

ADMISSION POLICY

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ADMISSIONS POLICY AND PROCEDURE

1. Aims and purpose of the school Admission policy

The school admission policy serves as a foundational framework designed to ensure fairness, transparency, and inclusivity in the enrollment process at our institution. Its primary purpose is to establish clear guidelines and criteria that govern the selection of students, fostering a diverse and dynamic learning community.

Through a well-defined admission policy, we strive to create an environment that nurtures intellectual growth, social responsibility, and a spirit of collaboration among students from varied backgrounds and experiences.

2. The school admission philosophy

The World International School of Torino (WINS) is a **non-selective** co-educational private day and boarding school which welcomes students from different nationalities, cultures, and backgrounds with the aim of offering the benefits of a truly international education.

An inclusive admission philosophy in our school centers around welcoming and embracing students from diverse backgrounds, abilities, and perspectives. We believe in providing equal opportunities for all learners, recognizing that everyone brings unique strengths to our educational community. Our admission process prioritizes inclusivity, considering a holistic view of students' abilities, talents, and potential contributions. We strive to create an environment where everyone feels valued, respected, and supported in their educational journey. Through this inclusive approach, we aim to build a vibrant and enriching learning community that celebrates diversity and fosters a sense of belonging for every student.

3. Admission process and procedures

Families wishing to enroll their child/children should contact WINS Admissions team to book an appointment and receive guidance in the process. Enrollments are open all year round, but



priority is given to WINS students and their siblings who are granted an early re-enrollment period between December and January each year. After that period, enrollments are open to all. New families wishing to apply before that period will be placed on a waiting list but granted priority as soon as enrollments open.

WINS manages application through the platform OpenApply. All documents required should be submitted through this platform. The WINS main office staff is available to support families in the process of enrolment.

The following documents will be required for each new applicant:

- copy of student's passport or ID card
- copy of student's fiscal code (for Italian citizens or residents only)
- photograph
- copy of the last two report cards, if applicable
- Special Educational Needs documentation, if applicable
- Health form
- Special dietary requirements form, if applicable
- Reference from previous school (including behavioral records)

3.1 Enrollment timeline

Current students enrolled at WINS, as well as their siblings, are given priority and granted an anticipated enrollment period between December and January each year.

New enrollments open in December for Nursery or for any spare places available in the other grades. Spare places are identified based on the current enrollment numbers in the previous grade.

New enrollments for all grades open in February based on the places available after the anticipated enrollment period granted for re-enrollments.

Being aware of the scarce alternatives non-Italian speakers have in terms of school offer when relocating to Torino, WINS grants priority to international students regardless of their level of English proficiency.

Second priority is given to students having English as their first language or to bilingual applicants.



Late enrollment will be accepted between September and December of each academic year. Later enrollment will be subject to evaluation from the school management and programme Coordinator, in order to guarantee completion of minimum IB requirements.

3.2 Admission criteria

While welcoming a diverse student body, the school is dedicated to an admission process focused on verifying the optimal conditions for effective teaching and learning. Given that English serves as the primary language of instruction, a language proficiency assessment is conducted during the admission process to ensure the appropriate placement of students in various grades of the Primary Years Program (PYP), Middle Years Program (MYP), and Diploma Program (DP).

- Early years: Students can enter the Early Years section or Transition with no prior knowledge of English.
- PYP, MYP, DP: Formal language assessment is conducted for students applying from Grade 4 onwards with the purpose of gathering information to conceive the best learning strategy and identify any need for language support as early on as possible.

Students who enter other grades with no prior English knowledge will be placed automatically on the English as an Additional Language Program (EAL) on discretion of the grade teacher and the Program Coordinator (See Language Policy for further details).

Students applying for Grade 6 and above will be tested for English proficiency Cambridge tests in the MYP/DP. The purpose of this assessment is to identify any need of support before the beginning of the school year or planning English as an Additional Language (EAL) activities alongside curricular classes during the school year. For further details, please see the Language Policy that states minimum English language requirements for students to access mainstream courses. A2 can be accepted in Grade 6. Furthermore, in the MYP, on top of EAL classes, the school has created split Language acquisition classes to accommodate language variation between groups.

