Huebschmann-Zhan Foreign Children School IB DP

Admission Policy

Last review: November 2026

Next review: March 2027

1. Purpose of the Policy

The purpose of this policy is to describe how Huebschmann-Zhan Foreign Children School (HuZ) admits students to the school and to the IB Diploma Programme.

Admission decisions are made with the goal of ensuring that students entering the programme have the potential to participate successfully in the academic and personal demands of the IB Diploma Programme while benefiting from the learning environment of the school.

This policy should be read together with the school's Language Policy, Inclusion Policy, Assessment Policy and Academic Integrity Policy, which together guide the implementation of the IB Diploma Programme at HuZ.

2. School Context

Huebschmann-Zhan Foreign Children School operates within the German school system in Grades 1–10 and offers the IB Diploma Programme in Grades 11–12. Students who enter the IB Diploma Programme transition from the German curriculum into an internationally recognized programme that emphasizes inquiry, critical thinking, academic writing and independent research.

The IB Diploma Programme at HuZ is designed to support students in achieving the IB Bilingual Diploma in German and English.

Within the IB Diploma Programme:

- Group 1: German A: Language and Literature.

- Group 2: English B and Chinese B, both offered at SL and HL.
- History, Chemistry, and Biology are taught in German
- Physics is taught in English
- Mathematics may be taught in either German or English. The language of instruction is determined by the school according to teachers' language expertise and students' learning needs. Separate classes in both languages are not necessarily offered each year.
- Instruction and guidance for the IB core components (TOK, CAS and EE) may be provided in either English or German. Specific language arrangements are determined by the school according to staffing and students' learning needs and are communicated to students and parents in advance.

This structure allows students to develop strong academic language proficiency in both German and English while continuing to engage with an international curriculum.

HuZ is part of the network of German schools abroad and operates as a multicultural learning community in which German language education is combined with international perspectives. The school values intercultural understanding, multilingualism and the development of responsible and open-minded individuals.

3. Philosophy of Admission

HuZ believes that students should enter the IB Diploma Programme with a clear understanding of the academic expectations and personal commitment required by the programme. Admission decisions therefore focus not only on previous academic performance but also on a student's willingness to engage with challenging coursework, manage long-term projects, and participate actively in the school community.

The school recognizes that students develop at different rates and may demonstrate their readiness for the IB Diploma Programme in different ways. For this reason, admission decisions are made through a holistic review of each student's background, academic preparation and motivation.

Admission practices at HuZ are also guided by the school's broader educational philosophy, which emphasizes respect for individual strengths, intercultural understanding and the development of students within a supportive international learning community. Admission decisions are made through a structured and collaborative process involving school leadership, relevant teachers and, where appropriate, additional professionals. This ensures that each application is reviewed holistically and consistently.

4. Admission to the School

Students may apply to HuZ from both the internal school community and external schools. During the admission process, the school reviews:

- Previous school records and transcripts
- Teacher recommendations, where available
- Language proficiency
- Evidence of academic readiness for the intended grade level

Because the primary language of instruction in Grades 1–10 is German, and because a significant number of IB DP courses are also taught in German, applicants are expected to demonstrate an appropriate level of German language proficiency to ensure successful participation in the curriculum.

The school may conduct language assessments or placement evaluations when necessary. Parents are actively involved in the admission process and are required to provide relevant educational records and, where applicable, supporting documentation such as previous reports, professional assessments, or German language certificates at the B2 level, based on the standards of the Common European Framework of Reference for Languages. Students who come from officially recognized German schools may be admitted to the appropriate grade level without additional testing. Applicants who do not yet fully meet the required German proficiency may be considered conditionally. In such cases, targeted language support measures are implemented in alignment with the Language Policy and Inclusion Policy. Student

progress is regularly monitored, and continued participation in the programme depends on the development demonstrated.

During the admission process, families are also informed about the school's educational approach, expectations, and regulations, so that students and parents can make informed decisions about joining the school community.

