



ADMISSIONS POLICY

Westbourne College (Singapore), hereinafter, the College, is part of a global network of elite academic schools. Our admissions policy is designed to ensure that students are admitted based on their ability to thrive within the IGCSE and IB Diploma Programmes. We are committed to inclusivity and excellence, ensuring every student admitted receives an exceptional educational experience. The Principal reserves the right to adjust admissions procedures on a case-by-case basis to best serve applicants' unique needs.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students to become active, compassionate, and lifelong learners who understand that others, with their differences, can also be right.

The **mission** of Westbourne College (Singapore) is **to develop leaders of the future in STEM and business careers on the global stage.**

The College aims to become the world's first truly global network of elite academic schools. Building on our history at Westbourne School UK and a proven IBDP model for over 10 years, the College is uniquely positioned to deliver excellence.

We believe:

- That our students should receive an excellent academic, social, moral, and physical education in a caring, family-like community, which enables pupils to achieve their potential.
- Students flourish in a challenging learning environment, which provides opportunities for students to become independent learners and to function as part of a team.
- It is extremely important that parents, staff, and students work collaboratively.
- Central to the success of our students is the need to foster their confidence and self-esteem
- It is important to develop well-rounded young adults who are prepared and ready to take their place in a modern-day global society.
- In developing inquiring, knowledgeable, and caring young adults who help to create a more peaceful world through intercultural understanding and respect.
- In encouraging students to become active, compassionate, and lifelong learners, understanding that other people with their different cultures may also be right.

1. Admissions Policy

The College admits students based on their ability to cope with and succeed in the IGCSE and IB Diploma Programme. Students must meet specific criteria (outlined below) that demonstrate their readiness for these rigorous academic environments.

2. Admissions Criteria

2.1 Students' Academic Performances in Regular Assessment

Each student should have a suitable academic standing with a profile that demonstrates an ability to undertake at least 6 subjects in IGCSE or 3 IB Diploma Programme subjects at Standard Level (SL) and 3 IBDP subjects at Higher Level (HL).

Candidates who express an interest in taking an HL subject should have prior foundation and a good score as indicated in their previous institution's academic track record. If the student is keen to explore new subjects, the candidate will be offered SL if no prior foundation or less than average scores are reflected in their past academic track record. Subject combination advice will be provided to match students' academic strengths with core subjects that they can excel in.

Candidates can select the following subjects at the Higher Level if the following conditions are met:

- Group 2 Language B: If the language has been studied formally for at least one academic semester; Language ab Initio: no prior study required
- Group 4 HL (Sciences) and Group 5 (Mathematics): IGCSE B / 60% equivalent

2.2 Personal Attributes

2.2.1 Extracurricular Activities

Students will be encouraged to demonstrate their participation in extracurricular activities (submission of a relevant portfolio), which will be noted on the application form. Students should demonstrate that they have been involved in a range of activities that are similar in nature to those of the CAS Programme.

2.2.2 Portfolio Requirements

Applicants may submit a portfolio to demonstrate interests, projects, or achievements. This is optional and used only as supplementary evidence of student profile. The College does not require personal family data unrelated to learning readiness.

3. Admissions Process

3.1 Initial Application

Prospective students must submit an application form, school reports, and, if requested, an academic reference form completed by their current or previous school.

3.2 Application Form

Applicants must provide accurate personal and academic details to ensure the admissions process aligns with their qualifications.

3.3 Academic Performance

Applicants must demonstrate an academic profile that supports undertaking:

- At least 6 subjects in IGCSE or
- 3 subjects at SL and 3 subjects at HL in the IB Diploma Programme
- They must also show potential to fulfil the core requirements of the IGCSE and IBDP programmes (e.g., TOK, EE, and CAS for IBDP).

3.4 Entrance Examinations

Students would normally possess an already proven academic record. In addition, all applicants will be required to sit entrance examinations, as set by the Admissions Office (English, Mathematics, aptitude test), and non-verbal-reasoning.

3.5 Personal Attributes

Students should demonstrate:

- Engagement in extracurricular activities
- A strong record of attendance, behaviour, and punctuality

3.6 Interview

Applicants undergo an interview with the Principal and/or DP Coordinator to determine their suitability and desire to join the programme.

