



Mar Qardakh International School

Admission Policy

Originally developed	February 2014
Previous review	December 2024
Current review	September 2026
Next scheduled review	September 2030

Related Policies

This policy should be read alongside the School Ethical Code, Language Policy, Inclusion/Learning Support Policy, Assessment Policy, Academic Integrity Policy, and Safeguarding/Child Protection Policy.

1. Mission Statement

Our mission is to empower students for life in the 21st century through a holistic and internationally minded education that nurtures inquiry, academic excellence, spiritual formation, leadership, and service.

2. Purpose and Scope

The purpose of this policy is to clarify Mar Qardakh International School's (MQIS) admission process and requirements. It applies across the school, including Early Years, the Primary Years Programme (PYP), the Middle Years Programme (MYP), and High School. The policy is communicated to relevant staff, students, parents and administrators.

3. Admissions Philosophy

MQIS seeks to educate the whole person in an enriching and supportive environment. The school values a diverse and well-balanced student body and admits qualified male and female students without discrimination on the basis of race, colour, nationality or ethnicity. Admitted students have access to the programmes, resources and materials made available by the school, subject to programme requirements and the school's capacity to provide appropriate educational support.

As a Catholic school serving the local community, Mar Qardakh may give special consideration to mission-related and community factors, including continuity from the school's Early Years programme, siblings already enrolled at the school, and families from the local Christian minority community. Such consideration does not guarantee admission. Academic readiness, completion of admission requirements, available places, student needs, and the school's capacity to provide appropriate support are also considered.

4. Admissions Responsibility

Admissions decisions are made through the school's admissions process under the authority of the Head of School. Relevant programme coordinators and designated teachers or administrators participate according to the applicant's age and programme. Where appropriate, the school may consult learning support, language support, counselling, or other relevant staff before a final decision is made.

5. Admission Requirements

Applicants are normally required to:

- Complete the school application and submit the required supporting documents.
- Provide identification documents, passport-size photographs, and previous school records where applicable.
- Provide academic and behavioural reports from the previous academic year for school-age applicants.
- Complete an age and programme-appropriate placement or entrance assessment when required.
- Attend an interview with a parent or guardian when requested.
- Read and acknowledge the School Ethical Code and other required school agreements.
- Provide additional records or a recommendation when requested by the admissions team.

6. Age and Grade Placement

Placement is determined using the student's age, previous schooling, academic records, assessment information, language profile and other relevant educational information. The school may recommend a grade placement different from the family's initial request when this is considered educationally appropriate and consistent with school requirements.

7. Language Considerations

Because language proficiency affects a student's ability to access the curriculum, the school may assess the applicant's English and/or other relevant language proficiency as part of the admission and placement process. A student who requires additional language support may be admitted when the school determines that the student can access the programme with the support reasonably available. Admission and placement decisions should be consistent with the school's Language Policy.

8. Inclusion and Learning Support

Parents or guardians are expected to disclose relevant educational, learning, developmental or support information and provide available professional reports when applicable. The school considers each applicant individually and, where necessary, reviews whether the school has the resources and expertise required to provide appropriate support. A need for learning support does not, by itself, determine an admission decision. Decisions are based on the student's educational needs, the programme, and the school's capacity to provide suitable support.

9. Early Years Admissions

Early Years admission considers the child's age, developmental readiness, previous early childhood experience where applicable, and information gathered from the family. The school may arrange an age-appropriate observation or meeting rather than a formal academic entrance assessment.

10. PYP and MYP Admissions

Applicants to PYP and MYP may complete an entrance or placement assessment appropriate to their grade level, including English where relevant. Previous academic records, interview information, learning needs, language profile, available places and programme readiness are considered when making placement and admission decisions.

11. High School Admissions

High School applicants are reviewed using previous academic records, programme and course requirements, language readiness, available places, and any placement assessments or interviews required by the school. Course placement is determined in consultation with the relevant academic leadership and in accordance with the school's High School programme requirements.

12. Admission Decisions and Waiting List

Final admission decisions are communicated to families by the school. Students who meet admission expectations but cannot be offered a place because a grade or programme is full may be placed on a waiting list. Placement on a waiting list does not guarantee later admission. When a place becomes available, the school reviews the application in light of current availability and relevant admission considerations.

13. Admission Timeline and Mid-Year Entry

The school communicates its annual application periods, assessment dates, interviews, registration deadlines and decision dates to families. New students are normally admitted for the beginning of the academic year. Mid-year admission may be considered when places are available and when the admissions team determines that entry is educationally appropriate.

14. Continuance and Promotion

Admission does not automatically guarantee continued enrollment through graduation. Student progress, promotion, academic support and any decisions concerning repetition or continued enrollment are managed in accordance with the school's current Assessment Policy, programme requirements, School Ethical Code and other applicable policies. This approach ensures that academic progression requirements remain consistent with the school's current practices rather than being fixed within the Admission Policy.

15. Confidentiality and Records

Information submitted during the admissions process is treated as confidential and is accessed only by staff who require it for legitimate admissions, placement, safeguarding or educational purposes. Admission records are maintained in accordance with school procedures and applicable requirements.

16. Policy Review

The school reviews this policy periodically and whenever significant changes occur in school programmes, admission procedures or relevant requirements. The Head of School and appropriate academic leaders are responsible for ensuring that the policy remains current and is implemented consistently.

Approved by:

Archbishop Bashar Matti Warda

Mar Qardakh International School Governor

Date: / /

Hala Warda

Head of School

Date: / /