



This policy will be monitored by Admissions Director then Senior Management Team
Last Reviewed September 2019

Admissions Policy

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1 PREAMBLE

- 1.1 Kellett School is a British International Co-Educational Day School that admits students who through the stated admission priorities and procedures, demonstrate to Kellett School's satisfaction, that they have the ability to achieve and meet the objectives of the curriculum offered at Kellett School (the "Curriculum Requirement"). The curriculum is designed to prepare students for British IGCSE/GCSE and 'A' level examinations, in both written and spoken English at an academic and age appropriate level.
- 1.2 Kellett School is a multi-ethnic, non-denominational school which educates students of a broad range of abilities.
- 1.3 Student progression through the School from Reception to Year 13 is subject to a student's continued positive engagement with the curriculum, good conduct, involvement in broader opportunities offered and all financial commitments being met in a timely manner. See the Progression Policy for further details.
- 1.4 The School gives priority to those organisations and individuals who make a long-term commitment to Hong Kong.

2 GENERAL REQUIREMENTS FOR ALL APPLICANTS

- 2.1 It is a requirement that:
 - 2.1.1 Kellett School complies with the HK Government's requirement as an international school to maintain a minimum of 70% overseas (Non-HK) passport holders.
 - 2.1.2 In order to attend Kellett School, applicants must be residing in Hong Kong with a parent holding the appropriate immigration status permitting them lawfully to reside and study in Hong Kong. Kellett School as a day school facility does not usually act as a sponsor for non-resident Student Visas (the "Right to Stay Requirement").
 - 2.1.3 Applicants can demonstrate their ability to satisfy the Curriculum Requirement.
 - 2.1.4 Applicants are 'proficient' in English (as defined by the Common European Reference Framework for Languages) at an age appropriate level that enables them to meet the curriculum requirements at each Age Phase (See [Appendix Two](#)). The School does not provide English as an Additional Language support.

3 STUDENT AGE AT ENTRY

- 3.1 Kellett School entry is guided by the UK academic year and entry dates as set out in the table below:

Kellett & UK Year group	Age as of 31 Aug
Year 13	17
Year 12	16
Year 11	15
Year 10	14
Year 9	13
Year 8	12
Year 7	11
Year 6	10
Year 5	9
Year 4	8
Year 3	7
Year 2	6
Year 1	5
Reception	4

4 PREPARATORY SCHOOL PLACEMENT CONSIDERATION

- 4.1 Students are usually placed in the age appropriate year. In exceptional circumstances and where it is agreed that such a placement is in a student's best interest, they may be placed in the year group below their chronological age. In accepting such a place parents should be aware that should a student leave Kellett prior to completion of their education, such a placement may adversely impact entry to future schools. Such an arrangement is at the discretion of the Principal. The School does not accelerate students into higher year groups based on ability.
- 4.2 Sibling applicants on the waiting list are required to join the same preparatory campus as the sibling/s currently enrolled in the school.

5 SENIOR SCHOOL PLACEMENT CONSIDERATION

- 5.1 Senior School students are placed in the school year that best continues their education to date. This decision is made by Kellett School.

6 WHOLE SCHOOL ENTRY PROCEDURES

- 6.1 All applications and supporting information are reviewed by the Admissions team in order to establish the applicant's ability to meet the Right to Stay Requirement and the Curriculum Requirement.

- 6.2 The following table sets out the general format of assessment:

YEAR GROUP	FORMAT OF ASSESSMENTS
Reception	<ul style="list-style-type: none">• Review of the application form, supporting information, latest school report, if applicable;• Review of the Reception Entry Questionnaire completed by the applicant's current kindergarten;• Review of English Language competency.
Years 1 – 2	<ul style="list-style-type: none">• Review of the application form, supporting information, latest school report;• Review of the Y1-2 Entry Questionnaire completed by the applicant's current school;• Review of English Language competency;• An evaluation of the child's ability in Phonics may be requested.
Years 3 - 4	<ul style="list-style-type: none">• Review of the application form, supporting information and latest school report;• Review of the Y3-4 Entry Questionnaire completed by the applicant's current school;• Review of English Language competency.

