

ADMISSIONS PRACTICE AND PROCEDURES 2023-2024

The below enrolment process will begin on 02 January 2023.

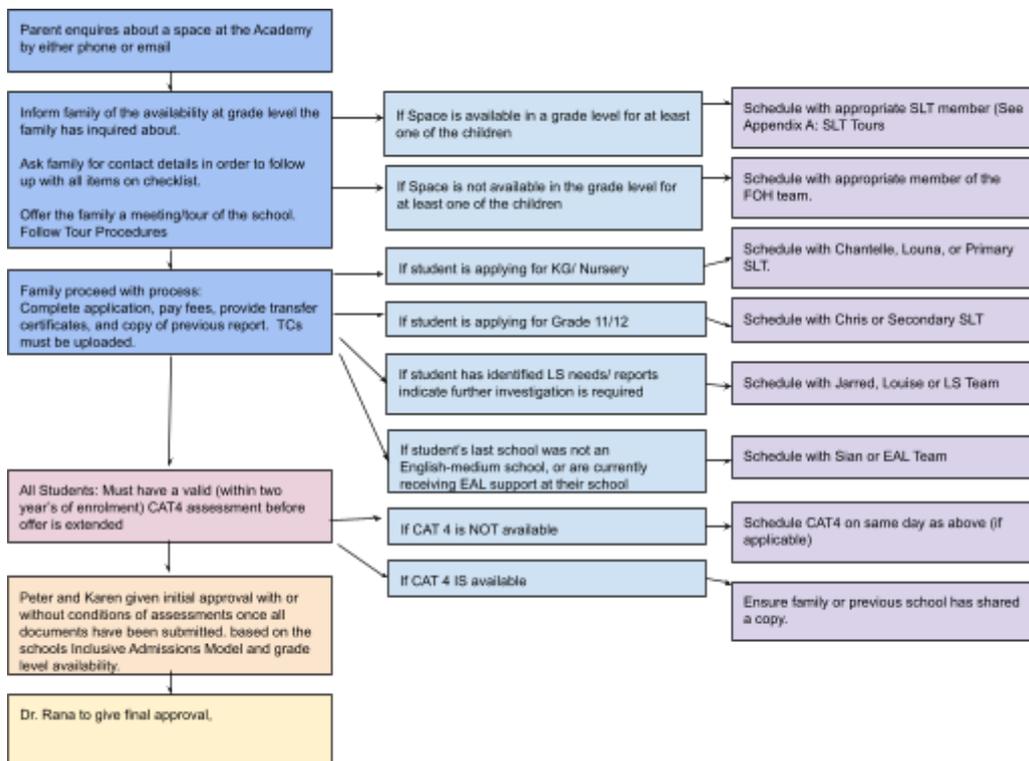
GEMS WORLD ACADEMY ADMISSIONS POLICY

GEMS World Academy, Dubai (GWA) is an IB World School, and choosing the right school is one of the most critical decisions facing parents. Admissions at GWA is committed to ensuring that all prospective families are well informed about the GWA learning community and how we support each child's individual pathway at every stage of their educational journey.

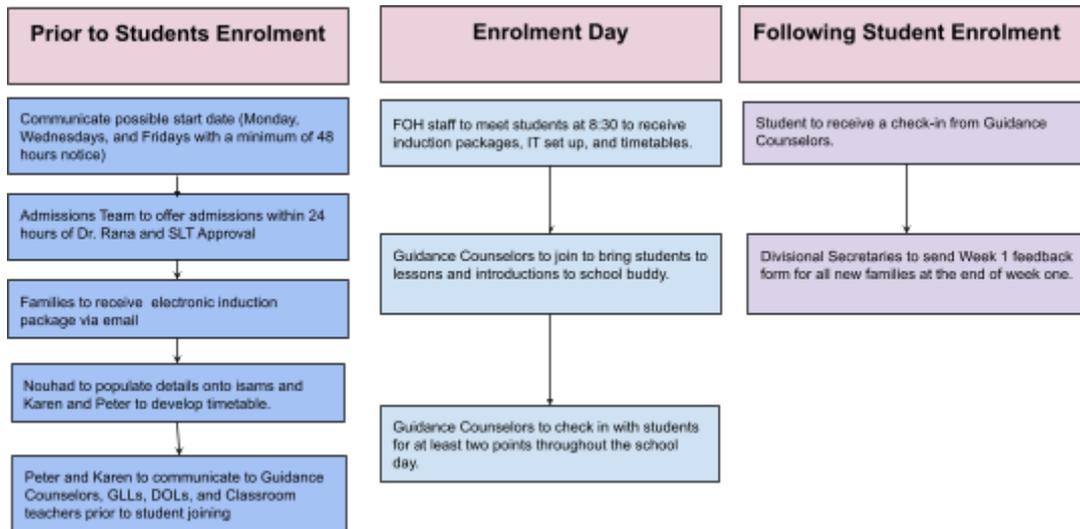
GWA is a co-educational international school providing world class programmes and facilities to a culturally diverse student community aged 2 to 18 years old. It is an International Baccalaureate World School offering the full continuum of IB programmes. In Primary school, the Primary Years Programme (PYP), including Nursery to KG2; and in the Secondary school, Middle Years Programme (MYP); Career-related Programme (CP); and the Diploma Programme (DP).

