

Da Vinci's International Schools DP Admission Policy

School's Mission statement

Da Vinci's International Schools care for and support young people by providing a balanced education that nurtures curiosity, creativity, and integrity.

In a respectful and tolerant environment, students discover new interests, develop their talents, and grow alongside others who share the same values.

Through internationally recognized programs, we help students make informed choices, face challenges with confidence, and become reliable, open-minded individuals who value diverse cultures and perspectives.

Purpose

Da Vinci's International Schools is committed to providing equitable access to an IB education and welcomes students with diverse backgrounds, experiences, strengths and learning needs.

The purpose of the admissions process is to ensure that students and their parents or legal guardians have sufficient information to make an informed decision about the IB programme and that students are appropriately prepared for their proposed programme and courses.

Admission is based on a holistic consideration of the student. The school considers prior learning and achievement, subject-specific knowledge, language proficiency, approaches to learning, motivation, interests, future aspirations and individual learning needs.

The school recognizes inclusion as an ongoing process of identifying and reducing or removing barriers to learning and participation. Admission practices therefore seek to provide equitable access while maintaining the academic expectations and prerequisite knowledge required by the IB programme.

School Policies

The Admissions Policy is implemented in conjunction with the Inclusion Policy, Assessment Policy, Language Policy and Academic Integrity Policy.

The Inclusion Policy guides the identification of barriers to learning and informs appropriate support and access arrangements. A learning support requirement is not, in itself, a reason for exclusion. The school considers whether appropriate support can be provided within its programme and resources.

The Assessment Policy informs the design and use of entrance assessments. Assessment evidence is used to establish prior knowledge, skills and readiness and to support appropriate course placement. Entrance assessment is not used as the sole basis for an admission decision.

The Language Policy informs consideration of the language demands of the programme and appropriate language support.

Admissions Process

The admissions process normally includes:

1. review of previous educational information and student profile;
2. interview and guidance regarding the IB programme and subject choices;
3. entrance assessment where appropriate;
4. confirmation of programme and subject choices.

The process is adapted according to the applicant's previous educational experience.

The admissions process follows a three-stage procedure designed to develop a holistic understanding of each applicant and support an informed decision about the most appropriate IB pathway:

1. Interview with the candidate: The IB Coordinator and/or school leader discusses the student's previous education, interests, motivation, aspirations, approaches to learning and proposed subject choices, while explaining the expectations of the IB programme.
2. Meeting with the school psychologist: The psychologist considers the student's strengths, learning profile and potential barriers to learning and participation. This information may inform appropriate support and transition planning.
3. Language proficiency assessment: Where required, the student completes a language assessment to establish readiness for the language demands of the proposed programme and identify any need for additional support.

Where appropriate, the school may also offer trial days to allow the student to experience the school environment and enable the school to gain additional insight into the student's engagement and learning needs.

External applicants may additionally be required to complete entrance assessments in their proposed DP subjects to establish prior knowledge and support informed and feasible course selection.

Internal Candidates Progressing from MYP

Students progressing from the Da Vinci's International Schools MYP receive ongoing guidance about the transition to the DP as well as HL and SL suggested requirements.

Subject teachers and the IB Coordinator use evidence from MYP learning and assessment to advise students on appropriate DP courses. This includes consideration of achievement, subject knowledge, approaches to learning, language proficiency, interests, aspirations and identified learning needs.

Students are expected to complete the relevant MYP requirements, including the Personal Project, where applicable.

Internal students must submit their final DP subject choices by the end of April of the academic year preceding entry into DP1. Students' final subject choices are consulted with subject teachers and DP coordinator in order to provide academic guidance and ensure successful DP programme completion. The final choices are communicated to and confirmed with Parents/ Guardians in June (before DP1).

Before an HL subject is confirmed, the school verifies that the student has the appropriate prior knowledge and subject-specific preparation required for successful participation in the course.

The April deadline allows the school to confirm course feasibility and plan staffing, timetabling, learning support and access arrangements before DP1 begins.

Where a proposed subject choice is not appropriate based on prior learning or readiness, the student and family receive guidance regarding alternative choices or additional preparation.

External Candidates

Students applying from another school, including applicants from another IB World School or a non-IB programme, follow an admissions process that considers their previous curriculum and available evidence of prior learning.

