

«ZAMAN» ELITE KAZAKH SCHOOL



Admission policy

Pedagogical council approval

3 November 2023

The purpose of the policy

The Zaman Elite Kazakh school strives for transparency in all school processes and activities, welcoming a diverse community of students with various talents and abilities representing a range of nationalities, cultures, and backgrounds. We strive to offer a broad-based education that uses Kazakh and English as the main languages of teaching and learning and create a diverse and inclusive community that fosters academic excellence, personal growth, and global citizenship.

Our institution is committed to embodying the values and principles of the International Baccalaureate (IB) program. As such, our admission policy reflects the IB philosophy, which emphasizes holistic education, intercultural understanding, and the development of internationally-minded individuals. To ensure a transparent admission process and clarify conditions for admission to the school, the Admission policy has been developed.

The Concept of the Zaman School

The concept of the inclusive education policy of Zaman School is to promote a school system that gives students equal opportunities to accept their differences, as well as to receive a quality education, maximizing their potential, regardless of age, gender, race, origin, religion or disability, which will allow them to become responsible citizens in the future.

Zaman School Values

- We want everyone to be treated fairly and feel part of their community.
- We take care of children and adults at school.
- We act by realizing that we live on the same planet as all other living beings.
- We worry when people suffer from hunger, disease, and poverty.
- We learn from each other and share what we know.
- We solve problems by listening to each other and finding solutions together.
- We speak when we see that something is wrong.
- We respect all plants and animals in the world.
- We strive to save energy and avoid harmful waste.
- We help make our school and the world the best place to live.

The entire school community has a collective responsibility to implement the values set out in this statement. When any non-inclusive problem is noticed, the relevant employee is informed about it and appropriate measures are taken.

This policy:

- provides information about admission procedures in primary, secondary and high schools;
- clarifies the steps parents need to take to enroll their children in all schools;
- guarantee a fair and transparent admission process for all the students.

Admission Procedures in Primary School

The admissions policy is aimed at providing equal opportunities for students seeking admission to the school. The school admits students for whom there are appropriate educational programs.

Admission is based on:

- The results of the entrance test
- Reports and references from previous schools
- Interview with a student

- Interview by a psychologist (students in Kindergarten and Grade 1)
- Available space in the target class (class sizes are limited to 18 students throughout the school). Entry level is based primarily on student age considering individual circumstances.

Admissions are open from August 10 to September 15 of each academic year. The majority of new students start at the beginning of Term 1 but students can be accepted at other times if space is available, and if course demands can be satisfied. The School Principal, in consultation with the Vice Principal and Heads of Departments, makes this judgment where appropriate. Upon the Principal's recommendations, the Head of School makes a final decision about admitting a student.

Admission criteria

- **Holistic Assessment.** We believe in considering applicants holistically, taking into account not only academic achievements but also personal qualities, interests, and growth potential. Our admissions process considers various factors, including academic transcripts, standardized test scores (if applicable), letters of recommendation, personal statements, extracurricular activities, and interviews.
- **Academic Rigor.** While academic excellence is important, we recognize that students come from diverse educational backgrounds and may demonstrate their abilities in various ways. We assess applicants' academic preparedness based on their prior academic performance, intellectual curiosity, and willingness to engage in challenging coursework.
- **Transdisciplinary Perspective.** The Zaman school aims to embody the principles of the IB program. Therefore, our curriculum places great importance on interdisciplinary learning and encourages students to establish connections between different subject areas. We highly value applicants who possess the ability to think critically, creatively, and holistically when it comes to tackling complex issues. Additionally, we seek individuals who demonstrate a genuine interest in exploring diverse perspectives.
- **Intercultural Competence.** Striving to adhere to the IB values, our school tries to focus on intercultural understanding, we welcome students from diverse cultural, linguistic, and socioeconomic backgrounds. We seek applicants who embrace diversity, demonstrate respect for others, and are eager to engage in meaningful dialogue and collaboration with peers worldwide.
- **Commitment to Service.** We value applicants who have demonstrated a commitment to service through volunteer work, leadership roles, or other forms of civic engagement and who are motivated to positively impact society, as our school follows IB philosophy in which a central aspect is a concept of service to others and the community.
- **Language Assessment.** At Zaman School, we assess the language proficiency of applicants in Kazakh to ensure they are able to study comfortably in this language of instruction.
- **Readiness for IB Program.** As a school that seeks to gain IB accreditation, we offer a rigorous and academically demanding curriculum that requires students to be self-motivated, independent learners. We assess applicants' readiness for the IB program based on their academic background, study habits, time management skills, and willingness to embrace the challenges.