Years 5 - 6	<ul style="list-style-type: none"> • Review of the application form, supporting information and latest school report; • Externally moderated online computer assessment; • Independent writing tasks to assess level of written English; • Review of the Y5-6 Entry Questionnaire completed by the applicant's current school; • Assessment of (written and spoken) English Language competency; • Meeting the School Entry Criteria as determined by the Principal; • The candidate's ability and willingness to contribute to the wider (co-curricular) life of the school will be taken into consideration.
Years 7 - 11	<ul style="list-style-type: none"> • Review of the application form, supporting information and latest school report; • Externally moderated online computer assessment; • Internal subject assessment for option choices as required; • Writing assessment; • Review of the Senior School Entry Questionnaire completed by the applicant's current school; • Meeting the School Entry Criteria as determined by the Principal; • The candidate's ability and willingness to contribute to the wider (co-curricular) life of the school will be taken into consideration.

Year 12 – 13	<ul style="list-style-type: none"> • Review of the application form and supporting information; • Externally moderated online computer assessment; • Internal subject assessment for option choices as required; • Writing assessment; • Review of latest school report & student’s letter of application; • Interview with a member of the Kellett staff; • Review of the Senior School Entry Questionnaire completed by the applicant’s current school; • Meeting the School Entry Criteria as determined by the Principal. As guidance, for those coming out of the UK GCSE system the following criteria will apply: <ul style="list-style-type: none"> • Applicants must achieve at least SIX B grades (Grade 6) with passes at least C (= Grade 5) in Mathematics and English. • Please note that at least A grades (Grade 7+) are required for some subjects. Appendix One outlines details. • The candidate’s ability and willingness to contribute to the wider (co- curricular) life of the school will be taken into consideration. • NB: Any subsequent offer is conditional on I/GCSE results and/or Kellett School internal subject assessments
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6.3 In addition to the above, the parent of an applicant must provide to the School for review and consideration, any other information that is relevant to the applicant’s ability to meet the Curriculum Requirement. This may include for example, any information relating to the applicant’s ability to read and write English, their general academic level, and their learning abilities, specific educational psychology, medical, speech therapy, occupational therapy, IEP counselling or other such reports.

6.4 As part of the assessment process an interview may be required with the applicant and his/her parent(s) to better understand the applicant's ability to meet the Curriculum Requirement. In determining whether the applicant can meet the Curriculum Requirement the School will, amongst other things, need to understand any specific needs of the applicant and what reasonable accommodation can be provided by the School. Please refer to section on Assistance for Students with Special and Specific Needs.

6.5 It is important that parents provide any supporting documents at the time of application and that the School is regularly updated with relevant information whilst their child is on the

waiting list. Where updated school information is not received, the application will be withdrawn.

- 6.6 Parents are advised that to knowingly withhold relevant information and/or to knowingly mislead Kellett School in regard to their child's ability to satisfy the admissions requirements or curriculum requirements will lead to their child's place being withdrawn. Such behaviour prevents or delays the entry of a child for those parents who have been honest and transparent with Kellett School in regard to their child's needs.
- 6.7 The high demand for school places means that Kellett School is generally over-subscribed and as such, it is not always possible to accept all applications that satisfy the entry requirements. Consequently, all admissions are further based on:
- Debenture/Sibling Status
 - Date of application

