



Admission Policy

Context and Rationale

The International School of Monaco Admissions policy and process is guided by its vision, mission, values and learning principles, which apply to all aspects of the school and its students.

VISION

INTERNATIONAL EDUCATION WITH DISTINCTION

Excellence - Wellbeing - Multilingualism

MISSION

“Our mission at ISM is to provide an outstanding education for students so that they are happy, confident, independent, multilingual and responsible global citizens.”

RESPECT	INTEGRITY	LEARNING	CARING
We communicate and act with courtesy and politeness. We value what we have	We act with honesty, fairness and compassion even in the face of challenge	We are all learners who embrace challenges and strive to develop and improve	We nurture and care for the physical, emotional & social wellbeing of ourselves and others

INTERNATIONAL MINDEDNESS AT ISM

At ISM, we value and respect different cultures and we recognise that by embracing diversity and learning about different perspectives we are able to understand, care for and interact more positively with the world around us. We believe that developing multilingualism is an essential step in achieving international mindedness.

DIGITAL CITIZENSHIP AT ISM

Digital Citizenship is rooted in our mission and values. All learners are supported to build positive online dispositions and habits - act respectfully, responsibly, safely, ethically and build a positive digital footprint. Digital Citizenship lessons at ISM promote an appropriate, balanced and mindful use of technology.

We welcome applications, without discrimination of gender, race, religion or nationality, from all parents who are committed to our vision, mission, values and learning principles.

We are committed to a fair admissions process that is transparent whilst recognising the crucial importance of confidentiality.

ISM sets high standards and expects all students to adhere to and support the learning principles and values described above. It has a strong and unwavering commitment to internationalism and diversity, and the school seeks to maintain a balanced mix of different nationalities and cultures. We support and teach a wide range of languages, including bilingual instruction (English and French) in the Early Years and Primary Schools, and additional support for language learning through English as an Additional Language (EAL) and French as an Additional Language (FAL) tuition.

APPLYING TO ISM

All applications for a place at ISM should be made via the OpenApply website and all sections should be completed. Applicants will be required to pay an application fee and provide the following documentation before the application can be processed:

- Contact details of a representative from the current or previous school that we can contact for reference
- Copy of both parents' passports
- Results from any public examinations or standardised assessments School reports from the previous two years (if applicable)
- Copies of any psychological or educational evaluations undertaken Details of any previous significant school disciplinary issues requiring sanction (e.g. temporary or permanent exclusion)
- Details of any extra academic help or learning support, or individual education plans
- Medical information, including certificates, with regards to allergies and health conditions, long-term care or medication that may have an impact on the student's learning or behaviour

ASSESSMENT

ISM usually has more applicants than available places, and therefore applicants are assessed in order to decide which are most likely to benefit from and contribute to the vision, mission, values and learning principles described above.

Entry into Kindergarten, Transition and Class I

In most cases, your child will be invited into ISM for an in-class assessment. Admission will be based on observations by staff during learning engagements and activities in order to determine the suitability of the applicant to cope with the rigorous bilingual curriculum.

Entry into Classes 2 and 3, Primary and Secondary

Students will be asked to take a standardised assessment which is designed to identify potential rather than specific subject knowledge. The tests assess verbal, non-verbal, quantitative and spatial reasoning. Preparation for the tests is not required, although families who would like to familiarise themselves can find example tests and questions online. Subsequently, students are likely to be interviewed by a member of the admissions team and/or Head of School. Students applying for Classes 2 and 3 may also be invited into ISM for an in-class assessment.

The International Baccalaureate (IB) Pathways

In addition to the above, students wishing to gain entry to the IB Diploma Programme will be required to achieve at least four B grades and two C grades, including English and Mathematics at grade C or above, in their GCSE/IGCSE examinations. The same criteria will also apply to those students already studying at the school. Students not taking GCSE/IGCSE should discuss equivalent requirements with the Head of Admissions and/or Director of Studies.