GWA is a perfect choice for parents who are seeking an international, co-educational schooling environment for their children. With an incredible diversity of different nationalities, and no single dominant group, the student population is truly diverse. Our staff diversity echoes the student population with more than thirty different nationalities represented. This variety provides an ideal platform from which to explore the GEMS core values, as well as the IB, CIS and NEASC commitment to international mindedness and global citizenship.

ENQUIRY TO OFFER OF ADMISSIONS



OFFER OF ADMISSIONS TO AFTER ENROLMENT



ENROLMENT SELECTION NORMS

To ensure classrooms represent a fully inclusive environment, the demographics of each grade level / class will be managed, initially by Admissions, and will then be monitored throughout the course of the academic year by both the Admissions and Academic teams.

Demographics will be measured on a grade-by-grade basis. Further monitoring of individual classes and form tutor groups will be overseen by Grade Leaders and Assistant Principals for Curriculum, Progress and Assessment (CPA) who will ensure all data is updated fully at the end of each term.

Additional notes related to the below table:

- Exceptions will be made in the event that the enrolment of a given student will aid in the diversity needs in another area. (Example, an EAL student may also be identified as Gifted in Expressive Arts. If % of G&T students are below 2.5%, the student may be accepted despite capacity for EAL students already met).
- Provided there is available space, priority will be given to students with siblings in the event that the enrolment of siblings supports the inclusive and diverse admissions process. The school's priority will be to keep these families together.
- After the completion of Term 1, the enrolment of Senior school students is only permitted if the student has been registered previously in an IBDP programme in their previous school.

	Minimum	Maximum
Gifted and Talented (Academics)	2.5% of Total Grade Capacity	10% of Total Grade Capacity
EAL	2.5% of Total Grade Capacity	10% of Total Grade Capacity
SEND	2.5% of Total Grade Capacity	10% of Total Grade Capacity
Nationalities	1 member of a nationality to be represented	10% of Total Grade Capacity
Male	40% of Total Grade Capacity	60% of Total Grade Capacity

	Minimum	Maximum
Female	40% of Total Grade Capacity	60% of Total Grade Capacity
Expressive Arts	Students who have demonstrated they are gifted or talented in expressive arts should represent a minimum of 2.5% in Secondary.	
Sports	Students who have demonstrated they are gifted or talented in Sports should represent a minimum of 2.5% in Secondary.	
Design	Students who have demonstrated they are gifted or talented in Design should represent a minimum of 2.5% in Secondary.	
Entrepreneurship, Innovation, and Social Impact	Students who have demonstrated they are gifted or talented in Entrepreneurship, Innovation, and Social Impact should represent a minimum of 2.5% in Secondary.	

Each grade-level may be over-enrolled by **two students** leading up to the start of the Academic Year to ensure that the school will open at full capacity, knowing that this time of year often sees last minute family moves and no-shows.

Each grade-level may be over-enrolled by **one student** after school has started, as we prepare for potential leavers throughout the Academic Year.

Grade 12 enrolment will be based off spaces available rather than the above inclusion requirements as these transfers are a rarity and do not affect school's inclusion longer than one academic year.

