letter cannot be sent out until all of the above requirements have been met, however, if the College is unable to offer a place for the applicant they can be notified in writing at any stage of the Application Process.

Appendix 2 - Financial Assistance

From the Bursary Application Form:

Montessori International College Bursary

It is both acknowledged and accepted by the College that the vast majority of parents and guardians make sacrifices, to provide their children with a Montessori education.

Therefore, the priority beneficiaries of experience financial distress to pay their Montessori School Fees in the absence of some form of assistance. The balance of funds will be allocated to reduce the significant sacrifice that some families are making to provide their children with a Montessori education.

Following review of all applications and based on the amount of the bursary pool, the College will determine the maximum percentage of gross family income that any family will pay in Montessori tuition fees that exceed that percentage. The amount of the waiver will be the bursary. In addition, when making decisions on the allocation of the bursary, factors such as asset base and how tuition other expenses will be taken into consideration.

Applications are sought from all families whose payment of Montessori fees exceeds 10% of their gross family income. However there is no commitment the trigger point for entitlement to a bursary or that any application will be successful.

- Care must be taken with any application process to ensure that students from groups who have been historically under-represented do not feel disenfranchised. Some schools seeking to expand access use multiple sources of information about the student's background to obtain a holistic view of the applicant. This allows those schools to include a broader range of students.
- The admissions process must be transparent, with the criteria used for admission clearly stated in a policy that is available to the whole community.

Other factors to consider in student admission policies are as follows.

- There should be multiple points of entry to, and different pathways through, the years leading up to the programme, with access in mind. Within each pathway, schools should ensure that the key skills and knowledge needed for success in the programme are developed.
- It is useful if materials relevant to admission to the programme are readily available in all languages used by the community.
- When a student is transferring from another school to start the programme, every effort must be made to ensure as smooth a transition as possible, including clear and comprehensive communication between the schools, the student and parents.