Students wishing to gain entry to the IB Career-related Programme will be required to achieve at least four C grades, including English and Mathematics, in their GCSE/IGCSE examinations, or resit the GCSE/IGCSE if they did not achieve a C grade in either of these subjects. In addition, they should be able to demonstrate a high capability for practical learning processes: this may be evident through previous school reports, extra-curricular activities and/or references. The same criteria will also apply to those students already studying at the school.

For both IB programmes, students must be able to demonstrate a minimum of 85% attendance.

DECISION

In reaching a decision, the school will consider the application alongside the others made during the relevant application period. The school will carefully consider:

1. Assessment results. To achieve a “pass” in this section, the student’s score should fall within the green range shown in the table below (i.e. 97 or more). Students will be expected to receive a “pass” mark in the assessment in order to receive an offer of a place. ISM uses the CAT-4 assessment test. The following table shows information related to all students worldwide who sit the test.
2. The interview(s); reference from current school, including attendance and behaviour records; in-class assessment (where applicable) and all other supporting documentation.
3. If a student has scored below the required ‘pass mark’ in the vocabulary section of the aptitudinal testing, but still within the overall ‘pass’ range, the school may also require the student to take an additional language assessment to identify whether their language profile will enable them to access our rigorous curriculum.

SAS	Descriptor	% of Pupils	Stanine	Corresponding %
127-141	Very High	4%	9	97-100
119-126	High	7%	8	90-96
112-118	Above Average	12%	7	78-89
104-111	Average	17%	6	61-77
97-103	Average	20%	5	41-60
89-96	Average	17%	4	24-40
82-88	Below Average	12%	3	12-23
74-81	Low	7%	2	5-11
59-73	Very Low	4%	1	0-4

The school will use this information to decide which candidates will be most able to benefit from and contribute to an ISM education.

There are three possible outcomes:

❖ **Offer of a place**

If, in the sole discretion of the Director, a student meets the requirements for entry, and a space is available a place is offered. Parents are required to confirm that they wish to accept the place by the date given in the offer letter.

❖ **Wait list**

If, in the sole discretion of the Director, a student meets the requirements for entry, but a space is not yet available, they will be placed on the wait list. An offer of a place will be made if/when a space becomes available.

❖ **No offer**

If, in the view of the Director and the education team, it is felt that the student would not be best served by an ISM education; or if there is a concern that the student is not fully aligned with the vision, mission, values and learning principles of the school; or if the number of spaces available is significantly greater than the number of applicants and the school does not foresee the possibility of a space becoming available in the near future, then parents will be informed that, with regret, we are unable to offer a place.

SPECIAL LEARNING NEEDS

Applications are welcomed from all candidates regardless of special learning needs. Please note, however, that the school has limited provision for students with special learning needs and is only able to admit those with mild learning difficulties who demonstrate the ability to access and benefit from the regular curriculum, with short-term assistance from the Learning Support Department.

DISABILITY AND LONG-TERM MEDICAL CONDITIONS

Applications are welcomed from all candidates regardless of disability or long-term medical condition. Applicants with a disability or long-term medical condition must provide full written details as part of the application process. Firstly, this will allow the school to make any necessary adjustments in order for the applicant to successfully complete the admissions process. Secondly, the school can evaluate the adjustments required, and its ability to provide those adjustments, to allow the applicant to take full advantage of an ISM education should they become a student at the school.

SIBLING POLICY

Each applicant is assessed for a place at the school on his or her merits. Where a candidate has a sibling with a current or a very recent connection with the school, the school reserves the right to take this into account to help a boy or girl of sufficient ability to attend the same school as their sibling. However, there may be occasions where, in the professional judgement of the Director, the sibling candidate is considered likely to thrive better in a different academic environment.

EQUAL OPPORTUNITY

ISM will consider all applicants for admission regardless of their race, ethnicity, religion, sexual orientation, disability or social background.

SPECIAL CIRCUMSTANCES

We are aware that the performance of applicants may be affected by special circumstances. Any request for special circumstances to be taken into account during the assessment process must be made in writing in advance. It may be necessary in any of these cases to request further information, such as a medical certificate before deciding whether, and how, to make any reasonable adjustments.