ENROLMENTS FOR THE 2024/2025 SCHOOL YEAR

Decision to enrol for the 2024/2025 school year will be based on the demographics of the 2023-2024 school year at the time of enrolment. This will ensure that we are continuing to move towards greater inclusivity and diversity within our community.

STUDENTS IN PHASE 1 (EYP) AND PHASE 4 (DP)

- Students in the Early Years or the DP programme require an in-person or Zoom assessment interview.
- DP Student Assessment can be found here. To be conducted by Secondary Principal, Assistant Principal Secondary - Curriculum, Progress and Assessment, Assistant Principal Secondary - Teaching and Learning, Assistant Principal Secondary - Personal Development, Welfare, and Behaviour, IBCP/DP Coordinator, Grade Leader - Grade 11, or Grade Leader - Grade 12.
- Early Years' Student Assessment can be found [here](#). To be conducted by EY Counsellor, EY Coordinator, Nursery Manager, PYP Coordinator, Primary Principal, Assistant Principal Primary - Teaching and Learning, Assistant Principal Primary – Personal Development, Welfare and Behaviour, Assistant Principal Primary - Curriculum, Progress and Assessment , or other Nursery/EY teacher.

SCHOOL TOURS

The following school tour procedures will take place:

If space is NOT available for at least one child in the family:

FOH staff to deliver the tour; meeting with academic team only upon request for the end of tour.	
If space IS available for at least one child in the family:	
Primary Principal	Families with majority Nursery, Primary students (and families that include MYP and DP students), VIP Tours
Secondary Principal	Families with majority Secondary students
Assistant Principal Primary - Curriculum, Progress and Assessment	Families with majority Nursery and Primary students (and families that include MYP and DP students)
Assistant Principal Secondary - Curriculum, Progress and Assessment	Families with majority MYP or DP students (and families that include PYP students)
Assistant Principal Primary - Teaching and Learning	Families with majority Nursery and Primary students (and families that include MYP students)
Assistant Principal Secondary - Teaching and Learning	Families with majority Secondary students (and families that include EC)
Assistant Principal Primary – Personal Development, Welfare and Behaviour	Families with majority Nursery and Primary students
Assistant Principal Secondary - Personal Development, Welfare, and Behaviour	Families with majority Secondary students (and families that include EC)
Nursery Manager	Families with Nursery students (and families that include EC)
EY Coordinator	Families with majority EC
PYP Coordinator	Families with majority PYP
MYP Coordinator	Families with majority MYP (after tour training)
DP Coordinator	Families with majority DP/CP

ADMISSIONS CHECKLIST

Action	Person/s responsible	Timeframe
STAGE 1		

<p>translated to English, and previous teacher recommendation.</p> <ul style="list-style-type: none"> ○ For students who were previously enrolled at GWA, Admissions to request a confidential report from student's previous school. enrolment of student is at the discretion of the Principals and is subject to a satisfactory confidential previous-school report. ○ For SEN children, all documents required to be sent to the SEN department for evaluation. A taster day is required for students who have confirmed SEN diagnoses <u>or</u> students who present SEND needs but are undiagnosed. The SEN team will observe the student in the classroom, which will help to provide an overall evaluation of the student's needs. ○ Safeguard Google Form sent to the students previous school to seek any information about safeguarding and behavioural concerns. Any social/emotional issues or concerns identified by SLT member must be communicated to relevant counsellors. ○ EAL assessment scheduled (if applicable: G1 and above only) ○ EAL assessment to be conducted prior to enrolment to determine the level of intervention required as this may impact the overall % of students in this group. ○ EAL: If a student is wishing to enroll in the DP programme, and their EAL assessment level comes out as below B2, they are to be advised by Admissions that they will not be accepted into the DP programme and a more suitable pathway is offered (CP or Courses) 	<p>Admissions SEN / EAL</p>	<p>For Taster Day, arranged same day as tour but can be scheduled to prior to enrolment</p>
<p>STAGE 4 Enrollment</p> <ul style="list-style-type: none"> ● If parents decide GWA is the school for their child(ren), they will proceed with the enrolment process: <ul style="list-style-type: none"> ○ Parents complete the application ○ Provide transfer certificates ○ Pay the appropriate fees ○ Complete student medical history form as per DHA requirements here ○ Schedule a CAT4 assessment (if not yet completed: G1-11) 	<p>Admissions</p>	<p>Admissions to check all responsibilities of parents have been completed. Follow up with parents within 3 days if any documents / fees are missing</p>

