

since 1980



St. Nicholas

Admissions

Policy and Procedures at Alphaville

All teaching staff should read this policy before teaching.
For this effect, at the beginning of each academic year, time will be allocated for staff to
read it.

This will apply to any teaching staff joining us during an academic year.

Updated: May 2023

www.stnicholas.com.br



Policy statement

The purpose of this policy is to establish a clear set of procedures for the admission of students to St Nicholas School.

This document is intended to serve the wider school community, including current and prospective parents, as well as the integrity of the school as one of its fundamental documents.

The school will consider all applicants whose family supports the mission and values of the school, regardless of their race, religion, gender, social and economic status, first language, nationality, and family structure, provided it is an appropriate school setting for the student.

Admissions team

The admissions process is led by the Admissions Officers, with entrance approval by the pedagogical leadership team. In the case of disagreement, a committee composed of the Head of School, Brazilian Director, Head of Section and Head of Administration should meet to arrive at consensus. Class placements must be in line with Brazilian legal requirements.

Admissions Process

1. Inquiry (and school visit upon request)

Prospective parents are invited to complete the online form via the school's website, email, or call the school to request further information. A visit to the school, guided by the Admissions Officer, can be arranged upon request. Prospective parents may also attend open days or school events that are open to the wider school community, provided they comply with the school's security requirements prior to and during their visit.

For safeguarding purposes, all prospective parents wishing to visit the school must send a copy of their ID (all visitors) to admissions before their visit. The visitors' personal documents will be treated confidentially and within the confines of data protection law (Lei de Proteção de Dados (LGPD)).

2. Submission of documents

The following documents must be submitted in order for an admissions request to be considered:

- Completed application form (available on the school's website and in the school office)

- Copy of all school reports from at least the last three years
- Copy of student registration document (passport or RG)
- Copy of parents' registration documents (passport or RG)
- Written report from their teachers on their progress and performance in English and Mathematics (mandatory for students applying for Grades 3 and up)
- Reference letter or form (at least 1) from a previous teacher or coordinator that knows the child well (Grades 3 and up).
- Copies of recent medical or psychological diagnoses and reports, where appropriate
- Payment of registration fees

Reports should cover three complete years (the most recently completed academic year and the previous two) as well as the year in progress, if applicable.

Previous school reports must be in either English or Portuguese, and official translations should be provided for reports in any other language.

3. Admissions diagnostic assessment

KG1 to Grade 1	Grades 2 - 5	Grades 6 and up
<ul style="list-style-type: none"> - Oral language skills in English - Understanding of basic maths concepts - Fine motor skills - Visual and auditory perception 	<ul style="list-style-type: none"> - Portuguese writing sample - English reading comprehension - English writing sample - Numeracy assessment 	<ul style="list-style-type: none"> - Portuguese writing sample - English reading, writing and oral sample - Numeracy assessment

4. Interview

Applicants from KG1 up are invited to attend a Discovery Day, where the child will spend the morning in an age-appropriate classroom. The purpose is to observe and assess the child as they interact with the other children. This is purely so that the team can ascertain the child's needs and how they might profit from joining the school.

Following the evaluations of the older applicants, the prospective student will be interviewed by the respective Head of Section. This interview takes place directly after the written evaluations, but it can be scheduled the following day, depending on the availability of all involved. This interview serves the purpose of getting to know the child better, and does not require prior preparation. This interview will take place in English, unless otherwise arranged between the Admissions Officer and the Head of Section.



During this visit, the Heads of Section will also meet with the prospective parents to discuss the school's values, philosophy and approach to address any questions from both sides.

5. Assessment of application

The school reserves the right to not make decisions on entry until all relevant documents have been submitted, and all components of the admissions evaluation have been completed. Once the process is complete, the admissions team will meet to deliberate the application. This will take place within two or three working days of the interview and evaluation taking place. The outcome of this deliberation will be communicated to parents in a meeting, or via email should the family not be in the country at the time of deliberation.

6. Special Educational Needs

The school has a dedicated Personalised Learning department to support students with additional needs. During the admissions process, the Heads of Section will discuss the academic and/or pastoral support available depending on the child's specific needs. This may include the appropriate level of support required at home and outside of school. Parents are, therefore, required to submit any relevant documentation related to their child's needs, including (but not limited to):

- Individualised Education Programs (IEPs) from previous schools
- Reports from school psychologists or SEN coordinators
- Speech and language reports
- Reports from healthcare professionals

A meeting with a healthcare professional may be required before a decision can be made. In cases where the school is unable to provide the structural or pedagogical support or access to the curriculum, parents will be advised to look for alternative options for their child.

7. English language requirements

St Nicholas is an international school where the majority of lessons are delivered in English. It is, therefore, in the child's best interest that they have a reasonable level of English in order to be able to fully benefit from the curriculum. Therefore, the school may request external language support or lessons for students applying for Grade 3 and up without prior experience in an English-speaking school or environment. The level of need will be gauged during the assessment stage or evidence will be required in order for an application to be considered.

8. English as an Additional Language (EAL) and Portuguese as an Additional Language (PAL)

Language support is available and will be provided based on an individual student's need as deemed necessary by the school. However, parents are also expected to support their child's language development with external language support and lessons as mentioned in section 7 above.

9. Admission to the Diploma Programme

The International Baccalaureate Diploma Programme is offered to students in Grades 11 and 12 at St Nicholas Alphaville. It is a rigorous international educational programme, which students must join in Grade 11 in order to be able to fully meet all the requirements for graduation at the end of Grade 12.

Due to the requirements of the programme, all students entering the Diploma Programme must have studied for at least three years in an international school, or at a school where the medium of instruction is English for at least 50% of the subjects undertaken by the prospective student.

