

# ISC Admissions Policy and Procedures



## Guiding Philosophy

At International School Carinthia, our students are the heart of our school; therefore, our admissions policy and procedures guide us in recruiting, introducing and admitting new students and families to ISC. Our faculty and staff strive daily to live up to our mission, and we expect the students and families who join the ISC community to do the same. The IB program is rigorous and requires students and teachers to be committed to an inquiry-based learning and teaching style. ISC creates many opportunities during the admissions process for families to become familiar with IB programs.

ISC is open to all students regardless of nationality, religion, physical abilities, sexual identity, ethnicity or cultural background. The goal of the admissions team is to ensure that prospective students and parents understand our mission and programs and to select students and families who can and want to participate fully in our school community. Throughout the admissions process, the admissions team aspires to warmly welcome families to learn about our school, communicate clearly about our programs, help families understand the admissions process, and provide timely feedback throughout the process.

## Admissions Criteria

When a student applies to ISC, the following conditions will be assessed to determine placement in our program:

- Why is the student/family motivated to join the ISC community?
- Does the student have the language and academic ability to participate successfully in the ISC program?
- Does the student exhibit the behaviors necessary to succeed in the ISC program?
- How will the student's addition to a particular class affect group dynamics and the continuity of our program?
- Can ISC fully support the student if he/she requires learning or social/emotional support?
- Are spaces available in the class?

If there are more applicants for a particular class than spaces available, ISC must consider the following priorities when making admissions decisions:

- Is the applicant an international student or has spent significant time abroad?
- Does the applicant have siblings or family members already or previously in the school?
- Does the applicant exhibit the language, academic and social/emotional behaviors necessary to succeed in the ISC program?
- Does the applicant require learning, social and/or emotional support beyond that stated in the ISC Inclusion Policy?
- Can the Austrian school system meet the students' learning needs?
- Is the applicant committed to staying for the entire academic year?

## Language Policy

During the admissions process, ISC will identify students' mother-tongue languages and assess

their ability to determine their language phase in each language of instruction: English and German. If the Admissions Committee determines that a student will be unable to attain the level of proficiency in English required to successfully complete the ISC academic program in time for the Diploma Programme based on the student's age/grade level at time of admission, the student will be denied admission to ISC accordingly.

Italian Language class is required for all MYP 1-3 students. MYP 4-5 students have the opportunity to continue their Italian Language development by choosing it as an elective.

### **Inclusion Policy**

Within the current inclusion structure at ISC, we are unable to offer a programme for students with severe learning disabilities (e.g. severe speech disability, severe autism, severe physical disability, etc).

However, one of our beliefs at ISC is that every child matters, and we will discuss the needs of any student on a case by case basis. Parents of children with learning difficulties who are being considered for admission to ISC must present a psycho-educational assessment which has been conducted by a licensed educational psychologist within the previous two years. These results will determine the appropriateness of the child's enrollment in the school.

ISC requires that parents inform the school of any previous testing and disclose any information regarding SEN of their child or children.

Previously identified SEN or previously received support must be communicated at the time of application. In some cases, parents may be asked to commit to providing extra support for their child, which may include a financial contribution. The extra support may take the form of in-class support or out of school provisions, or a combination of the two.

If it later transpired that the child had a previously diagnosed condition or that prior testing took place and the parents did not provide this information, the student's admission file and continued enrolment will be reviewed, with a final decision at the discretion of the ISC Admissions Committee.

If the need for an educational psychological evaluation and/or the introduction of additional support is identified after enrolment is completed, ISC will require full parental cooperation in order to provide a programme which is in the best educational interests of the student.

ISC reserves the right to revoke admission at any time during the first semester of enrollment if the team determines that the student requires more support than the ISC program can provide.

These guidelines affect all students applying to, or enrolled at ISC.

### **Admissions Process**

ISC accepts applications throughout the school year. ISC sets admissions deadlines that applicants must observe to be considered for admissions, or they will be automatically placed on a waiting list if there are more applicants than spaces for a particular grade level. Families who are interested in applying to ISC will take the following pathway through the admissions process.

**Make contact with ISC via phone (+43 (0) 4274 5247110), e-mail ([a.beal@isc.ac.at](mailto:a.beal@isc.ac.at)) or via an open house event.** Local families will be asked to attend an open house event to learn about ISC's programs. International families may schedule an appointment when they are

visiting the area or may be asked to schedule a phone or video-conferencing appointment at a mutually convenient time.

