



# Admissions Policy

## Mission Statement

*'At Green Valley School we provide a challenging and inspiring education. We encourage students to develop their positive talents and qualities and aim for both academic and human excellence. We believe that Education in Human Values is the very foundation of learning. By becoming global citizens, students can contribute to transforming the world, through intercultural understanding and reinforced positive human attributes. We aim to empower our students to be successful by leading them to become lifelong, inquiring, principled and caring critical thinkers.'*

Green Valley School reflects and honours the Mission Statement of the IB, which states: *'The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.'*

## Introduction

Green Valley School (GVS) is a private international day school serving families based in Mallorca.

*Green Valley School (GVS) is a Candidate School for the International Baccalaureate (IB) Diploma Programme and pursuing authorization as an IB World School.*

GVS aims to be an IB World School in the very near future, with authorisation to offer the [International Baccalaureate Diploma Programme](#) in Years 12 to 13. In addition, GVS also offers the British National Curriculum, including IGCSEs. It therefore accepts students in Years 7 to 13 (11-18 years old).

## Admissions Policy

GVS seeks to create a student body that is characterised by diversity of nationality, ethnic background, education and life experience. This better positions the school to provide an educational experience that promotes a balanced social and learning community and prepares students for life.



GVS aims to enroll suitably qualified students whose families want their children to be educated in a school community that represents, as far as possible, our multicultural world. Students will have the aptitude to succeed in a challenging environment while developing the necessary skills and competencies to be active, compassionate learners, and engaged global citizens.

The school's admissions policy is to conduct its admissions on a fair and non-discriminatory basis, adhering to the admissions criteria.

Its community is united by a common goal of developing the attitudes and interpersonal skills required for successful International Baccalaureate learners worldwide - who are collaborative, internationally-minded and able to engage meaningfully in independent inquiry. The programme aims to develop caring people who help to create a better and more peaceful world through intercultural understanding and respect.

In addition, Green Valley promotes the students' exposure to learning experiences that support them to achieve beyond academic attainment. Green Valley families value these key elements of a GVS education including its focus on student wellbeing, student voice through the student council, digital integration, independent and collaborative project work, etc.

The school continually seeks to improve accessibility (see below in relation to special educational needs and physical disabilities).

### **Admissions Criteria**

GVS seeks students who evidence the academic skills and competencies to thrive in the International Baccalaureate and IGCSE environments, both recognised for their academic prestige.

Prospective students need to demonstrate:

- Satisfactory academic performance, as determined by school reports/transcripts/references and an indicative assessment at GVS
- good ***intrapersonal*** skills, self-discipline and a curious, independent sense of inquiry  
good ***interpersonal*** skills - the ability to collaborate effectively with peers and adults and to build positive social connections
- positive engagement with extra or co-curricular activities (we refer to these as 'experiences')



- personal engagement with activities which support the community (we refer to these as 'service experiences').

Applicants and their parents should have an active commitment to the International Baccalaureate and the British Curriculum, including a commitment to learning an additional language.

In addition:

- Students must have sufficient English language proficiency to be able to access learning. The school reserves the right not to admit applicants whose command of English would not allow them to access the curriculum and have a reasonable opportunity of success.
- Applicants for whom there has not been a full, accurate, disclosure of educational records, including any previous psychological/educational testing, will not be considered for admission.

As a day school, GVS requires that each student be living with his or her parent/s, or legal guardian/s, who must be legally resident in Mallorca. IB Diploma students, however, may live with a relative or, eventually, at a small boarding house.

The School will not offer a place if, after all reasonable adjustments have been made, the School will not be able to provide adequately or appropriately for the child's physical and educational needs or promote the child's well-being.

It is assumed that newly-enrolled students will automatically progress through the School, as long as they meet the required standards of behaviour and progress; and provided the school continues to be able to provide for the child's physical and educational needs.

### **Admissions Process**

A pre-enrolment form needs to be filled in and submitted to GVS. Your application will be received, entered in our database, and kept on file. You will be contacted during the next weeks and will be invited for an interview.

During the interview, members of the school leadership team will show prospective families the Green Valley School and will explain about our educational program and our philosophy.

After this initial visit, if the family is still interested in enrolling the child, an invitation will be issued to the student to spend a morning at the school. The student will be able to spend time walking around the school and getting to know it better. This will be followed by a



personal interview and a written assessment in Maths and English.

The school operates a rolling admissions policy - meaning that students may apply and be admitted throughout the year - except in circumstances where places are, or may soon be, oversubscribed. In these circumstances, the school will notify deadline dates both for the completion of applications and for final admissions decisions.

Final decisions for admission are determined by the school management and their decision is final.

Once an offer has been made, payment of a non-refundable deposit and the signature of parents/legal tutors of the different school agreements is required. Until the deposit is not paid, the confirmation of admission can not take place.

### **Disability and Special Educational Needs**

GVS will do all that is reasonable to accommodate students with special educational needs.

Students with special educational needs who meet the Admissions Criteria will be welcomed, provided GVS has sufficient capacity to meet the applicant's needs, and these learning needs can be supported after reasonable adjustments have been made.

Students with physical or medical disabilities will be welcomed, provided they can be reasonably, safely and comfortably accommodated in the building, in off-site facilities, and through the school's timetable after all reasonable adjustments have been made. Consideration will be given in the selection of off-site facilities to best accommodate a student's disability. As recognised by the Spanish Ministry of Education, wheelchair access is possible to all areas of the school.

