

*since 1980*



***St. Nicholas***

# Admissions

Policy and Procedures  
@Pinheiros

Created August, 2017  
Updated March, 2023

[www.stnicholas.com.br](http://www.stnicholas.com.br)

Dear community members,

Our school policies draw from the Unique Adventure and our beliefs outlined in the Principles of Learning. We aim to model the IB learner profile and mission. Our policies have been developed through discussions with the community. This Admissions Policy meets the legal requirements that guarantee Inclusion for all children in Brazil.

St Nicks is a diverse community. We embrace different identities, neuro diversities and language backgrounds. Our Admissions Policy requires that we are the best school for the learner and that we can cater for each applicant's needs. By enrolling your child(ren) at St Nick's, you agree to embrace and promote the diversity of our community.

In each of our policy documents, you will find the philosophy driving the policy and the community's rights and responsibilities. In the appendices are the procedures and processes associated with each policy.

We look forward to each learner, adult or young, enjoying a unique adventure.

Thank you, in advance, for reading this policy.

This policy has been written by the Admissions Policy Review group, a diverse team of educators, lead learners, leaders and administrative staff members.

*St. Nicholas Leadership Team*

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## Our Guiding principles

### St Nick's mission

A unique adventure to ignite a passion for learning from our hearts to others for the world



### Principles of Learning most relevant to Admissions



### IB mission statement

*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 organization works with schools, governments and international organizations 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.*

### International mindedness<sup>1</sup>

Cultural diversity is integral to St Nicholas and IB. We are shaped by local and global culture. All applicants and their families are individually valued and respected.

<sup>1</sup><https://www.whitbyschool.org/passionforlearning/cultural-diversity-international-mindedness-integral-ib-schools>

## **IB Learner Profile**

Every member of the community is seen as a unique person from the moment they start their journey at St. Nicholas and both learners and their families should be committed to embodying these attributes on a daily basis.

*Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective*

## **Diversity, Equity and Inclusion @Pinheiros**

We bring our authentic whole on a journey for all. Embracing ethnicity, physical and neurodiversity, gender and gender identity, age and socio-economic condition.

We are aware of how we see, listen and speak. We acknowledge our shared history, understand our present and advocate for a just future.

We are safe and free to explore. Diversity broadens perspectives, generates ideas and ignites innovation. It is the right way to be.

Agency and personalisation of learning are the rights of all our learners.

## **Aim of the Admissions Policy**

To ensure a just and equitable admissions process for applicants and their families.

## **Rationale**

St Nicholas School @ Pinheiros is an inclusive international school with a diverse population of around 680 learners. The school offers IB Primary Years Programme (PYP) and Diploma Programme (DP) to provide concept-based inquiry.

Two overarching concepts determine the admission process.

- Is St Nicholas School the best school for the child (and family)?
- Can St Nicholas School provide an appropriate learning process for the child?

The admissions process is designed to find out as much about the applicant and their family as possible before admission and determine whether;

- The applicant can access the learning opportunities offered by the school and make progress.
- The applicant will contribute positively to the school community.
- The health, safety and well-being of the applicant and the community are guaranteed.
- Learners and families are aligned with our mission and principles of learning.

The language of inclusion at St Nicholas is English. The languages of instruction are English and Portuguese, with additional language options available. Applicants from Grade 1 onwards are evaluated for understanding and spoken fluency, to determine whether English as an Additional Language (EAL) or Portuguese as an Additional Language (PAL) support will be required. In addition, applicants to Grade 6 - 11 will have a written and oral evaluation in Japanese and Korean when applicable.

For Grades 6 to 8, it is not required that applicants understand or speak Portuguese but upon admission. It is then required for these students to study Portuguese. This may be in addition to learning English. Portuguese is offered as a First Language and Additional Language. The school has resources to offer PAL classes in two phases: Phase 1-3 and Phase 4-6.

For Years 9 and 10, it is required that learners have a basic understanding of English and a home language the school can support. It is not a requirement to be at a proficient or academic level in English or Portuguese. Learners can start a Bilingual IB Diploma, which includes their home language in Group 1 and English or Portuguese language B. Learners who enter the school in Grades 9 or 10 with English at Phase 3 and 4 will not be required to take IGCSE exams and will have personalised programmes designed to prepare them with sufficient language skills to start the Diploma. This is a language-rich course which includes instruction in all of the host, home and language of instruction.

### **Admissions Procedure**

The admissions process begins with documentation (listed below) submitted to the admissions department. After submitting the documents, an appointment for the applicant

and their family to visit the school premises is arranged. This may be either face to face or online to present the school and explain the philosophy, mission and pedagogy.