RESIDENCY

ISM does not have any boarding facilities nor residency arrangements with host families. Students enrolling at ISM must live at home at all times with a parent or grandparent or legal guardian, who is resident in either Monaco or the surrounding communes.

WITHDRAWAL OF THE OFFER OF A PLACE

The school reserves the right to withdraw the offer of a place, even after admission, if it is found that a student's previous academic, health or behavioural records have been falsified or withheld.

UNACCEPTABLE INFLUENCE

Any attempt to influence the school's decision by personal approaches to Board members is firmly discouraged. Such attempts will have no bearing on the admissions process and is likely to result in an application being withdrawn by the school.

TIMELINE FOR APPLICATIONS

Applications can be made from the 1 September to 20 May in the academic year prior to entry, although families are encouraged to apply as soon as possible to allow the school time to process the application and ensure that it is complete. All applications will be processed as per the following timelines.

Early Applications (applications made between 1 September and 10 January in the academic year prior to entry)

Applications: 1 September – 10 January

Parents apply online and provide all required documentation by the cut-off date. Completed applications between these dates will be processed as "early applications".

Review Process: 11 January – 25 January

If all documentation has been received and all parts of the assessment procedure have been completed, the school will review and consider the candidate's application.

Decision and Feedback: 26 January – 31 January

School will reach a decision and communicate the outcome to parents.

Mid-Year Applications (applications made between 11 January and 19 March in the academic year prior to entry)

Applications: 11 January – 19 March

Parents apply online and provide all required documentation by the cut-off date. Completed applications between these dates will be processed as "mid-year applications".

Review Process: 20 March – 9 April

If all documentation has been received and all parts of the assessment procedure have been completed, the school will review and consider the candidate's application.

Decision and Feedback: 10 April – 30 April

School will reach a decision and communicate the outcome to parents.

Late Application (applications made between 20 March and 20 May in the academic year prior to entry)

Applications: 20 March – 20 May

Parents apply online and provide all required documentation by the cut-off date. Completed applications between these dates will be processed as "late applications".

Review Process: 21 May – 10 June

If all documentation has been received and all parts of the assessment procedure have been completed, the school will review and consider the candidate's application.

Decision and Feedback: 11 June – 30 June

School will reach a decision and communicate the outcome to parents.

Any parents wishing to make an application after 20 May should contact the school to ascertain whether places remain available.

AGE/CLASS GUIDELINES

Early Years

Kindergarten	03 years by August 31st
Transition	04 years by August 31st
Class One	05 years by August 31st
Class Two	06 years by August 31st
Class Three	07 years by August 31st

Primary

Class Four	08 years by August 31st
Class Five	09 years by August 31st
Class Six	10 years by August 31st

Secondary

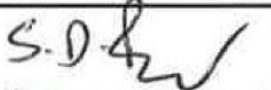
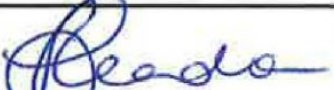
Class Seven	11 years by August 31st
Class Eight	12 years by August 31st
Class Nine	13 years by August 31st
Class Ten	14 years by August 31st
Class Eleven*	15 years by August 31st
Class Twelve	16 years by August 31 st
Class Thirteen*	17 years by August 31st

*Entry to Class 11 or 13 is uncommon and only students already following a compatible IGCSE/IB programme will be considered.

Our 31st August cut-off date for class placement reflects what we believe to be the most appropriate classification for long-term social, emotional and academic wellbeing of children at ISM. Therefore, to ensure the most appropriate learning environment for all students, we rarely allow exceptions to the class

placement protocol as outlined above. Any exception will be made by the Head of School in consultation with the educational team, following careful assessment.

Policy Review

	Signed Director	Signed Chair of the Board
Date of review:	 29.03.2022	 31-03-2022
Date of next review:	June 2025	June 2025