

Asmara International Community School

Admissions Policy

Related documents

There is a separate document named “Application and Admissions information” which contains information regarding the procedures for applying to Asmara International Community School (AICS). This document also contains information on fees, waiting lists and placement years as well as details of the application process itself. The document can be obtained from the school website or reception. AICS’s “Programme of Studies” document can also be obtained from the school reception and provides further details on the curriculum followed in different grades of study.

Philosophy

In keeping with the AICS’ Mission statement to “welcome students from internationally minded and diverse backgrounds who are willing to learn the knowledge, skills, and values to be inquiring, knowledgeable, and caring young people who will be empowered to meet the challenges of an ever-changing world, and to make a difference in it”, the Admissions Policy seeks to ensure that our student body is able to access and benefit from our program of studies.

Admission

Overall, AICS follows an open and inclusive admissions policy, welcoming students from diverse backgrounds. However applicants will primarily be admitted on the potential of the applicant to benefit from the educational program offered and the capacity of the school to meet the needs of the applicant. Admission to the school may be refused if it is determined that a student’s previous academic or behavioural record might mean that the students cannot access the curriculum offered, or if the students may negatively impact the learning of other AICS students.

Language requirements:

AICS is an international school with a majority of Tigrinya speaking students, however English is the language of AICS and its community, as it is the language of instruction and social interaction. In the Elementary School students follow the curriculum of Everyday Maths, Journeys and The International Primary Curriculum (IPC), all of which are taught in English. At the secondary level (grades 7-12) students must have a sufficient command of the English language to be able to succeed in the school’s rigorous different programmes including the International Middle Years Curriculum (IMYC), International General

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Certification in Secondary Education (IGCSE), and the International Baccalaureate Diploma Programme (IBDP). Students that graduate from AICS achieve a level of fluency in English that will enable them to go on to English-medium higher education.

A student may not be admitted to AICS if they are deemed to not have the English language skills necessary for their programme of studies. See the Admission policy for more details.

If a student is deemed not able to be successful at the level they applied for, the school may offer a position in a lower grade if they believe the candidate would be more successful with more time to adjust to English for Academic Purposes. AICS does offer English Language support classes in both the elementary and secondary school, this support will be discussed with parents and the potential student at the point of application if applicable.

See the schools Language policy for more details regarding the use of language at AICS.

Special Educational Needs

The philosophy of AICS is that every student should have a fair and equal opportunity to learn. It is our belief that our students should possess the skills that will enable them to achieve the aims and accomplish the objectives set out in their respective subjects. Thereafter, the students of AICS will possess the skills to be life-long learners, who are internationally minded and who are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective.

It is therefore our vision that all students will receive learner centred instruction, where all students receive the necessary resources, guidance, accommodations, and differentiated instruction, all with the aim of achieving personal success for the student.

Parents of a prospective student who needs special learning assistance (i.e. the child is now attending “special education” or “resource room” classes and/or has a physical handicap or has emotional or behaviour difficulties) are strongly advised to communicate with the school personnel before accepting a posting in Asmara. Students with special needs may be admitted if the school can provide the necessary support for the student to be successful. AICS however considers it unethical to accept any student whose educational, social or emotional needs cannot be met by the school. For additional information, see the Special Educational Needs Policy.

International Baccalaureate Diploma Programme (IBDP)

The IBDP program is run in Grades 11 and 12 at AICS. This programme is very challenging in its nature and all students, whether currently enrolled at AICS or new to the school, will undertake a meeting and interview process before entering grade 11. In this meeting the following information will be disseminated:

- The challenging nature of the programme
- Prior learning and attainment (if any) that is required
- Subjects offered with a syllabus and assessment outline provided
- Course and CORE requirements

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- The transdisciplinary skills and attitudes needed for the programme
- Academic honesty policy
- College counselling programme

The meeting will/could consist of the student, parents, Diploma Programme Coordinator (DPC), Secondary principal and potentially the Director. There will be plenty of opportunities to discuss expectations and answer any questions or concerns. It is likely that this meeting will be followed up by a short interview with the DPC to ensure the Diploma is the correct academic route at AICS. It may be that rather than the Diploma Programme the student is offered just individual courses as an option. This decision however would be made with the input of student, parents, DPC and Secondary Principal with the final decision being with the Director and DPC.

It is expected that parents play an active role as their child progresses through grades 11 and 12 and their attendance will be required at meetings and events as well as regular support at home.

References

AICS Programme of Studies

AICS Inclusion/Special Educational Needs Policy

AICS Language Policy