External applicants may be required to complete entrance assessments in their proposed DP subjects. This is particularly relevant where the school needs additional evidence of subject-specific knowledge or where an applicant proposes an HL course.

The purpose of entrance assessment is to provide evidence of prior knowledge, skills and readiness and to support an informed discussion about the student's proposed courses.

The assessment is therefore both diagnostic and advisory. It helps the student, family and school determine whether the proposed subject choices represent an appropriate and feasible DP pathway.

Following the assessment, the school may confirm the proposed choices, recommend alternative courses or levels, or recommend additional preparation.

Admission decisions are based on the student's overall profile and not on entrance assessment results alone.

HL Course Selection

Students may select an HL subject only where they can demonstrate the appropriate prior knowledge and subject-specific preparation required for successful participation in the course.

For internal students, this evidence is primarily drawn from MYP learning and assessment. For external applicants, it may include previous school records, previous curriculum and entrance assessment.

The requirement for prior knowledge ensures that students are appropriately prepared to engage with the curriculum and have a reasonable opportunity to succeed. It does not remove the school's responsibility to identify and reduce unnecessary barriers to learning.

Detailed subject prerequisites are provided in the DP Subject Requirements table.

Inclusion and Equitable Access

The school considers learner variability throughout the admissions process and seeks to identify potential barriers before the student enters the programme.

Where learning support needs are identified, the school considers:

- the student's strengths and learning profile;
- potential barriers to learning and participation;
- existing support;
- available school resources;
- appropriate access arrangements;
- programme and assessment requirements.

Access arrangements are intended to provide equitable access and reduce barriers without lowering academic expectations or changing what is being assessed.

Admission to the IB programme and eligibility for particular assessment access arrangements are considered after Parents/ Guardians provide the relevant evidence/ documentation and in accordance with current IB requirements.

Language and Readiness

The school considers the language demands of the DP and the student's proficiency in the language of instruction when advising on programme and subject choices.

Applicants may be asked to provide evidence of language proficiency or complete an appropriate assessment where further evidence is required.

The school also considers the student's readiness for the demands of DP study, including independence, organization, sustained effort and approaches to learning.

Admission Decision

Admission decisions are made by the designated admissions team, normally including the IB Coordinator and school leadership.

The decision considers the available evidence relating to:

- prior learning and achievement;
- subject-specific readiness;
- proposed HL and SL courses;
- language proficiency;
- approaches to learning and independence;
- motivation and engagement;
- learning needs and potential barriers;
- available support and school provision.

Where appropriate, the school may recommend an additional preparation or another educational pathway.

The aim is to establish an appropriate educational match between the student, the proposed IB pathway and the provision available at the school.

Transition and Monitoring

Admission is the beginning of an ongoing process of supporting student success.

Relevant information from the admissions process is shared appropriately with teachers and support staff so that identified strengths, needs and potential barriers can inform learning and teaching.

Student progress is monitored following entry to the programme. Support and access arrangements are reviewed where student needs change, in accordance with the Inclusion Policy and current IB requirements.

Transparency and Communication

The school provides prospective students and families with clear information about:

- the nature and expectations of the IB programme;
- available DP subjects and prerequisite knowledge;
- HL and SL course expectations;
- admissions and entrance assessment procedures;
- language expectations;
- inclusion and learning support;

- relevant deadlines for subject selection.

Students and families are given sufficient information to make an informed decision about the proposed DP pathway.

Review

The Admissions Policy is reviewed annually by school leadership and the IB team.

The review considers current IB requirements, student progression and retention, admissions and assessment evidence, course selection, feedback from students and families, identified barriers to participation and the effectiveness of learning support.

The review ensures continued alignment between the Admissions Policy, Inclusion Policy, Assessment Policy and Language Policy, as well as current IB programme requirements.

Supporting Documents

The following documents support implementation of this policy:

- DP Subject Requirements
- Initial and Final DP Subject Choice Forms
- Inclusion Policy
- Assessment Policy
- Language Policy
- Current IB Access and inclusion requirements
- Current Diploma Programme Assessment Procedures
- Relevant IB subject guides

References

Da Vinci's International Schools. *Assessment Policy*. 2026.

Da Vinci's International Schools. *Inclusion Policy*. 2026.

Da Vinci's International Schools. *Language Policy*. 2026.

International Baccalaureate Organization. *MYP: From Principles into Practice*. International Baccalaureate Organization, *Programme Resource Centre*.