Special circumstances

If vacancies are available and the admission test has been passed successfully the admission priority is given to:

- children of the other Branch's sister schools or teachers by the labor agreement;
- students of the other sister schools (students should take only the test in English);
- children from families who already have two or more students studying at Zaman Elite Kazakh school.

Special learning or behavioral needs

We can provide a limited level of support for students with mild learning difficulties. We require that families inform us of any previously identified special needs or previous educational support at the time of application. Students with diagnosed learning or behavioral issues will be evaluated by the school's inclusion coordinator. In some cases, parents may be asked to commit to providing extra support for their child, which may take the form of in-class support or out-of-school provision.

Admission and placement procedures

Entry level

The correlation between age and school grade/class is listed in the chart below. In general, students are expected to have completed the previous grade level before placement in the next grade.

Age and Corresponding Class

	Grade	Year Range
Primary school	1	6-7
	2	7-8
	3	8-9
	4	9-10

Grade 1 Procedure

- Psychologist and Speech Therapist meet with the child. A psychologist collates information and gives the information to the Principal
- The prospective student takes entrance tests in mathematics, Kazakh, and English
- The Principal collates information
- The Primary School Principal recommends to the Head of School whether or not a student is to be admitted
- Head of School decides on student admission to Grade 1

Grades 2 to 4

Entrance Assessments:

- Mathematics
- Kazakh language (as A or B)
- English language (all students)

To be enrolled in the school, a student must pass 50% of the English language test correctly and show a high score of 60% in other subjects.

The Admission office is responsible for all activities relating to the admission of the new students.

Step	Action	Responsible person(s)
1	Parents receive information about the school, the programs, and the fees.	Admissions Officer
2	Parents make an appointment to arrange a school visit.	Admissions Officer
3	Parents complete Student Information Admissions Form and agree on the date of testing	Admissions Officer

4	Parent and student meet with the PS/SS Principal and /or Vice-Principal.	PS/SS Principal or Vice-Principal (if necessary)
5	A student sits for the admission test.	Admissions Officer, PS/SS Principal or Vice-Principal
6	Review of admission test results and student records.	Admissions Officer, PS/SS Principal or
7	Assessment by school psychologist and SEN specialist if social or learning needs identified	Admissions Officer, School Psychologist, SEN () specialist
8	The final decision on the candidate's enrollment or refusal is made.	PS/SS Principal or Vice-Principal. Head of School's decision.
9	Parents are informed of the decision within 3 working days after the test.	Admissions Officer
10	If a child has been enrolled at school, parents submit Confirmation Form and all relevant documents according to the list.	Admissions Officer, School Physician
11	Parents get acquainted with school policies and regulations.	Admissions Officer (website, for parents
12	Parents sign the Agreement for Studies and make payment of entrance and tuition fees.	Admissions Officer

Identification of learning needs through the entrance exams in PYP

The school admissions committee reviews all documents submitted by parents, including medical reports, reports from external support organizations, as well as previous school reports and IPS. The school's admissions committee, as well as the school principal, meet with the parents to discuss the process of identifying the student's learning needs. The student undergoes an individual assessment by a specialist by the initial admission procedures. This assessment helps to notice signs of difficulty in future learning, and if necessary, additional documentation may be requested from the parents.