Then a meeting will be set up with the relevant pedagogical department, either face-to-face or online. Depending on the age and profile of the applicant, they may also meet with personalised learning support specialists, University advisors or language specialists. Japanese and Korean applicants will also be interviewed in their home language, where appropriate.

The same process applies whether a child is applying to begin at the beginning of the academic year, or start mid-term. The admissions department is the first point of contact for the applicant and family.

More detailed information per section of school (Early Years, Primary and Secondary) is listed below.

### **Early Years (Tiny Tots - Kindergarten 2)**

Before meeting the EY Pedagogical team for an individual conversation, the Admissions team will invite the family to join the EY Talk where they will learn about some aspects of the EY learning journey.

- EY [application form](#)
- School report from the last year (when applicable)
- Interview with the Early Years Pedagogical Team (scheduled by Admissions Team), who will gather information of the conversation in the Individual applicant's [Interview file](#).

### **Primary (Grade 1 - Grade 5)**

- Primary [application form](#)
- School references, filled out by current teacher and by the parents
- School reports for the last three years, including the current school year.
- Interview with the Primary Pedagogical Team (scheduled by Admissions Team).

### **Secondary (Grade 6 - Year 12)**

- An [application form](#)
- A [self-assessment](#), written by the applicant to reflect on strengths and achievements
- A [written application](#) from the parents to help understand their child
- [School reference](#), filled out by a current teacher

- School reports from the last three years, including the current school year
- Interview with the Head of Secondary (scheduled by Admissions Team).

## **Decisions**

Admissions and Pedagogical teams meet to discuss each applicant, based on the documentation, visits to school, interviews and spaces available in the year group most appropriate for the applicant<sup>2</sup>.

The admissions department will inform the candidate and the family of the outcome of the process. On acceptance, the relevant information will be transferred to SchoolBase and the biography completed. If the application is rejected, the final decision is that of the head of section, with the head of site.

## **Bursaries and scholarships**

The school does not provide bursaries or scholarships.

## **Placement within the school**

Placement is based on age, in accordance with Brazilian law. The aim is that all applicants will be registered with the Brazilian authorities and in the correct age group. Unfortunately, this is not always possible, and rare cases when past schooling doesn't match the age grade levels in Brazil, these will be discussed carefully before a decision is made.

- The Admissions Department makes a preliminary placement suggestion which is reviewed by the head of the section to ensure this coincides with the requirements of the Brazilian system.
- To ensure the language and learning requirements of the Diploma are met, international applicants in Year 9-12 may enter a group more than six months older than the normal cut-off for the class. The health, safety and wellbeing of the applicant and existing class will be considered carefully. The Head of School will make these decisions.

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<sup>2</sup> In rare cases and where deemed useful, the school will also offer a trial experience and the applicant will spend a morning in school with an appropriate year group.



## Enrollment and Registration Process

The admissions department will guide the family through the enrollment process including the relevant documentation.

### Documentation required

In order to register a child with “*Secretaria de Ensino*” through the Brazilian Department, the following documentation is required;

- Birth certificate, ID Card (RG/RNM), and passport details page + digital photo (3X4)
- Medical Health certificate, eyesight, and hearing tests from 4 years old.
- Photocopy of vaccinations and health insurance card
- Photocopy of proof of address

For children coming from Brazilian schools: *Histórico Escolar*, *Carta de Transferência* and *Declaração de Adimplência*.

For children coming from schools outside Brazil: A copy of the school transcript or school reports for the last 3 years translated into Portuguese, English, or Spanish. Simple copies of school reports since Grade 1 (if applicable).

### Onboarding

If a child is enrolled to start at the beginning of the term in August or January they will be invited to a New Family orientation day, usually one business day before lessons start, where they will have the opportunity to meet their lead learners, spend time in their learning environments, receive additional information about uniform, school transport, ICT logins, infirmary and nutrition. If a family is enrolling part way through a term, the admissions department will share this information prior to the child starting at school.

As the family is enrolled, Admissions and Pedagogical teams will work together to welcome these families to our community. Part of this process consists of:

- Initial contacts and information (Handbooks, PTA information, House Form, Seesaw, IsCool App & School Portal Information)
- Feedback with Admissions after 1-2 months
- Meeting with family within the first month

## **Links to other policies**

[Inclusion Policy](#)

[Language Policy](#)

## **Cycle of review**

This policy will be subjected to a regular and official review which will take place every two years, as per the school's policy review cycle. The next scheduled review will take place in March 2025, and will include all relevant stakeholders including:

- Senior leadership team, including all programme coordinators
- Lead Learner representative
- Student representative
- Parent representative
- Admission staff members

## **Bibliography**

<https://www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/access-and-inclusion-policy-en.pdf> (accessed in March, 2023)