<ul style="list-style-type: none"> ○ DP and Early Years Interview scheduled (if applicable). ○ EC interviews Tuesday and Thursday 08:30 ○ SEN meeting scheduled (if applicable) ○ EAL meeting scheduled (if applicable) ● The child is not able to be enrolled until the above documentation has been received and procedures followed. If the child is enrolling in-year, Admissions will contact the previous school to establish whether any fees are outstanding if at a GEMS school. ● Finance to complete a 'sibling' check to ensure there are no outstanding fees for siblings who had previously attended GWA ● Offer of acceptance based on confirmation from Assistant Principals - Curriculum, Progress and Assessment, and CEO / Principal. ● Admissions to send Induction Pack including course selection form (Grade 1 - 10). ● Admission to advise College and Career Counsellors of the enrolment so they are able to arrange a meeting regarding DP course selections. <p>IN THE EVENT OF ENROLING FROM WAITLIST</p> <ul style="list-style-type: none"> ● Assistant Principal for Phase is contacted ● Assistant Principal selects student to be enrolled from Waitlist based on Inclusion policy. 	<p>SEN / EAL</p> <p>Finance</p> <p>College Career Counsellors and</p>	<p>Meeting to be arranged within one week for course selections.</p>
<p>STAGE 5 Finance Final Confirmation Communication at this point is key between Finance and Admissions</p> <ul style="list-style-type: none"> ● At point of enrolment, confirmation of grade should be made, and an email sent to SLT / and CEO / Principal to establish whether there is still a space. ● Make it clear to Finance that the capacity check must have been made before fees can be accepted. ● Admissions will notify Finance of the new enrolment. ● Finance will confirm fees have been paid to Admissions. 	<p>Admissions / Finance</p> <p>Finance</p> <p>Admissions</p> <p>Finance</p>	<p>Upon confirmation of Stage 4</p>
<p>STAGE 6 Student Record Upload on iSams</p>		

<ul style="list-style-type: none"> Once confirmation of payment of fees has been received, Registrar to enter student information on to iSAMS. GRE must enter the transfer certificate onto the student record. Once student entered onto iSAMS, Assistant Principals - Curriculum, Progress and Assessment will send an email to the Grade Leader and subject teachers notifying them of the new student, options (if applicable). Data manager to set up student on system for assessment Data officers to complete crosscheck iSams / Sales Force data check weekly to ensure accuracy of data and numbers is maintained. 	<p>Admissions</p> <p>Assistant Principals CPA, Primary / Secondary</p> <p>Data</p>	<p>Same day as above</p> <p>Same day</p> <p>Same Day</p> <p>Weekly</p>
<p>STAGE 7 Student's First Day</p> <ul style="list-style-type: none"> Student is given an arrival date. (08:30 on Monday, Wednesday, and Fridays with a minimum of 2 working days' notice). Induction pack will be made available for each student, including timetable. Counsellor to meet and introduce new student to the CEO / Principal first thing in the morning. If the CEO / Principal is unavailable, the Counsellor notifies the Divisional Secretary who must arrange for a meeting later in the day. Counsellor will action the new student checklist and take student to the appropriate Divisional Secretary who checks IT access etc., and then takes them to their Grade Leader. They will also be introduced to a class buddy by Guidance Counsellor. One email to be sent to the student / parent with all the important information - must be sent as one information piece (including all IT logins) with the welcome pack and induction booklet. Make it clear what the instructions are for accessing the timetable as this may not be ready in time for this communication Counsellor to check in on student throughout their first week. At the end of the student's first week, the Parent Relations Executive to send an email to Parents with a link to feedback form. 	<p>Admissions</p> <p>Counsellors / Divisional Secretaries</p> <p>Assistant Principals CPA</p> <p>Principals</p> <p>Data Manager</p> <p>Counsellors</p> <p>Appropriate GL</p> <p>Divisional Secretaries</p> <p>Counsellor</p> <p>PRE</p>	<p>Minimum of 2 working days' notice</p>
<p>ONGOING</p> <ul style="list-style-type: none"> CEO / Principal to check the spreadsheet on a daily basis with PA 	<p>CEO / Principal / CEO's EA</p>	<p>Daily</p>

At all stages of the checklist, a note should be entered on to the Admissions Google Spreadsheet clearly noting dates, times and initials.