7 APPLICATION PROCEDURE

- 7.1 Applications may be submitted from birth for Reception/Preparatory entry and two years in advance of entry for Senior School.
- 7.2 An EDB approved, non-refundable Application Fee is charged to all those applying to Kellett School. This fee is payable at the time of application and is levied to recover the costs incurred for the processing and administration of applications under the School's admission procedures. An additional assessment fee is charged for Year 5-13 entry.
- 7.3 The date that the completed application (including photo, reports/any available supporting documentation and Application Fee) is received by the School will determine the applicant's initial place on the application/waiting list.
- 7.4 Receipt of application is acknowledged by letter and the applicant's name is placed on the application/waiting list. Those who are covered by a corporate debenture have priority over other applicants, other than siblings of existing pupils. However, the number of corporate debentures issued is limited to a ratio set by the Board in order to ensure places are available to applicants who do not have access to a Corporate Debenture.
- 7.5 Please note that an applicant's position on the application/waiting list and admissions list can go down as well as up due to the Sibling and Debenture priority system.
- 7.6 Parents resident in Hong Kong who have been offered a place may not defer their child's entry until the following year. Where deferral is sought the place must be declined and parents seek entry via the waitlist at their preferred entry point.
- 7.7 Deferred entry is only possible in the following circumstances:
 - 7.7.1 The place offered is not on the preferred campus; as stated on the child's application form.
 - 7.7.2 Evidence is provided to demonstrate the family's relocation from overseas has been delayed.
- 7.8 Please note a place on the Admissions List is not a guarantee of entry to Kellett School.
- 7.9 When a place becomes available, the School will make reasonable efforts to contact the parents at the home/work contact numbers and emails provided. But if such efforts fail, the applicant will be removed from the application/waiting list and the place will be offered to another applicant. In the event that an applicant is made two successive offers of places (and where appropriate on their preferred Preparatory Campus) and these offers are declined, the applicant's name will be removed from the waitlist. Re-application is not permitted for the two

following years.

8 ADMISSIONS PROCEDURE

- 8.1 When it becomes apparent that a place may become available an assessment will be offered in line with the general format of assessment set out previously. Following an applicant's assessment, the parent will be advised of the outcome.
- 8.2 When a place is offered, parents accept by paying a non-refundable Registration Fee equivalent to 10% of the annual school fees and the appropriate debenture payment. Please refer to Kellett School Debentures guidelines. The Registration Fee will be credited against the fees for the child's first term at the School. Please note that a parent in receipt of a place offer is required to confirm the place within ten working days. Failure to do so may lead to the place being withdrawn.

9 ASSISTANCE FOR STUDENTS WITH SPECIAL AND SPECIFIC NEEDS

- 9.1 All students accepted into Kellett School, including those students with special needs identified prior to entry or during the admissions process, are required to be able to join regular classes and study alongside their peers. Kellett School operates '*The Team Around The Child Approach*'. This means, when possible Kellett School facilitates as many of a student's additional external service providers within Kellett School. Currently Kellett School facilitates Speech and Occupational therapy services. Such services, if required, are supplied by external therapists and any fees charged by these external providers are billed at cost to parents.
- 9.2 The assessment process may require an interview or further interview with the applicant and his/her parent. Should the applicant currently attend a place of education (kindergarten, nursery, school), a visit to see the applicant in that setting may be made by Kellett School staff, with the consent of the child's parent(s), in order to determine:
 - 9.2.1 Any specific or special needs of the applicant
 - 9.2.2 The applicant's ability to meet the Curriculum Requirement
 - 9.2.3 What reasonable accommodation can be provided by Kellett School
- 9.3 No additional assessment fee is levied to applicants who may be identified with specific or special needs.
- 9.4 In the event that additional support over and above that expected in a suitably differentiated classroom setting is required to meet the Curriculum Requirement, an applicant with specific needs will only be admitted if the appropriate additional specialist support from the Kellett

School Inclusion Team is available and it is determined by Kellett School that the needs can be reasonably met, and that this can be achieved without materially adversely affecting the needs of other students at the School.