Students with learning needs are determined during this process based on information about parents (including the issuance of medical reports), grades at the time of school admission, and information provided by the previous school. Students with critical learning needs can undergo an additional alternative assessment at the discretion of the school principal. Depending on the identified needs of the student and their level of admission to the school, the admissions committee may request additional information or procedures.

Waiting list

If a student successfully meets the entrance requirements and no place is available, they can be put on a waiting list. Entrance test results could be accepted only within one semester for admission decision.

In case of lower performance, a student can retake the admission test but not earlier than two months after the previous admission. At the start of the academic year, any family with a student on the waiting list as of October 5 will be asked if they wish to remain on the waiting list.

Induction period

There is an induction period of four-six weeks for all students who are new to the school. During this period the student's well-being will be monitored by the Psychologist and, as needed, support will be provided by the teachers and appropriate school managers.

Probation

Where test results or interview outcomes are unclear, the student may be enrolled under probation. During this time the Primary class teacher will supervise the student and evaluate social integration and/or academic progress and ability. A student's progress during probation should be regularly reported to the Primary Principal or Vice Principal and Dean of Students accordingly. It is the responsibility of parents to help their child fully meet the entrance requirements.

The probation period may be up to 3 months, depending on the outcomes of the admissions testing. At the end of the probation period, the student's progress is reviewed at a Pedagogical Council and the decision is made whether to fully accept the student into the school, to extend the probation for up to an additional two months, or to recommend the student leave the program. The Principal in agreement with the Head of School makes all final decisions on probation. At the end of the probation period, the parents will be officially informed about the administrators' decision.

A student on probation may receive recommendations for additional preparation work in some subjects, including a schedule indicating topics for independent study and dates of any further tests. Each month the results of the students' progress will be evaluated.

Learning Support

The school does not undertake to provide for all specialized educational needs such as severe learning difficulties. Moderate learning support needs may be provided but limited.

Admission of Students with SEN

The school has an open policy in educating a wide range of students, including students with mild learning difficulties. We strive to provide equal quality education and care to all the students in our care. We believe that students with special educational needs have the right to participate in the full life of the school, learn, and reach their full potential. In addition, students with special educational needs have access to school activities and extracurricular opportunities with their peers.

When making decisions on individual applications, the manager / executive director must be confident in the listed conditions:

- Admission to school meets the educational needs of the future student and benefits his emotional and social development;
- The school can offer appropriate practices that benefit the student, and the educational interests of all other students are not subjected to unjustified pressure due to learning conditions or certain behaviors;
- Special requirements regarding the features, areas, and any physical features of school buildings are fully and satisfactorily considered;
- Availability of adequate financial, human, and material resources, including support for additional training if necessary;
- Availability of relevant expert recommendations on specific types of disability for teaching and non-teaching staff;
- Always treat every student with special needs after admission with the same respect as other students.

All applications to support learning

If necessary, additional information may be requested, including medical records, records of medical interventions by third-party institutions, contacts with previous schools, and/or parent meetings. Each application is considered individually to identify the need for additional support that students will need when acceptably conducting the educational process.

There may be students whose academic or social needs of the child are met outside the capabilities of Zaman School. In such cases, the student is rejected or accepted only based on clearly established conditions. The provisions on the accompanying process carried out during training are subject to annual revision. The final decision on the admission of a new student is made by the heads of departments and the executive director.

Inclusion

As stated in the IB Access and Inclusion Policy “all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible.” Relying on the IB Access and Inclusion Policy the school recognizes learning barriers as follows below:

- Language A (language of instructions)
- Additional language (first or best language is not the language of instruction)
- Cultural variations
- Hearing
- Intellectual exceptionalities
- Movement and coordination
- Medical
- Mental health
- Numeracy
- Processing
- Reading
- Seeing
- Social-emotional
- Speech and language
- Writing

All the cases of learning barriers above are described in the school’s inclusion policy, and assessment policies, which unpack processes and procedures of how learning and assessment happen for these students ensuring an inclusive environment in the school. The school Inclusion policy also regulates all the possible support available in the school to ensure effective learning for all.