### **Admissions Timelines**

- ISC processes applications from international applicants on a rolling basis throughout the year.
- Applications from local candidates will be processed from 1st November to 31st March for the following September. Transfer students from local schools can only be considered for the following school year.

### **Application Process**

If a family is interested in applying for a place at ISC, the student(s) and parent(s) must submit the following via the admissions website:

- A completed ISC Student Application Form consisting of the following:
  - Application
  - Applicant Statement
  - Parent Statement
- Two full years of school transcripts or reports in English or German. If transcripts or reports are in another language, they must be translated into English. Pre-school or Kindergarten students may be exempt from this requirement
- Confidential School Recommendation Form completed, signed and submitted by the applicant's teacher
- A photocopy of the applicant's passport and visa
- Application Fee
- Parents GDPR consent form
- Vaccination

Admissions applications will not be considered completed until all items of the application have been submitted. If necessary, families may be asked to provide further supporting documents to help facilitate the admissions decision-making process.

**The Admissions Committee will review applications in a timely manner and provide feedback as follows based on the admissions timeline for the current or future school year.**

- Students who meet admissions criteria will be invited for an interview and admissions test at ISC. A visitation day will be required as part of the process. International families may schedule an online interview and make arrangements to take the admissions test abroad at a supervised testing site. Test and interview preparation materials will be provided in advance of the testing and interview date.
- The Admissions Committee will review the interview and test results and submit an admissions opinion to the Director.
- The Director will make the final decision on all Admissions applications, and the decision will be communicated to families via e-mail through the ISC administration office as follows:
  - *Accepted* students will be offered a conditional place in the grade level applied

for which they applied for one semester. During the first semester of enrollment, the ISC team will monitor English language acquisition, academic development, and social and emotional issues. ISC reserves the right to revoke admission at any time during the first semester of enrollment if the team determines that the student requires more support than the ISC program can provide.

- *Waitlisted* students will be offered a conditional place in the grade level when openings arise based on the admissions criteria stated above.
- *Declined* students will not be offered a place in the grade level applied for.
- An **Enrollment Fee** will be charged to confirm the student's place.
- For students applying for an open place in the school after the school year has begun, the Admissions Committee commits to making a decision within one month of receiving a completed application.

**Upon acceptance, families must sign the ISC Registration Contract and submit the enrollment fee within 10 days to officially place their student at ISC based on the admissions offer.** Upon receipt of the ISC Registration Contract and tuition payment details, the family will receive a welcome letter with information to help prepare students to successfully join the school.

**ISC will offer orientation programs to new students joining the school to welcome them to the ISC community and help them successfully start their academic career here.**

These programs will vary depending on the student's start date and grade level.

### **IB Diploma Admissions Requirements**

The IB Diploma is an academically challenging programme and ISC wants to ensure that any student who studies at this level has a good chance of being successful. The grades listed below should be achieved in the semester 2 report in MYP 5, or in the MYP e-assessment exams at the end of the year (whichever grade is higher will be taken).

	<b>Diploma Subject</b>	<b>Grade 10 Subject</b>	<b>Standard Level (SL)</b> MYP 5 Required Grade	<b>Higher Level (HL)</b> MYP 5 Required Grade
<b>Group 1</b>	English A: Lang & Lit	English Lang & Lit	4	5
	German A: Lang & Lit	German Lang & Lit	4	5
<b>Group 2</b>	English B: Acquisition	English Acquisition	4 (phase 4)	5 (phase 4)
	German B: Acquisition	German Acquisition	5 (phase 3)	5 (phase 4)
<b>Group 3</b>	Geography	Individuals & Societies	4	5
	History	Individuals & Societies	4	5

	Business Management	Individuals & Societies	4	
	World Religions	Individuals & Societies	4	
<b>Group 4</b>	Biology	Sciences	4	5
	Chemistry	Sciences	4	5
	Physics	Sciences Math	4 6 Standard Math 4 Extended Math	5 Sciences 7 Standard Math 5 Extended Math
	Design Technology	Design	5	5
<b>Group 5</b>	Mathematics	Math Standard	4	-
		Math Extended	4	5
<b>Group 6</b>	Art	Art	4	5
<b>Core</b>	CAS	Service as Action	Successful Completion of SA	
	Extended Essay	Personal Project	Successful Completion of the PP	
	Theory of Knowledge (TOK)	No specific entrance requirements		

### For Students transferring to the IB Diploma from other schools:

Students who apply for the full IB Diploma from other schools will need to have a proven track record in the subjects they are applying for or in subjects that are directly relevant to their choices. Proficiency in English will also be required (applicants must write in English at Phase Level 4 or above), and those who speak German as a first or second language will be at an advantage (English and German are guaranteed to be on offer). Students should indicate their subject choices when they apply, providing school reports and a transcript of their grades. An interview will be conducted as part of the admissions process, and evidence of positive behaviour and a good contribution to school culture will be looked for. In cases of students transferring from other schools, the final decision lies with the leadership team at ISC.