- 9.5 In the event that Kellett School determines an applicant's additional needs may be met but the required additional provision is unavailable at the preferred entry point, an applicant may remain on the waiting list subject to admissions' priority status and until such time as both a place and provision is available.
- 9.6 Applicants are not usually admitted if their specific needs or conduct are such that they may adversely impact other student's access to and progress through the Kellett School curriculum; and/or following assessment an applicant's needs exceed those that can be reasonably met within the mainstream school setting at Kellett School.
- 9.7 Entry may be offered to applicants who receive additional specialised support outside Kellett School, provided this support enables them to be successful within an age appropriate curriculum offered by the School. It should be understood however, that those applicants who need extensive support by the School beyond the regular classroom setting, may have difficulty gaining admission (for example the need for an alternative individual curriculum rather than supported access to the mainstream curriculum). Where such entry is agreed it is a pre-requisite that both the parents and those providing external support agree to work together with Kellett School and within Kellett School's resources and expertise to support the student.
- 9.8 From time to time, and when no further additional Kellett School resources are available to meet a student's specific needs, Kellett School may advise parents that a part time or full time 'one-to-one' support assistant is advisable in order to permit Kellett School to continue to meet their child's needs. Should this be advised 90% of the cost of the assistant's salary is charged to the parent on a termly basis.
- 9.9 Over time should it become apparent that a student's needs are becoming increasingly complex and their support requirements are such that they can no longer be effectively met by Kellett School's 'Team Around The Child Approach', and that as a result a student may not be making the desired progress, Kellett School may recommend alternative provision and will work with the parents (and where appropriate their child) in order to find an appropriate alternative school placement.
- 9.10 Parents whose child has specific/special needs are encouraged to consult directly with Kellett School before applying for admission, to discuss the needs of their child and what reasonable accommodation can be provided by the School in respect of the arrangements for the application process and admission.
- 9.11 Admission decisions for applicants with specific or special needs are made by members of

the academic team, the Deputy Head of School (with responsibility for Inclusion) and where appropriate the Head of Student Wellbeing.

10 DEBENTURES

10.1 All students whilst at Kellett School must be covered by a Debenture, with the following exceptions: -

10.1.1 Existing Kellett School students joining Sixth Form whose Debenture has expired, or is to expire in the next two years, may opt to be covered by either a full or pro-rata non-refundable Capital Contribution in lieu of Debenture cover.

10.1.2 External students joining Kellett Sixth Form may opt to pay a non-refundable Capital Contribution in lieu of Debenture cover.

Priority Number	Corporate Entry
1	Foundation Certificate or Foundation Debenture nominee or siblings of Foundation Debenture Holders holding a Foundation Sibling Debenture
2	Corporate Debenture nominee who is a sibling of an existing pupil Children of staff whose parent/carer's post has been determined as a particularly high priority at the time of appointment (at the discretion of the Principal)
3	Individual Debenture nominee who is a sibling of an existing pupil
4	Corporate Debenture nominee Alumni returning within 2 years of leaving Hong Kong Children of alumni Children of Teaching Staff at Kellett
5	Individual Debenture holders (including siblings of Corporate Debenture and Foundation Certificate nominees where the sibling does not have a separate Corporate Debenture or Foundation Certificate nomination). Sixth Form Capital Contribution

10.2 Debenture Notes:

10.2.1 All nominees are required to meet the School's Curriculum Requirement regardless of debenture status.

10.2.2 Individual Debenture nominees can be expected to be allocated at least half the available places in the School.

10.3 For more details, please refer to the Debenture Guidelines.

11 SCHOLARSHIPS AND BURSARIES

Kellett School offers a number of Scholarships and Bursaries.

11.1 Scholarships

11.1.1 Academic Scholarships are currently available to existing students entering Year 7.

11.2 Bursaries

11.2.1 Annually reviewable and means tested Bursaries are available to students wishing to enter Kellett School, who due to their parent's financial status, may not ordinarily afford to do so; and to existing students where a sudden, unforeseen change in their parent's circumstances has resulted in significant difficulty in meeting tuition fees with the result that the student is likely to be withdrawn part way through a stage of education.