In lower secondary education (Sekundarstufe I), the school provides three distinct academic pathways with differentiated levels of academic demand, aligned with the structure of the German tripartite school system (Gymnasium, Real Schule, and Hauptschule). Students may be admitted to any of these pathways, and the school is authorized to issue officially recognized German school-leaving certificates corresponding to each track.

Newly admitted students may receive orientation support to help them become familiar with the school environment, academic expectations, and daily school life. Where appropriate, agreements between the school and parents may be established to ensure that necessary support measures are implemented effectively. These agreements are reviewed regularly as part of the student's transition into the school.

5. Admission to the IB Diploma Programme

Students entering the IB Diploma Programme in Grades 11–12 must demonstrate that they are prepared for the academic expectations of the programme. Admission decisions consider several factors, including:

- academic performance in previous grades
- teacher recommendations and academic records
- the student's ability to manage independent work and long-term projects
- motivation to participate fully in the IB Diploma Programme

Students who are new to HuZ may be invited to meet with school leadership or teachers to discuss their academic background and expectations for the programme.

The goal of this process is not to identify a specific grade threshold, but rather to determine whether the student is likely to benefit from and succeed in the IB Diploma

Programme. Admission decisions also take into account the student's previous academic progression and readiness for the programme, ensuring that students are able to engage successfully with the academic and organizational demands of the IB Diploma Programme.

5.1. Language Requirements

Because the IB Diploma Programme at HuZ operates in both German and English, students must demonstrate sufficient proficiency in both languages to access the curriculum.

Students must be able to:

- read and analyze academic texts
- participate in classroom discussion
- complete written assignments in the language of instruction
- conduct research and present arguments clearly

Further information about language development and language support within the school can be found in the HuZ Language Policy.

5.2. Supporting Diverse Learners

HuZ aims to make the IB Diploma Programme accessible to a diverse group of students whenever possible.During the admission process, the school considers whether a student may require additional academic or language support and whether such support can be provided within the school's resources. Where appropriate, the school may work with students and families to develop strategies that support a successful transition into the programme.

The school's approach to supporting diverse learners is described in greater detail in the HuZ Inclusion Policy. The admission process is closely linked to the school's Inclusion Policy to ensure that student needs are identified early and appropriate support strategies can be planned from the beginning of the programme. The school

aims to admit students with diverse learning needs where appropriate support can be provided within the resources of the school.

5.3. Monitoring Student Progress in the Diploma Programme

The progress of students in the IB Diploma Programme is monitored regularly by the DP Coordinator, teachers and school leadership. Teachers review student performance through classroom assessments, coursework, internal assessments and mock examinations.

If concerns arise regarding a student's progress or engagement with the programme, the school works together with the student and family to develop appropriate support strategies. In some cases, an improvement plan may be established to help the student address academic challenges and remain successful in the programme.

5.4. Roles and Responsibilities

Admission decisions and student support involve several members of the school community.

- School leadership oversees the admission process and ensures that admission procedures remain aligned with school policies and IB expectations.
- The DP Coordinator supports students entering the Diploma Programme and works with teachers to monitor academic progress and provide guidance throughout the programme.
- Teachers contribute to admission decisions by reviewing academic records and evaluating whether a student is prepared for the learning expectations of the programme.
- Parents and students are expected to participate actively in the admission process by providing relevant information and discussing the academic expectations of the IB Diploma Programme.

Parents are considered important partners in the educational process. Through regular communication with the school and participation in parent representation structures,

families contribute to the dialogue between the school and the parent community and support the educational development of students. School leadership is responsible for final admission decisions, while teachers and the DP Coordinator contribute to the evaluation of each applicant's academic readiness and support needs.

6. Relationship with Other School Policies

This policy should be read together with the following school documents:

- HuZ Language Policy
- HuZ Inclusion Policy
- HuZ Assessment Policy
- HuZ Academic Integrity Policy

Together, these policies form a coherent framework that supports equitable access to learning and responsible academic practice within the IB Diploma Programme.

7. Policy Review

This policy is reviewed regularly to ensure that it reflects the needs of the school community and remains aligned with IB Programme Standards and Practices.

The review process involves school leadership, the DP Coordinator and the teaching staff.

References

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