3.7 Decision

The Principal will make one of the following decisions, based on the collected information (such as submitted documents, admission tests, an interview):

- Unconditional admission
- Conditional admission with reasons specified
- Denial of admission with reasons provided

4. Inclusive Education

4.1 The College evaluates each application to determine whether reasonable adjustments can be made without fundamentally altering programme delivery or compromising learning outcomes.

5. Course/Programme/Subject Admission Requirements and Level Placement

5.1. Eligibility Criteria

- Students must meet the institution's minimum academic qualifications for each course or programme. Admission is subject to seat availability and compliance with institutional capacity limits.
- To be offered a place in the programme at the School, a student, either directly from College's Grade 10 (final year of Cambridge IGCSE) or from another school (external applicants at the equivalent academic level/qualification), is to have both English language and Mathematics subjects completed, in addition to three other subjects.
- The minimum requirement for English language and Mathematics is a grade of 'D' (on a 'A*'- 'F' scale) or '40' (on a '0-100' scale) for the pre-IBDP academic year.

5.2. Subject Prerequisites

- Certain subjects require foundational knowledge or prior study to ensure academic readiness.
- Students must provide evidence of meeting prerequisites through academic records, certificates, or equivalent documentation.

5.3. High Level and Ab Initio Placement

- Subject at High Level (HL):
- Students are assigned to HL courses based on the following criteria:
- Subjects that require extensive writing (e.g., humanities/social sciences) necessitate demonstrated proficiency in the language of instruction.
- Teacher recommendation based on the student's aptitude, work ethic, and subject interest.
- Language at ab initio:
- Designed for students with no prior experience or formal education in the subject or language.
- Admission is based on a self-declaration of prior knowledge, supported by academic records or relevant documentation.

6. Procedure of placement in the programme

6.1 Throughout Year 11, the IBDP Coordinator conducts regular meetings with IGCSE students aiming to provide them with foundation information on the programme, as well as on the minimum requirements for admission to the programme and on maintaining the programme student status.

6.2 During the last semester of the academic year, the Coordinator meets IGCSE students and discusses preliminary subject choices with them, based on the student's learning needs and expectations, and also the subject range offered by the College.

6.3 An external applicant can normally be directly placed in Year 11 (Year 1 of IBDP) by the beginning of Semester 2. After this deadline, any external applicant can be admitted to the programme at the School only if the subjects taken under the programme at another school exactly match subject choices provided by the School, with exception of the programme's Group 1 subject (first language). The same principle is in force regarding the admission to Year 12 (Year 2 of the programme) for external applicants.

6.4 Students of Year 11 (IBDP Year 1) are provided with a grace period of maximum two weeks from the beginning of the school year to make their final selection of subjects in the programme, upon approval by the Coordinator, who can discuss the subject choices with parents/guardians of students. After the grace period, no change of IBDP subjects is permitted.

6.5 Each student has a right to drop from the full IBDP. However, the College encourages students, who show sufficient academic capability, to stay in the full DP and provides guidance to them.

6.6 In case a student decides to drop from the programme, the Coordinator should consult with the student's subject teachers and parent(s)/guardian, before proceeding with the request.

6.7 Students who formally drop from (full) programme are not permitted to restore their previous programme status within the current academic year. Such students have an opportunity to re-apply to the programme's Year 1.

6.8 Students in the IBDP can study one subject with an online IB school (e.g, Pamoja Education). In such a case, the College appoints a School-Based Coordinator who is the contact of the online IBDP course provider and the College (including the student's parents).

7. Review of Admissions Policy

This Policy enters into force on 13 April 2026. It is to be reviewed once every academic year.

8. Legal Compliance

Singapore's Legal statement on Educational Inclusion: Singapore's 'spirit and objectives' for an inclusive society are said to extend across the education system, specifically within the public system (3rd Enabling Masterplan (3EMP)). At the same time, there are no legal responsibilities imposed upon private schools. The College accepts its responsibilities to provide for students with disabilities within that spirit. As such, at the College, we intend to recognise, empower, and give every opportunity to students with disabilities to be integral and contributing members of our learning community.

Bibliography

- Diploma Programme: From Principles into Practice, International Baccalaureate Organization, 2015.
- Third Enabling Masterplan (3EMP), Global Education Monitoring Report (GEM) on Inclusion and Education for UNESCO, 2020.