Enrolment documents

- completed application form
- copy of the birth certificate (copy of passport if any)
- medical passport, form 026-y
- 2 photos (3*4)
- academic transcript from previous schools
- certificate of Middle School (for students entering Grades 10-11).

The admissions policy is aimed at providing equal opportunities for students seeking admission to the secondary school. The school admits students for whom there are appropriate educational programs.

Admission is based on:

- The results of the entrance test
- Reports and references from previous schools
- Interview with a student
- Available space in the target class (class sizes are limited to 18 students throughout the school). Entry level is based primarily on student age considering individual circumstances.

Admissions are open from August 10 to September 15 of each academic year. The majority of new students start at the beginning of Term 1 but students can be accepted at other times if space is available, and if course demands can be satisfied. The School Principal, in consultation with the Vice Principal and Heads of Departments, makes this judgment where appropriate. Upon the Principal's recommendations, the Head of School makes a final decision about admitting a student.

Admission criteria

- **Holistic Assessment.** We believe in considering applicants holistically, taking into account not only academic achievements but also personal qualities, interests, and growth potential. Our admissions process considers various factors, including academic transcripts, standardized test scores (if applicable), letters of recommendation, personal statements, extracurricular activities, and interviews.
- **Academic Rigor.** While academic excellence is important, we recognize that students come from diverse educational backgrounds and may demonstrate their abilities in various ways. We assess applicants' academic preparedness based on their prior academic performance, intellectual curiosity, and willingness to engage in challenging coursework.
- **Interdisciplinary Perspective.** The Zaman school aims to embody the principles of the IB program. Therefore, our curriculum places great importance on interdisciplinary learning and encourages students to establish connections between different subject areas. We highly value applicants who possess the ability to think critically, creatively, and holistically when it comes to tackling complex issues. Additionally, we seek individuals who demonstrate a genuine interest in exploring diverse perspectives.
- **Intercultural Competence.** Striving to adhere to the IB values, our school tries to focus on intercultural understanding, we welcome students from diverse cultural, linguistic, and socioeconomic backgrounds. We seek applicants who embrace diversity, demonstrate respect for others, and are eager to engage in meaningful dialogue and collaboration with peers worldwide.
- **Commitment to Service.** We value applicants who have demonstrated a commitment to service through volunteer work, leadership roles, or other forms of civic engagement and who are motivated to positively impact society, as our school follows IB philosophy in which a central aspect is a concept of service to others and the community.
- **Language Assessment.** At Zaman School, we assess the language proficiency of applicants in Kazakh and English to ensure they are able to study comfortably in these languages of education.
- **Readiness for IB Program.** As a school that seeks to gain IB accreditation, we offer a rigorous and academically demanding curriculum that requires students to be self-motivated, independent learners. We assess applicants' readiness for the IB program based on their academic background, study habits, time management skills, and willingness to embrace the challenges.

Special circumstances

If vacancies are available and the admission test has been passed successfully the admission

priority is given to:

- children of the other Branch's sister schools or teachers by the labor agreement;
- students of the other sister schools (students should take only the test in English);
- children from families who already have two or more students studying at Zaman Elite Kazakh school.

The following exceptions apply:

Grade 9 – 10 students

Students in Grade 9 can only be admitted to Grade 10 (11) if they have completed Grade 9 and received the Grade 9 State Certificate.

Special learning or behavioral needs

We can provide a limited level of support for students with mild learning difficulties. We require that families inform us of any previously identified special needs or previous educational support at the time of application. Students with diagnosed learning or behavioral issues will be evaluated by the school's inclusion coordinator. In some cases, parents may be asked to commit to providing extra support for their child, which may take the form of in-class support or out-of-school provision.

Admission and placement procedures

Entry level

The correlation between age and school grade/class is listed in the chart below. In general, students are expected to have completed the previous grade level before placement in the next grade.