Students with English below the expected proficiency level established for each grade, who wish to enroll in the latter Primary Years classes, Middle Years or Diploma Years will be asked to supplement with additional English classes (EAL) until considered autonomous in meeting



the demands of their grade at the discretion of the Program Coordinator and the class teachers. (See Language Policy).

Though there are not strict requirements for enrollment in WINS (except for some subject specific requisites in the Diploma) WINS is inspired by a set of core values aligned with the IB learner profile and the IBO mission statement, that families and students alike are expected to embrace as part of their choice to study at WINS. Integrity stands at the forefront, emphasizing honesty, accountability, and ethical behavior. We prioritize a commitment to excellence, encouraging students to strive for their personal best in academics, character development, and extracurricular pursuits. Respect for diversity and inclusion underscores our commitment to creating an environment where everyone feels valued and appreciated. Lastly, a passion for lifelong learning is instilled, promoting intellectual curiosity and adaptability in an ever-evolving world. Together, these core values shape a dynamic and nurturing educational experience at WINS, preparing students not only for academic success but also for responsible and compassionate global citizenship.

3.3 Quality assurance

To guarantee the academic success of our students, WINS has a maximum class size of 24 students. Our policy outlines below admissions criteria which are used to select students when the number of applications exceeds the places available. In such cases a waiting list is created.

Admissions are open throughout the school year depending on places available in the classes. The school's Admissions team and the family will jointly decide the best enrollment strategy for each student.

3.4 Grade Placement

When determining grade placement for students coming from different educational systems, the WINS Admissions team considers several factors including: age of the child, current grade attended, academic record, and level of English proficiency.

In consideration of the fact that appropriate socialization and correct integration contribute significantly to the overall development and well-being of students, shaping their academic,



emotional, and interpersonal growth, student maturity and psychological development will be considered together with language competence in English.

The following table provides some guidelines and comparisons with the other school systems:

Age	Grade at WINS	Grade in the Italian System	Grade in the UK system	Grade in the US system
2-3	Nursery (EY)	Primavera	Nursery / Preschool	Nursery
3-4	Pre-Kindergarten (EY)	Infanzia	Nursery / Preschool	Pre-K
4-5	Kindergarten (EY)	Infanzia	Reception	Kindergarten
5-6	Transition (PYP)	Infanzia	Year 1 - KS1	Transition
6-7	Grade 1 (PYP)	1 elementare	Year 2 - KS1	Grade 1
7-8	Grade 2 (PYP)	2 elementare	Year 3 - KS2	Grade 2
8-9	Grade 3 (PYP)	3 elementare	Year 4 - KS2	Grade 3
9-10	Grade 4 (PYP)	4 elementare	Year 5 - KS2	Grade 4
10-11	Grade 5 (PYP)	5 elementare	Year 6 - KS2	Grade 5
11-12	Grade 6 (MYP)	1 media	Year 7 - KS3	Grade 6
12-13	Grade 7 (MYP)	2 media	Year 8 - KS3	Grade 7
13-14	Grade 8 (MYP)	3 media	Year 9 - KS3	Grade 8
14-15	Grade 9 (DY)	1 liceo	Year 10 - KS4/GCSE	Grade 9
15-16	Grade 10 (DY)	2 liceo	Year 11 - KS4/GCSE	Grade 10
16-17	Grade 11 (DY)	3 liceo	Year 12 - 6th form/A levels	Grade 11
17-18	Grade 12 (DY)	4 liceo	Year 13 - 6th form/A levels	Grade 12
		5 liceo		



4. The Diploma Program

4.1 DP admission philosophy

In WINS we believe the Diploma Program provides an excellent educational framework for students of a wide range of abilities and backgrounds. We IB believes that the Diploma Program is not for an academic elite and that all students who can benefit and succeed should be encouraged to take part in this program.

To this end we strive to make the DP available as widely as possible, and we advocate for all our high school student to do the Diploma.

To ensure the accessibility of the Diploma Program (DP) to all students, our school employs a variety of strategies geared towards aligning each student with the most suitable program of studies based on their abilities. During the orientation process for DP subject selection, we carefully consider students' aptitudes and career aspirations, providing guidance and support to help them make informed choices. Additionally, we implement special arrangements and accommodations for students with special needs, ensuring an inclusive and supportive learning environment. Moreover, we emphasize the quality of pre-DP education to instill the International Baccalaureate (IB) learning mindset, equipping students with the necessary skills and mindset for success in the DP. By integrating these strategies, our school is committed to making the DP accessible to a diverse range of students, fostering an environment where everyone can thrive academically and personally.