TRANSFER CERTIFICATE (TC)

Action	Person/s responsible	Timeframe
<p>There are potentially 5 situations that could trigger this process:</p> <ul style="list-style-type: none"> Automated response from TC (Salesforce) Parent comes into Academy Academy decides that student has to leave Teacher/ SLT receives an email / phone call A different school may make contact and inform us of the leaver <ul style="list-style-type: none"> Admissions to establish why they are leaving, if they are going to a competitor school CEO / Principal must be made aware. Parent must be advised that as they are leaving they must download any reports or student work that they would like to keep. Once the TC is complete, all Parent and Student access to Academy portals will be removed. 	<p>Any person who receives the information, passes it on to Admissions who will activate the process</p> <p>Admissions</p>	
<p>FINANCE</p> <ul style="list-style-type: none"> If any monies are owed then a notification will pop-up, via Admissions Family must clear any outstanding debt. Admissions must check with Finance. Once family is cleared with Finance, STS and the Library, the transfer certificate can be produced Final approval to be sought from CEO / Principal before the student can be removed from iSams. <p>ISAMS</p> <ul style="list-style-type: none"> Once formal approval has been given by the CEO / Principal, the student can be removed from iSAMS by the Divisional Secretary, all IT access must be seized from the student and parent and Divisional Secretary will email relevant people to confirm this has been done <p>REPORTS</p> <ul style="list-style-type: none"> Any requests for previous reports are made through the Divisional Secretary who will download the information from iSAMS after checking with Finance. 	<p>Admissions</p> <p>Finance / Library / STS</p> <p>KHDA GRE</p> <p>Admissions</p> <p>Divisional Secretaries / Data Manager</p> <p>Divisional Secretaries / Finance</p>	

GRADE-LEVEL PLACEMENT

GWA places students in age-appropriate grade levels in accordance with the Ministry of Education / KHDA regulations. The IB programmes allow for a greater degree of academic differentiation and, therefore, we rarely accelerate children into higher grades, nor retain children in a lower grade-level group.

Families are encouraged to use the country comparison chart below to ensure that they are applying to the correct grade level, taking into account the differences that exist in the naming of 'grades' around the world. (As an example, Year 2 in England is equivalent to Grade 1 at GWA, although both programmes are for a 6 year old that turns 7 during that academic year).

For any parents with questions related to the correct grade-level placement, please contact Admissions.

Age as of August 31, of each school year	GWA 'Grade'	North America 'Grade'	England 'Year'	Australia / NZ 'Year'	South Africa 'Year'
2 years old	Nursery	Nursery	Nursery	Nursery	Nursery
3 years old (toilet trained)	Pre-K	PreK or Nursery	FS1 (Nursery)	-	-
4 years old (toilet trained)	Kg1	Pre-K or Nursery	FS2 (Reception)	Kg	-
5 years old	Kg2	Kg	1	Prep	Reception
6 years old	1	1	2	1	1
7 years old	2	2	3	2	2
8 years old	3	3	4	3	3
9 years old	4	4	5	4	4
10 years old	5	5	6	5	5
11 years old	6	6	7	6	6
12 years old	7	7	8	7	7
13 years old	8	8	9	8	8
14 years old	9	9	10	9	9
15 years old	10	10	11	10	10
16 years old	11	11	12	11	11
17 years old	12	12	13	12	12

Applications for GWA will be made on the online GWA Application Form.

ARRANGEMENTS FOR THE ADMISSION OF STUDENTS OF DETERMINATION / SEND

Federal Law (29) 2006 and 2009 guarantees a person of determination access to equal opportunities of education within all educational institutions. GWA is a fully inclusive school. The admission of students with disabilities is considered in the first instance in the same way as non-disabled students. Further considerations are made in light of need and accessibility, with reference to the Academy's Accessibility Plan. It is the LAB's policy to accommodate students with disabilities should parents wish, and individual needs are planned for carefully by the GWA Inclusion Team, together with parents, carers and external agencies as required, to prevent any students being treated less favourably than other students. In practice, we ensure that classroom and extra-curricular activities encourage the participation of all students, including those with Special Educational Needs (SEND). Human and physical resources within the Academy are organised with the objective of increasing access to learning and participation by all students.