Age and Corresponding Grade

	Grade	Year Range
Secondary school	5	10-11
	6	11-12
	7	12-13
	8	13-14
	9	14-15
High school	10	15-16
	11	16-17

Admission to Secondary and High Schools

The admission assessment is based on entrance test results for Kazakh, English, and Mathematics. In Secondary School, all students must have a level of proficiency in English, and Kazakh respectively, that allows them to achieve success in their studies. One of the purposes of the entrance tests is to determine if a potential student has the appropriate skills in the use of the target language.

A minimum score of 60% on the English, Kazakh test is required. Students who obtain a score of 50-59% may be entered on probation if they perform successfully in the interview. In the school ESL program is for those students whose English is sufficient to study effectively in classes but still require additional support.

A minimum score of 50% on the Mathematics test is required. Students who score from 35-49% may be admitted on probation if there are valid reasons, such as lack of prior experience in the topics tested, for the lower score.

Academic Integrity

At Zaman School, honesty and integrity are fundamental components of the academic

process. This means that students are expected to uphold a commitment to not engage in or tolerate any acts of falsification, misrepresentation, or deception. The school provides an environment that supports academic integrity during the admission exams, as well as throughout the entire academic year. Students must be honest and ethical at all times in their pursuit of academic goals.

The Admission office is responsible for all activities relating to the admission of the new students.

Step	Action	Responsible person(s)
1	Parents receive information about the school, the programs, and the fees.	Admissions Officer
2	Parents make an appointment to arrange a school visit.	Admissions Officer
3	Parents complete Student Information Admissions Form and agree on the date of testing	Admissions Officer
4	Parent and student meet with the PS/SS Principal and /or Vice-Principal.	PS/SS Principal or Vice-Principal (if necessary)
5	A student sits for the admission test.	Admissions Officer, PS/SS Principal or Vice-Principal
6	Review of admission test results and student records.	Admissions Officer, PS/SS Principal or
7	Assessment by school psychologist and SEN specialist if social or learning needs identified	Admissions Officer, School Psychologist, SEN specialist
8	The final decision on the candidate's enrollment or refusal is made.	PS/SS Principal or Vice-Principal. Head of School's decision.
9	Parents are informed of the decision within 3 working days after the test.	Admissions Officer
10	If a child has been enrolled at school, parents submit Confirmation Form and all relevant documents according to the list.	Admissions Officer, School Physician
11	Parents get acquainted with school policies and regulations.	Admissions Officer (website, for parents
12	Parents sign the Agreement for Studies and make payment of entrance and tuition fees.	Admissions Officer

Identification of learning needs through the entrance exams in MYP and DP

Students undergo an individual assessment by the high school admission procedures. The results of this assessment, together with information provided by parents, previous school reports, and reports on medical interventions by third-party institutions, are reviewed jointly by the admissions committee of the high school and the Principal of the high school.

Students with learning needs are determined during this process based on information about parents (including the issuance of medical reports), grades at the time of school admission, and information provided by the previous school. Students with critical learning needs can undergo an

additional alternative assessment at the discretion of the school principal. Depending on the identified needs of the student and their level of admission to the school, the admissions committee may request additional information or procedures.

Waiting list

If a student successfully meets the entrance requirements and no place is available, they can be put on a waiting list. Entrance test results could be accepted only within one semester for admission decision.

In case of lower performance, a student can retake the admission test but not earlier than two months after the previous admission. At the start of the academic year, any family with a student on the waiting list as of October 5 will be asked if they wish to remain on the waiting list.

Induction period

There is an induction period of four-six weeks for all students who are new to the school. During this period the student's well-being will be monitored by the Psychologist and, as needed, support will be provided by the teachers and appropriate school managers.

Probation

Where test results or interview outcomes are unclear, the student may be enrolled under probation. During this time the Primary class teacher or Secondary Homeroom Leader will supervise the student and evaluate social integration and/or academic progress and ability. A student's progress during probation should be regularly reported to the Primary Principal or the Secondary Principal or Vice Principal and Dean of Students accordingly. It is the responsibility of parents to help their child fully meet the entrance requirements.