In order to ensure continuity between Grade 11 and Grade 12, students will not be able to enter the Diploma Programme in Grade 12 unless they are transferring from a school that offers the Diploma Programme, and offers equivalent subjects in order to ensure cohesion in the student's educational trajectory and avoid delaying their graduation from the programme.

The school reserves the right to make recommendations to students and families with regards to their subject choices and entry into the full Diploma Programme prior to entering the school. These recommendations will be made based on the student's language profile, educational background as well as intentions for higher education, and aim to support the student and their family with ensuring the student's success in the programme.

Students with special educational needs may be accepted to the Diploma Programme, provided that the family provides the school with detailed reports (see above) that have been translated into English prior to submission. This is to ensure that students may be provided with the accommodations necessary for the external assessments that students will sit at the end of Grade 12.

10. Assignment of students to year groups and classes

The Head of the relevant section is responsible for assigning applicants to the appropriate year group in discussion with the Admissions team. This is based on the applicant's age as of 1st July (see Year of Admission chart below)

Students will only be placed in the age-appropriate year group. Parental choice is not taken into consideration. (See table below)

When assigning students to classes, or rearranging existing classes for the new academic year, the following criteria have been applied:

- No siblings in the same class, although cousins are allowed;
- All classes will be mixed ability;
- There should be a gender balance as much as possible in each class;
- When rearranging the classes, students will be placed with some of their friends in the new class based in part on the child's suggestions.

11. Placement within the school and the Brazilian System

- The Admissions Department will have made a preliminary placement suggestion as to the year group and will communicate any relevant information in writing to the appropriate Head of Section.
- The academic team will review the placement suggestion and, with the Admissions Officer ensure this coincides with the requirements of the Brazilian system. The Brazilian Director will be involved as needed.
- All applicants should be placed in the correct year group based on past schooling and age and the organisation of learning at the school.

Born from / to	Aug.23/Jun.24
01 July 21 // 30 June 22	TT1
01 July 20 // 30 June 21	TT2
01 July 19 // 30 June 20	Nursery
01 July 18 // 30 June 19	KG1
01 July 17 // 30 June 18	KG2
01 July 16 // 30 June 17	Grade1
01 July 15 // 30 June 16	Grade 2
01 July 14 // 30 June 15	Grade 3
01 July 13 // 30 June 14	Grade 4
01 July 12 // 30 June 13	Grade 5
01 July 11 // 30 June 12	Grade 6
01 July 10 // 30 June 11	Grade 7
01 July 09 // 30 June 10	Grade 8
01 July 08 // 30 June 09	Grade 9
01 July 07 // 30 June 08	Grade 10
01 July 06 // 30 June 07	Grade 11
01 July 05 // 30 June 06	Grade 12



12. Waiting list

When classes or year groups have reached their maximum size, applicants will be added to a waiting list.

As places become available, preference will be given to applicants based on:

- Older siblings already enrolled in the school
- Family's residential status. The situation of expatriate families will be given special consideration
- Families with two or more children
- Positive academic reports that demonstrate the child's commitment and an attitude that aligns with the school's mission and ethos

13. Admissions Offer

Offers of places will be issued within three (3) business days from the completion of the entire process. The process will be considered complete upon submission of all of the required information, documentation, and the payment of the registration fees listed above.

14. Communication of the Admissions Policy

The Admissions Policy is consistently disseminated throughout the St. Nicholas School Alphaville community via various channels. It is communicated during staff meetings, grade-level meetings, and through the the school's communication platform for parents (iScool). Additionally, the policy is prominently displayed on the school's website, and new staff members will receive orientation sessions specifically highlighting this document.

Outlined below are the steps and strategies to effectively communicate and implement the assessment policy:

- **Website Integration:** Ensure the admission policy is prominently featured on the school's website. Create a dedicated section for parents, students, and faculty to readily access and review the policy.
- **Parent-Teacher Engagement:** During parent-teacher meetings, actively discuss the admissions policy with parents and caregivers. Allow for open dialogue, addressing any inquiries or uncertainties they might have.
- **Multilingual Materials:** Develop visually appealing brochures and posters in multiple languages, providing concise summaries of the admission policy. Display these materials prominently across the school premises.

- **Professional Development:** Offer workshops and professional development sessions for faculty and staff to ensure their comprehensive understanding and effective implementation of the admission policy.
- **School-wide Communication:** Present the admissions policy during comprehensive school meetings or gatherings to ensure all staff members, including support staff, are well-versed with its contents.
- **Utilizing Multilingual Staff:** Leverage the skills of staff members proficient in various languages to aid in communicating and ensuring understanding of the admission policy across diverse language communities within the school.

By employing a diverse array of communication methods and engaging all stakeholders, the St. Nicholas School Alphaville community will cultivate a unified understanding and commitment to the admissions policy, thereby fostering a supportive and inclusive environment conducive to effective assessment practices for all members.

15. Policy Review Process

This policy will undergo regular and official reviews, following the school's established policy review cycle, with a frequency of once every two years. The next scheduled review is set for 2025 and will involve key stakeholders to ensure comprehensive feedback and input. The review committee will consist of the following participants:

- **Senior Leadership Team:** Including all programme coordinators to assess the policy's alignment with the school's overall vision and objectives.
- **Representatives for the School's Teachers:** To provide insights from the educators' perspective and assess the policy's practicality and effectiveness in admissions-related matters.
- **Student Representatives:** To offer the student body's viewpoint, ensuring the policy remains relevant.
- **Parent Representatives:** To represent the parent community and provide valuable feedback on how the policy impacts students' education and well-being.

Links to other policies

St Nicholas School Alphaville Language and Literacy Policy
St Nicholas School Alphaville Policy
St Nicholas School Alphaville Access and Inclusion Policy
St. Nicholas School Alphaville Academic Integrity Policy