The goal of the Inclusion Team is to promote a whole-Academy approach to identifying, planning, implementing and monitoring support for learners with a specific learning need, difficulty or disability. This is accomplished by providing appropriate learning strategies and accommodations that enable these learners to reach their potential in a supportive community and inclusive learning environment. With this support we believe these learners can be successful, learning in an IB World School and become autonomous, lifelong learners.

The Learning Support Team will complete a Learning Support Document (LSD) or an Individualised Education Plan (IEP), outlining the relevant learning information for the student. This document also provides suggested strategies for differentiation and assessment accommodations. If students are to receive intensive lessons from the learning support team, or be categorised as receiving Level 3 intervention, the student will have an IEP that outlines the academic and/or social goals. If students receive push-in support, and are categorised as receiving Level 1 or 2 intervention, or require test accommodations, they will have a LSD.

Additional information may be requested as necessary, including records of previous interventions, Educational Psychology Reports, contact with previous schools and or a parent meeting. Each application is reviewed individually to establish any additional levels of support required. There may be some students whose academic and / or social needs are beyond the provision of the Academy. In such instances, students will not be admitted, or only allowed to continue under clearly defined terms in a Conditional Acceptance offer. This includes the financial responsibility for a Learning Support Assistant (LSA) if the Academy deems one necessary. When an LSA is required, parents must also sign an LSA contract. Learning support provisions are subject to annual review and are at the discretion of the Principals. The final decision regarding placement of students with SEND needs rests with the Principal / CEO.

CLASS SIZE AND ADULT-TO-STUDENT RATIO

The current class sizes and adult-to-student ratio are as follows, however, they are subject to review depending on the requirements of the Academy, and may vary slightly depending on enrolment and subject choice:

- Nursery 15 students, one teacher, one TA
- Pre-K 16-18 students, one teacher, one TA
- Kg1 18-20 students, one teacher, one TA
- Kg 2 20-22 students, one teacher, one TA

- Grade 1-5 24-25 students, one teacher, one TA
- Grade 6-10 25 students, one teacher
- Grades 11-12 20 students, one teacher

PROCEDURES FOR WAIT-LIST

In any given year where GWA receives a greater number of applications than places available, a wait-list will operate. This will be maintained by GWA, and any parent can ask for their child/ren to be added to the wait-list following an unsuccessful application for admission to GWA, and based upon the inclusive Admissions policy.

Where places become vacant, they will be allocated to children on the wait-list in accordance with this policy of the school led by the Assistant Principal - Curriculum, Progress, and Assessment.

ARRANGEMENTS FOR ADMISSION TO THE SENIOR SCHOOL

GWA provides educational opportunities to 16-18 year olds through a co-educational Senior School, for a maximum of 320 students. The Senior School offers IB DP, IB CP, and IB Courses, each of which have a minimum entrance requirement which is represented in terms of MYP or equivalent prior achievement. Due to the varying difficulty of IB courses, many of the higher-level (HL) courses carry additional entrance requirements of prior achievement.

Every student at GWA with a good behavioural record, is entitled to a place in the Senior School. Depending on students' academic performance, they are able to qualify for one of the pathways on offer.

To qualify for the Diploma Programme (DP), students will need to refer to the requirements of the programme [here](#). Admission to the DP programme after the completion of Term 1 of Grade 11 will only be granted to students currently enrolled in an IBDP programme, and to students who meet the English language requirements as stipulated in Stage 3 of the Admissions Checklist.

ARRANGEMENTS FOR MID-PHASE ADMISSIONS, INCLUDING TO REPLACE ANY STUDENT WHO HAS LEFT GWA

If an application is made for a student to be admitted to GWA, and the required grade level is below total capacity, the student will be accepted. Where a grade level at GWA is at total capacity, GWA will operate a wait-list for those students who have applied for a place and been refused as outlined above.

Students entering the DP after the start of Term 2, not having previously been enrolled in a DP programme will not be accepted. Students entering the DP in grade 12 having previously come from another DP school, will not be accepted after November 14.