The probation period may be up to 3 months, depending on the outcomes of the admissions testing. At the end of the probation period, the student's progress is reviewed at a Pedagogical Council and the decision is made whether to fully accept the student into the school, to extend the probation for up to an additional two months, or to recommend the student leave the program. The Principal in agreement with the Head of School makes all final decisions on probation. At the end of the probation period, the parents will be officially informed about the administrators' decision.

A student on probation may receive recommendations for additional preparation work in some subjects, including a schedule indicating topics for independent study and dates of any further tests. Each month the results of the students' progress will be evaluated.

Learning Support

The school does not undertake to provide for all specialized educational needs such as severe learning difficulties. Moderate learning support needs may be provided but limited.

Admission of Students with SEN

The school has an open policy in educating a wide range of students, including students with mild learning difficulties. We strive to provide equal quality education and care to all the students in our care. We believe that students with special educational needs have the right to participate in the full life of the school, learn, and reach their full potential. In addition, students with special educational needs have access to school activities and extracurricular opportunities with their peers.

When making decisions on individual applications, the manager / executive director must be confident in the listed conditions:

- Admission to school meets the educational needs of the future student and benefits his emotional and social development;

- The school can offer appropriate practices that benefit the student, and the educational interests of all other students are not subjected to unjustified pressure due to learning conditions or certain behaviors;
- Special requirements regarding the features, areas, and any physical features of school buildings are fully and satisfactorily considered;
- Availability of adequate financial, human, and material resources, including support for additional training if necessary;
- Availability of relevant expert recommendations on specific types of disability for teaching and non-teaching staff;
- Always treat every student with special needs after admission with the same respect as other students.

All applications to support learning

If necessary, additional information may be requested, including medical records, records of medical interventions by third-party institutions, contacts with previous schools, and/or parent meetings. Each application is considered individually to identify the need for additional support that students will need when acceptably conducting the educational process.

There may be students whose academic or social needs of the child are met outside the capabilities of Zaman School. In such cases, the student is rejected or accepted only based on clearly established conditions. The provisions on the accompanying process carried out during training are subject to annual revision. The final decision on the admission of a new student is made by the heads of departments and the executive director.

Extramural Program

Extramural Program - a course of study, arranged for people who are not full-time members of an educational establishment. Following the Ministry of Education and Science regulations, education in the school is available also in the form of Distance Learning or External Education.

Distance Learning - a type of External Education for all Grade Levels could be organized in the following cases:

- For students with Medical requirements (Medical Advisory Board /BKK)
- For students whose parents are Kazakhstani citizens temporarily living abroad (1 term, half of the year)

For Practical in Science students could be invited to the laboratory to do investigation/practical work (if it is possible).

External Advanced – advance from Grade 10 to Final State Exams skipping Grade 11 attendance but covering the program requirements:

- For highly able students who had excellent and good marks in all subject areas during the whole period of education in the school

Inclusion

As stated in the IB Access and Inclusion Policy “all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible.” Relying on the IB Access and Inclusion Policy the school recognizes learning barriers as follows below:

- Language A (language of instructions)
- Additional language (first or best language is not the language of instruction)
- Cultural variations
- Hearing
- Intellectual exceptionalities
- Movement and coordination
- Medical

- Mental health
- Numeracy
- Processing
- Reading
- Seeing
- Social-emotional
- Speech and language
- Writing

All the cases of learning barriers above are described in the school's inclusion policy, and assessment policies, which unpack processes and procedures of how learning and assessment happen for these students ensuring an inclusive environment in the school. The school Inclusion policy also regulates all the possible support available in the school to ensure effective learning for all.

Enrolment documents

- completed application form
- copy of the birth certificate (copy of passport if any)
- medical passport, form 026-y
- 2 photos (3*4)
- academic transcript from previous schools
- certificate of Middle School (for students entering Grades 10-11).