4.2 DP Admissions procedures

All students applying for the Diploma Program will be required to:

- Provide evidence of English language proficiency. This could be done through a non-selective placement test for English (first or second language) or provide record of language certificates. The school-devised tests aim at establishing the language competency for English and inform setting of students in Group 1 English L&L as opposed to English B courses.
- Take a Mathematics placement test or provide records of Maths results.
- Take part in the orientation process with the DP Coordinator and Valdo Academics
- Fill in and sign the subject choice form.



Students located abroad who are unable to come to WINS for the interview and the placement tests will be scheduled an online interview and will be given the possibility to sit the placement tests at their school or online, under exam conditions.

Families will be required to provide the contact of a person at the current school who will take responsibility for administering the test and return it according to the WINS procedures and guidelines.

4.3 Admission criteria and guidelines

Nevertheless, to ensure the establishment of ideal conditions for teaching, learning, and succeeding in the DP, it is imperative to monitor and guarantee that a minimum foundation of knowledge and skills is in place before applying to the program.

Therefore, admission to the DP Program is granted upon completion of the following requirements:

- Documented successful completion of the IB MYP program. This is determined either by the student obtaining the MYP Certificate or through an authorized IB school's report card.
- Successful completion of GCSE, IGCSE or qualifications of equivalent value.
- For students transferring from the Italian national system, WINS applies the rules and regulations defined by the Italian Ministry of Education (Law Decree D.P.R. 2 agosto 2010, n. 164). Namely students should have successfully completed the 3rd year of an Italian high school to be accepted on the IB DP program.

The school also recommend that students joining the DP meet the following subject requirements:

- Students coming into the IB who have IGCSE: at least C grades for the subjects they have chosen at Standard level and at least B grades for the subjects they choose to take at Higher Level.



- For student coming from Italian high schools, we recommend that they have at least 7/10 grade for the subjects they have chosen at Standard level and at least 8/10 grades for the subjects they choose to take at Higher Level.
- Students who have completed MYP program: at least 4 grades for the subjects they have chosen at Standard level and at least 5 grades for the subjects they choose to take at Higher Level.

Guidelines for the choice of Sciences (Physics, Biology, Chemistry) and Maths AA/AI

To guarantee success in Group 4 and 5 courses, the school recommends that the following subject specific guidelines are taken into consideration.

Chemistry: -Higher Level (HL): A grade B (Level 6) in MYP or I/GCSE Science or equivalent.
-Standard Level (SL): A grade C (Level 5) in MYP or I/GCSE Science or equivalent.

Biology: -Higher Level (HL): Minimum Grade B (Level 6) in MYP or I/GCSE Science or equivalent. Minimum Grade C (Level 5) in MYP or I/GCSE English or equivalent.
-Standard Level (SL): A grade C (Level 5) in MYP or I/GCSE Science or equivalent. Minimum Grade C (Level 5) in MYP or I/GCSE English or equivalent.

Physics: -Higher Level (HL): Minimum Grade B (Level 6) in MYP or I/GCSE Science or equivalent.
-Standard Level (SL): A grade C (Level 5) in MYP or I/GCSE Science or equivalent.

Note: Students should also be enrolled in Mathematics AA at IB, as a complement to the IB Physics course.

Environmental Systems and Societies (ESS): -Standard Level (SL): A grade D (Level 4) in MYP or I/GCSE Science or equivalent. Minimum Grade D (Level 4) in MYP or I/GCSE English or equivalent.

Note: All students must have attended Extended Science in Grade 9 and/or Grade 10.



HL Sport, exercise, Health: -Standard Level (SL): A grade D (Level 4) in MYP or I/GCSE Science or equivalent. Minimum Grade D (Level 4) in MYP or I/GCSE English or equivalent + PE 5
-Higher Level (HL): A grade D (Level 5) in MYP or I/GCSE Science or equivalent. Minimum Grade D (Level 4) in MYP or I/GCSE English or equivalent + PE 6

Maths A&A

-Higher level: A grade B (Level 6) in MYP or I/GCSE Science or equivalent.
-Standard level: Standard Level (SL): A grade C (Level 5) in MYP or I/GCSE Science or equivalent.