ARABIC LANGUAGE REQUIREMENTS

All students from Grades 1-9 are required to learn Arabic as per the UAE Ministry of Education by-laws. Classes are differentiated for native and non-native speakers and the programmes

incorporate the Ministry for Education syllabus within the curriculum. GWA believes that an early start in Arabic is beneficial and, therefore, begins its Arabic instruction in PreK.

As an additional requirement, students who are registered with a **passport from one of the Arab countries listed below**, are required by law to attend Arabic A for native speakers until the end of Grade 12. Students who are not fluent in Arabic and are from an identified Arabic country may take Arabic B only after KHDA approval.

Arab countries: UAE, Egypt, Saudi Arabia, Kuwait, Qatar, Syria, Bahrain, Iraq, Yemen, Oman, Mauritania, Libya, Lebanon, Palestine, Jordan, Tunisia, Algeria, Morocco, Sudan, Somalia, Djibouti and Union of Comoros.

ISLAMIC EDUCATION REQUIREMENTS

In accordance with the UAE Ministry of Education by-laws, students who are Muslim (as identified on their passport or during the admissions process via the 'religion' option), must take Islamic Education from Grade 1 to the end of Grade 12. The Islamic A and B courses incorporate the Ministry of Education syllabus for Islamic Education within the curriculum.

DISCLOSURE OF STUDENT INFORMATION

Parents are expected to:

- Provide the Academy with copies of all medical, psychological or educational assessments or reports before entry to GWA. Such materials are a prerequisite in enabling us to provide the best education for the child. Failure to disclose any such information, including the deliberate withholding of information, may result in the child not making the expected progress at the Academy
- Notify the Principal/ CEO in writing if they are aware or suspect that their child (or anyone in his or her immediate family) has a learning difficulty, and the parents must provide the Academy with copies of all written reports and other relevant information.
- Follow the advice of the Academy in the case that, after enrolment, issues with student progress and learning may indicate that outside specialist assessments are requested in order to further investigate any barriers to progress.
- Parents will be asked to withdraw their child if, in the professional judgement of the Principal / CEO suspects that such vital information about special needs has been deliberately withheld and / or if no attempt is made by the family to seek further specialised assessments from outside agencies in order to help the student to be successful at the Academy. GWA reserves the right to rescind the admissions offer if parents have withheld information.

PLACEMENT ASSESSMENTS

GWA admits students according to the Ministry of Education and KHDA regulations, as well as the GEMS Admissions policies (noted above). In conjunction with previous school reports, placement assessments are designed to determine a student's readiness for the GWA programme they wish to enter, including any language and/or special needs support of which additional fees may be charged. Our assessments are conducted in English. Accommodations are provided in the event that a student applicant has limited English language skills. If there are concerns or questions regarding a student's English language proficiency, additional assessments may be administered to determine admission eligibility.

DECISIONS ON PLACEMENT AND APPEALS PROCESS

Due to the rigour of our assessment and screening processes, as well as the high volume of applications for a limited number of seats, the Academy does not provide individual feedback on student placement assessments on the application decision letter (offer or decline of enrolment). A carefully considered decision on Academy placement rests with the Principal / CEO after having gone through the following process:

- Assessments are administered and reviewed by Admissions (this may include Counsellors, Principals, Assistant Principals, Directors of Learning Support and EAL, and Principal / CEO, as necessary).
- Previous school reports are reviewed by Admissions.
- The completed application file including; application, references, reports (translated into English and a confidential report if required), and assessments are sent to the Principal / CEO for review and final decision for acceptance.
- The Principal / CEO will sign off the admission file and the decision will be given to Admissions.
- Admissions communicates the decision to the parents of the student applicant.
- If the application is declined provisionally (before an entrance assessment takes place), the admission file can be reviewed after the student has sat the assessment tests.
- If the application is declined after the assessment tests, retesting is allowed 6 months after the date of the first assessment or at the discretion of the Principal / CEO.
- While Admissions delivers the information relating to application decisions to parents, they are not in a position to discuss the reasons why a file was rejected for acceptance. Parents wishing to obtain information about the Principal / CEO's decision may do so in writing by sending an email to the Registrar who will forward the request to Admissions. Email: registrar_gwa@gemsedu.com or admissions_gwa@gemsedu.com.