At the first stage of the admissions process, parents **must** disclose whether their child has any disability or special educational need(s), has been enrolled in any non-standard educational programme, including any wellbeing support or a specific educational support programme. Information provided by parents at the initial stages of the application process will enable the school to make reasonable adjustments to help the child access the admissions process, including the indicative assessment (if applicable) and attend open days.

Once the Head of the School invites an applicant to complete the application process, parents **must** provide GVS with full details of any disability or special educational need(s) pertinent to their child, or whether their child has been enrolled in any non-standard



educational programme, including any wellbeing support or a specific educational support programme. This should include any educational psychologist's or social-emotional evaluation. If no such evaluation is available, the school will require parents to provide an independent educational psychologist's report before moving forward with the admissions process.

The school requires this information so that the Admissions Committee can make an informed assessment of a student's learning needs and consult with teachers and the applicant's parents to determine

- a) the school's ability to cater adequately for the student, should an offer of a place be made; and
- b) any possible adjustments which might reasonably be made to ensure that the curriculum would be accessible to the student, should an offer of a place be made.

Applicants with medical or physical disabilities may be required to submit an independent medical report outlining the accommodations that would be required of the school.

### **English Language Learners**

If the applicant's English language skills are not considered proficient enough to access the curriculum, Green Valley may decline the application or sometimes will condition the acceptance of the application to the family and the student committing to an English support programme. The programme will normally consist of additional tutoring lessons paid for by the family at an additional cost. Other additional conditions are that the student:

- a) will have at least a working proficiency in English; and
- b) can be expected to exit the English support programme, and enjoy success in a first-language English class within 12 - 18 months of enrolment.

### **Priority**

Green Valley values the importance of the family unit and, subject to space availability, may give priority to the admission of siblings who meet the relevant criteria, provided the application process is completed one academic year in advance of the year of admission.



## **Data Protection**

Unless there are exceptional circumstances, information is kept for a year after the end of the admissions process. For more information about how the School will use this information, and the child's information, please see the Data Protection policy for parents and students, which can be found in our website.

## **Admission to the IB**

GVS provides detailed guidance to individual students regarding the IB and suitable courses. The different enrollment possibilities are explored in a collaborative way (students, parents, teachers and the IB coordinator).

The students' academic strengths and weaknesses are considered. These are matched, as far as possible, with future aspirations such as the course they are likely to study after IB and the country they might be studying in.

This must be a realistic exercise and students need to set targets for themselves. One main target is to gain at least a grade 4 (out of 9) in IGCSE subjects which they plan to study for their IB Diploma (6/9 in subjects to be studied at Higher Level).

If a GVS student does not gain the results necessary to cope well with one or more of the intended IB subjects, the school will normally offer a place on probation, subject to the condition that catch up plans in those subjects are agreed and complied with by the student.

To be enrolled in the IB, internal students must also successfully complete the school's 'experiences program', including the 'service experiences' component.

When a chosen IB subject is not offered in Year 10 and Year 11, a student may still be enrolled in that subject (on probation), although the student should have gained the stipulated minimum IGCSE grade in another subject from the same group of subjects.

External applicants are assessed individually. There are no universal, formal entry requirements. However, in order to have access to instruction and to the course materials, it is a pre-requisite that a student has competent English skills — speaking, listening, reading and writing. If a student does not have sufficient English skills, he/she may be required to take a summer English language course before enrolling in the IB Diploma Programme in Year 12 and/or that private tutoring takes place during the DP course.



## **Induction to the IB**

GVS focuses on the offer of the IB to students currently enrolled at the school. The induction process therefore can start very early, in Year 10.

At the start of Year 10 students are given a diagnostic test (The Cognitive Abilities Test - CAT, by GL Education). This is a main initial tool students and teachers can refer to for target setting. From there, the results gained each term by the students in their different IGCSE subjects are closely monitored and recorded by the Secondary Coordinator and the IB Coordinator.

In February, the IB Coordinator meets Y10 students to discuss University options and to collect information from students about their preferences of country where they will go to study after completing their IB course at the end of Year 13.

The IB Coordinator and the tutor/s will meet different times with students during Y10 and Y11 to help students think about their profile, their weak and strong subjects, the setting of targets and planning for their IB Diploma subjects.

In May, Year 11 students will have a meeting with our IB Coordinator to discuss an IB program for Year 12. Students will be handed an IB subject choice form to fill in and this will be followed by a meeting with the student's parents to confirm the selection of subjects and to discuss any issues arising, such as further advice, targets, etc.



**IB subject choice form:**

Circle the subject of your choice for each one of the groups of subjects. Also indicate whether you would be doing the subject as an Higher Level (HL) or Standard Level (SL) subject.

Remember to choose only one subject per group and to choose 3 of those at HL and three at SL.

IB Choice form					HL	SL
G1	English	Spanish	Other (Self-Taught)			
G2	English	French	German	Spanish		
G3	Business Management	Geography	History			
G4	Biology	Computer Science	Chemistry	Environmental Systems and Societies		
G5	Mathematics: Analysis and approaches	Mathematics: applications and interpretation				
G6	Physics	Visual Arts	Theatre			

\* Appropriate engagement and completion of the three IB Diploma requirements (ToK, EE and CAS) is compulsory.



## **Revision of the Policy**

The policy was first developed in November 2019 by the DP Coordinator as a draft, followed by the collaborative work of a committee and finalised with the contributions and amendments made by the teaching staff during PD days and over a significant period of time via Google comments, between December 2019 and January 2020. The policy was approved by the school Leadership Team on February 2020.