11.2.2 Please contact the Admissions Office for further details.

12 LEAVING KELLETT SCHOOL

12.1 Parents are required to give one term's notice of their child's departure by completing the Formal Notification of Withdrawal Form available from the School's website or the Admissions Office. In the event that formal notice is not received in the manner prescribed by Kellett School, one term's fees are payable in lieu of notice.

13 SCHOOL TRANSFER SUPPORT

13.1 Policy on Entry to Hong Kong and Overseas Schools is available to Kellett parents in the School's Parental Engagement Portal and in the School Handbooks.

13.2 In the event;

13.2.1 Parents can demonstrate that the family is permanently relocating from Hong Kong transfer advice and support is available from Kellett School via the admissions office.

- 13.2.2 The family is to remain resident in Hong Kong and a student is to continue their education in another Hong Kong school or an overseas school, Kellett School will provide a single Kellett School Standard transfer report. Additional reports and/or specific additional reports written to individual school formats are chargeable.
- 13.3 All requests for transfer reports must be made via the Admissions Office. Parents should not approach individual teachers in order to provide transfer or scholarship reports. Documents not endorsed by the Admissions Office are not Kellett School Transfer Reports.
- 13.4 Reports are sent directly to the school concerned; copies are not provided to School Placement Agents
- 13.5 Parents who are to remain resident in Hong Kong wishing to seek overseas boarding places for their children are encouraged to contact the preferred schools directly for advice via the respective school's/schools' Admissions Office.
- 13.6 Invigilation services for overseas schools' entry examinations are provided by The British Council, Hong Kong.

14 APPENDIX ONE: A-LEVEL SUBJECT REQUIREMENTS

Schedule of Subject Requirements at GCSE for admission to an A-level course:

	GCSE Grade \geq	Equivalence if followed UK curriculum but did not take the relevant GCSE: \geq
Art	B = 6	Relevant Portfolio
Biology	A = 7	Not Permitted
Business Studies	B = 6	B = 6 in Maths AND B = 6 in English
Chemistry	A = 7	Not Permitted
Chinese	A = 7	Native Speaker; Ab Initio not permitted
Computer Science	B = 6	A = 7 in Mathematics
Drama	B = 6	A = 7 in English Literature + Audition
Design Technology	B = 6	B = 6 in Maths + Relevant Portfolio
Economics	B = 6	B = 6 in Maths AND A = 7 in English Language
English Literature	B = 6	A = 7 in English Language
French	A = 7	Native Speaker; Ab Initio not permitted
Geography	B = 6	A = 7 in English Language
History	B = 6	A = 7 in English Language
Mathematics	A = 7	Not Permitted
Further Mathematics	A* = 8+	Not Permitted
Media Studies	B = 6	B = 6 in English
Music	B = 6	A Grade 5 in an instrument + Grade 5 theory + Audition
Physical Education	B = 6	B = 6 in Biology + Relevant Experience + Interview with supporting documentation.
Physics	A = 7	Not Permitted
Spanish	A = 7	Native Speaker; Ab Initio not permitted
EPQ – Written	n/a	A = 7 in the relevant subject area.
EPQ - Artefact, Performance and Investigation	n/a	

15 APPENDIX TWO: COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT: GLOBAL SCALE

Table 1 Common Reference Levels: Global Scale
http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf p.24

<i>Proficient User</i>	C2	<ul style="list-style-type: none"> • Can understand with ease virtually everything heard or read. • Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. • Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	<ul style="list-style-type: none"> • Can understand a wide range of demanding, longer texts, and recognise implicit meaning. • Can express him/herself fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
<i>Independent User</i>	B2	<ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of different options or solutions.
	B1	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. • Can produce simple connected text on topics which are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

<i>Basic User</i>	<i>A2</i>	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	<i>A1</i>	<ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.