### Students wishing to transfer from another school halfway through the Diploma Programme:

It is very unlikely that students will be able to transfer effectively from another school half way through the IB Diploma, and it is not usually advisable. Even if all subjects chosen by a transferring student were offered by ISC, it is not certain that the same *options* within those subjects would be the same. In Sciences and Group 3 subjects, for example, there are various components that can be chosen by the teacher. Even teachers who teach the same course and components will teach in a different order, so it is very difficult to change schools midway through the programme. If a move to Carinthia is unavoidable, then applicants to year two of the Diploma Programme at ISC will have to provide written evidence of a positive track record in all their chosen subjects, including school reports and a transcript of their grades. An interview will be conducted as part of the admissions process, and evidence of positive behaviour and a good

contribution to school culture will be looked for. The admissions team will consider the application as long as all other admissions procedures have been met.

## **Entrance to the Diploma Programme for ISC MYP Students**

### **Gaining entrance to the full Diploma (ages 16-19 years old)**

The IB Diploma is an academically challenging programme (designed for students to start the program at age 16-17 and complete the program by age 19) and ISC wants to ensure that any student who studies the course has a good chance of being successful. In order to be accepted into the IB Diploma, MYP students must therefore achieve the final grades set out in the DP Entrance Requirements table, and also show a level of maturity and commitment. These final grades will need to be shown in the semester 2 reports in MYP 5 (data from MYP e-assessments may also be used if this helps the student to achieve the requirements). Achieving the necessary grades at the end of MYP 5 may be a challenge for some students, and target-setting or additional support may be needed. The following table is a useful guide for MYP 4 students or for MYP 5 students who are reflecting on their semester 1 grades:

Continued overleaf...

<p>Advice for a student who has more than 28 points in their best six MYP subjects. He or she has a 4 or above in Math and Science, and a 4 or above in either German or English Language &amp; Literature.</p>	<p>“You will gain entrance to the ISC Diploma Programme if you remain at this level. Keep in mind the requirements for Higher and Standard level subjects you want to take.”</p>
<p>Advice for a student who has 25 - 27 points in their best six MYP subjects in their MYP report. He or she has a 3 or above in Math or Science.</p>	<p>“You may need support and careful monitoring to gain access to the full Diploma Programme.</p> <p>Seek extra help in the subjects you are struggling with (Math, Science, English, German, etc). Meet with a Coordinator or teacher to set targets.”</p>
<p>Advice for a student has below 25 points in their best six MYP subjects.</p>	<p>“It is unlikely that you will meet the entrance requirements for the full Diploma Programme. You will take DP Courses unless there is an improvement in your grades.</p> <p>Meet with a Coordinator to set targets.”</p>

### **Gaining entrance to DP Courses**

Students who do not meet the entrance requirements for the full Diploma may choose a reduced number of DP Courses. These courses can be taken at Higher or Standard Level and

should represent a realistic target that can lead to success. Subject teachers will recommend students for a DP course based on their grades, effort and positive effect on the class.

DP Courses students will work alongside the students taking the full diploma, so teachers will be looking for students who meet deadlines and have a positive influence on the class. In cases where a student's performance in an MYP class was mixed, a student may be offered a place on a DP course on a trial basis and given a clear contract to keep to.

Entrance to DP courses will be decided by the DP admissions team in mid June (see below).

## **Diploma Programme Admission Process**

### **November / December:**

Students in MYP 5 will continue their whole-class and individual meetings with the College Counselor. These conversations will include reflecting on the DP course options available, how these choices match the students' interests and skill sets, and which course choices will best meet the students' needs as they prepare for life after ISC.

### **December:**

Students in MYP 5 will officially start the admissions process to the Diploma Programme in December. They will receive the IB Diploma Programme Handbook (which includes the admissions policy and entrance requirements) and are sent the link to the Subject Choices questionnaire. There is a Parent information session scheduled in December to communicate this process and to explain the entrance requirements for the full Diploma and DP courses.