Maths A&I

Standard level: Standard Level (SL): A grade C (Level 3) in MYP or I/GCSE Science or equivalent.

Students who do not meet the established entrance criteria outlined above may be considered for admission on a probationary basis.

This will require the signing of a "*Probationary Admission Form*," with a parent signature also required. The final decision on course admission will be made by the school.

Receiving Probatory admission to the Diploma for certain subjects means that if students' subject specific performance in the first months of the first term does not meet the expected standards, students might have to revise their subject choices. To this end, they will be provided with support and guidance to help them select alternative courses that are better suited to their academic strengths and interests, as well as with the actions that will need be taken to sustain such change.

4.4 WINS Career Orientation process

To support and inform admission to the Diploma program, the school has strategically developed a comprehensive career orientation and guidance process in partnership with Valdo Academics. This collaboration is particularly crucial for students seeking admission to the Diploma Program (DP), where the process is intricately linked to subject choice.

The career orientation process in WINS is divided in several steps, as outlined below:

GRADE 10:



- Three 1:1 Preliminary Degree Orientation Meetings: Students have three personalized meetings to discuss preliminary degree options. These meetings aim to provide a foundation for understanding potential career paths and suitable academic pursuits.
- WINS via Valdo: Guided Subject Choice: Through the WINS platform, students receive guided assistance in choosing subjects relevant to their career aspirations. The platform helps students make informed decisions about their academic paths.
- DP Coordinator: Case by Case Study: The DP Coordinator conducts individualized case studies, addressing specific concerns and tailoring guidance to each student's unique circumstances.

GRADE 11:

- Orientation Questionnaire: Students engage in an orientation questionnaire to explore previously undiscovered academic and career options. This process helps identify interests and preferences that can guide future educational choices.
- Guided Analysis & Plan of Action: The career guidance team assists students in analyzing their options and formulating a plan of action for their academic journey.
- 10 Sessions Applications Skills Lab: Students participate in ten sessions focused on developing essential skills for university applications. These sessions likely cover various aspects, including writing personal statements and preparing application materials.
- 2 Meetings for Summer Check-In: Two meetings are scheduled to check in on students' progress during the summer, ensuring they stay on track with their academic and career plans.

GRADE 12:

- 1:1 Applications Support via Helpline: In the final year, students receive personalized support through a helpline for university applications. This support includes feedback on personal statements, advice on study choices, and any other assistance needed for a successful application process.



5. Links to other Policies

5.1 Special Educational Needs

Thanks to its experiential teaching and learning approach as well as the integrated use of digital technology in the classroom, WINS can provide a supportive and favorable learning environment for students with mild to moderate learning disabilities. Additional support can be organized at an additional cost and in agreement with the family and specialists following the child.

Families are expected to inform the school of any special educational needs at the beginning of the application process and provide all the necessary supporting documents and certificates.

All SEN students will be supported by the SEN Department, which will collaborate with families, program coordinators, and the School Principal to establish optimal conditions for teaching and learning for everyone. This will be achieved through the creation and distribution of Individual Educational Plans (IEPs). For additional information, please refer to the WINS Inclusion Policy for the school year 2023-2024.

6. Policy review cycle

The SLT are in charge of the policy revision process that involves the Program Coordinators, the and the teachers.

The SLT will be drafting the policy on the basis of indications provided by IB documents. At the end of each academic year teachers will be asked to provide their feedback on the policy and suggest any update/amendment that they see fit.

The SEN department will look into these suggestions and will update the policy taking into account these suggestions. The SLT and SMT will be updating the policy on the basis of indications provided by the SEN department and IB documents, to ensure that school procedures are in line with IB most recent publications.

The most updated version of the policy is made available to teachers and all stakeholders on Managebac. Parents will be asked to formally acknowledge the policies published on managebac.

This Policy was last updated in August 2024



7. Bibliography

Diploma Programme Assessment Procedures, International Baccalaureate Organization, November 2018 (updated February 2022), Cardiff