### **January:**

The deadline for submitting the DP Subject Choices form will be after Winter Break. The DP Coordinator and College Counselor will meet to discuss each student's DP Choices.

### **February:**

Once the first semester grades are released, students and their families will have individual Interviews with the DP Coordinator (in February) to discuss their choices and review their grades. At this stage, clear targets will be agreed for the second semester report, based on the DP entrance requirements for subjects chosen. Any discussions about the possibility of repeating MYP 5 will also be held (when necessary).

### **March - May:**

During the course of the second semester the subject teachers will be consulted on the student choices for Higher Level (HL) and Standard Level (SL), and their feedback sought on their suitability. Any issues or questions will be communicated to students and their families.

**Mid-June:**

When the Semester 2 grades are released in mid-June, the DP Coordinator will prepare a list of students who receive unconditional offers to the DP, those who are accepted to the DP with certain conditions, those who will study DP Courses, and any who need to repeat MYP 5. This list will be formally reviewed by the DP admissions team, which includes the DP Coordinator, MYP Coordinator, Pastoral Leader, Social/Emotional Counselor, and the College Counselor.

**End of June / July:**

Students will be informed in writing at the end of the school year, coinciding with the release of semester reports. When the MYP e-assessment results are released on August 1st, any positive surprises that affect entry to the DP will be communicated to parents and leadership team by the DPC. E-assessment grades that point to the need for more academic support will also be communicated to parents and leadership team.

**Admissions Definitions**

**Class Sizes:** ISC is committed to offering a holistic, student-centered learning experience for all students. At the beginning of each school year, class sizes will be limited to 22 per class in parallel classes; 25 in individual classes. If international students are admitted during the school year, ISC will expand class sizes to 27 students maximum.

**Admissions Committee:** The Admissions Committee will consist of a team of teachers, staff and administrators to facilitate transparency and balanced oversight of the admissions process. The Director ultimately signs off on all admissions decisions.

**Grade Placement:** Generally, students will be placed in a class based on their age on 1st September of their year of entry as per Austrian law. Students are assigned to instructional groups primarily on the basis of age. However, factors such as previous records, measured aptitude and achievement, physical and emotional development and other relevant details are also considered. The final decision rests with the Admissions Committee. A six week trial period in the grade to which the student is assigned is mandatory. PYP 1 applicants who turn 6 after 1st September will be required to visit the school doctor and school psychologist for evaluation as part of the admissions process.

**Applicants with Specific Learning Needs:** ISC has an Inclusion Policy in place. During the admissions process, it is important that all documentation related to specific learning, social and behavioral support needs are submitted to determine if ISC is able to provide necessary support to an applicant. For liability purposes, parents will be required to sign a waiver on the admissions form stating that no special educational needs have been withheld from the application. If the Admissions Committee determines that an applicant with specific learning needs may be supported, a *conditional acceptance* will be offered. Likewise, if the Admissions Committee determines that the needs are too great or the resources too limited, an applicant may be declined accordingly. In cases where students are admitted and a learning support need is identified, students and parents will be asked to seek testing and participate in the



development of an Individualized Educational Plan (IEP) as outlined in the *ISC Handbook*.



**Waitlisted Students:** After admissions decisions have been issued and places accepted or denied by accepted applicants, ISC will offer available places to waitlisted students in each class for the following school year. During the school year, when open places become available, waitlisted students will be offered admission according to ISC admissions criteria.

**Residency Status:** All applicants must have legal permission to reside and study in Austria by the date of enrollment. If a student loses residency status for any reason, parents must inform the school immediately. A place may be held for up to three months in cases of visa renewal, but school fees must be paid during this time period.

Note: ISC will not enroll students who live without a parent/guardian in the same household.

**Class Assignments:** In parallel classes, students will be mixed each year based on a variety of factors. Many considerations are made to place each student appropriately as we reorganize classes each year. Some of the philosophies that ground these decisions are:

- Greater socialization through new friendships and extended friendships
- Resolving potential conflicts without spotlighting an individual
- Developing balances in friendships, academics, and personal needs across grade levels
- Developing resilience to change through adaptability and exploring learner profiles and attitudes

There is input from grade-level teachers when reviewing class placements that include:

- Working relationships
- Social relationships
- Academic proficiency
- Social-Emotional requirements

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