

Revision Date: September 30, 2025

NESİBE AYDIN EDUCATIONAL INSTITUTIONS

ADMISSION POLICY

Chapter One

Aim, Scope, and Basis

ARTICLE 1: Aim

1. This policy is designed to organise the Gaziantep Nesibe Aydın Educational Institutions student admissions process in a transparent, fair, ethical, and inclusive manner, aligned with our institutional mission and the philosophy of the International Baccalaureate (IB) Programme. It aims to identify students who can benefit from and contribute to the school's demanding academic and co-curricular environment, ensuring the effective implementation of the IB Diploma Programme (IB DP) and IGCSE programmes.

ARTICLE 2: Scope

1. This policy covers all stages of the student admissions process for the IGCSE and IB DP at the school, including admission criteria, evaluation processes, and procedures for both national and international students.

ARTICLE 3: Basis

This policy has been created based on the following sources:

- Ministry of National Education Regulations
- The Mission and Vision of Nesibe Aydın Schools
- International Baccalaureate (IB) Programme Standards and Practices
- Principles linked to the School's Inclusion, Assessment, and Language Policies

ARTICLE 4: Equity and Transparency in Admissions

The school is committed to ensure that the admissions process is free from any form of discrimination. Admission decisions are made solely on the basis of academic readiness, language proficiency, and alignment with the school's mission and IB philosophy. No applicant shall be disadvantaged or excluded on the grounds of gender, religion, race, nationality, culture, or socio-economic status. The admissions

process is designed to be transparent, consistent, and equitable, in line with both the Ministry of National Education regulations and the principles of the International Baccalaureate.

Chapter Two

Mission, Philosophy, and Aims

ARTICLE 5: IB Mission Statement

The International Baccalaureate aims to develop inquisitive, knowledgeable, and caring young people who will help to create a better and more peaceful world through intercultural understanding and respect. Therefore, the organization works with schools, governments, and international organizations to develop challenging international education programs and rigorous assessments. Our programmes encourage students worldwide to become active, compassionate, and lifelong learners who understand that others, despite their differences, can also have their own truths.

ARTICLE 6: Gaziantep Nesibe Aydın Schools Mission Statement

With a holistic educational approach, we support our learners to be independent individuals who pursue learning as a life skill.

Our students acquire universal values through our school culture, professional educators and the national and international programs we implement.

With our school counselling and assessment services, we guide our students to be responsible and self-disciplined individuals.

We offer diverse choices in academics, sports and arts to bring out the students creativity.

We educate our students to be sensitive to local and global issues, as well as being problem solvers and entrepreneurs.

ARTICLE 7: Educational Philosophy

Gaziantep Nesibe Aydın Schools believe that a nation is built through education. Our philosophy connects learning principles, real-life knowledge, and creative processes to stimulate students' curiosity. We consistently encourage our students to become active participants in national and international projects, emphasizing the value of a foreign language as a tool for communicating and sharing their intellectual ideas with the world. As a result, students gain the confidence to face national

and international challenges while also developing their future careers by acquiring a diverse cultural understanding.

ARTICLE 8: Aims of the Gaziantep Nesibe Aydın Schools Policy

Gaziantep Nesibe Aydın Schools is committed to holistic student development and academic excellence. In addition to academic achievement, our school encourages participation in arts, sports, and service, fostering internationally minded individuals who are prepared for the rigors of the IGCSE and IB DP.

Chapter Three

Governance and Responsibilities

ARTICLE 9: Roles and Committees

To ensure a fair, transparent, and consistent admission process, the following roles and committees are defined:

1. Head of School / School Principal

- Oversees and approves all registration and admission processes.
- Determines class quotas, supervises the work of admission related committees and ensures alignment with the school's strategic goals and IB philosophy.
- Provides final authorization for student placement in coordination with the Admissions Committee.

2. School Admissions Committee

- Composed of the Board of Director, school principal, selected teachers, and parent contact officers.
- Reviews applications, placement test results, and interviews to ensure decisions are made based on objective criteria and school policy.
- Makes final enrollment decisions and ensures consistency with national regulations and IB admission principles.
- Collaborates with the DP Coordinator to evaluate candidates applying to the IB DP and to ensure language and academic readiness.

3. School Promotion and Registration Committee

- Responsible for outreach, school promotion, and year-round communication with prospective families.
- Manages the initial stages of the registration process, providing accurate information and guidance to applicants.
- Reports directly to the Admissions Committee, ensuring coordination and consistency between promotional activities and final enrollment procedures.

4. DP Coordinator

- Advises the Admissions Committee on candidate suitability for the DP
- Reviews academic background, English proficiency, and overall readiness to meet IB expectations.
- Coordinates pre-enrollment orientation and ensures students receive appropriate support in language and academic transition.

5. Counselling Department

- Provides input on students' social-emotional readiness and inclusion needs during the admission process.
- Collaborates with the DP Coordinator and teachers to ensure equitable access and appropriate support measures for all admitted students.

ARTICLE 10: Policy Review

This policy is reviewed annually by a standing Policy Committee, which includes the Board of Directors, the Head of School, the IBDP Coordinator, the IGCSE Coordinator, and representative teachers and guidance counsellors, to ensure that it remains effective and aligned with institutional goals and IB standards. In addition, feedback is systematically collected from students, parents, and staff members through surveys, meetings, and interviews. These perspectives are taken into account during the review process to ensure that the policy reflects the needs of the whole school community and supports continuous improvement.

Chapter Four

Admission Process and Criteria

ARTICLE 11: Admission Criteria

To ensure alignment with IB DP philosophy, the admissions process includes preparation counselling and orientation programs to support students in accessing the academic rigour of the DP.

Applicants to both the IGCSE and IB DP programmes are required to demonstrate the following:

- **English Proficiency Level:** Gaziantep Nesibe Aydın Anatolian High School requires advanced proficiency in English language.
 - To be admitted into the IGCSE programme (as a preparatory stage) in grade 9, a minimum of B1 level is required. An English Proficiency Examination is administered by the school at the end of grade 8 to evaluate grammar, vocabulary, reading, and writing skills.
 - C1 level of English will be required for admission to the IB DP in grade 11.
- **Academic Achievement:** Students should demonstrate a strong academic background to manage both national and international curricula.
 - Grade 8 students are expected to have a minimum GPA of 80 out of 100 and score at least 400 out of 500 in the Turkish National Exam (LGS).
 - Students applying to Grade 10 or Grade 11 are evaluated based on previous academic records, potential alignment with IB DP requirements and readiness for the programme.

ARTICLE 12: Stages of the Admission Process

1. **Promotion and Communication:** The school's promotion is conducted throughout the year by the School Promotion and Enrolment Committee. This committee informs interested families about our school's mission, vision and IB programmes through social media, individual meetings, and school visits.
2. **Completion of the Application:** Should parents wish to enrol their child, they are required to complete the official online application form and submit it to the school registrar, along with the following documents:
 - Supporting documents that meet the admission criteria.

- A copy of the student's most recent school report, including any relevant certificates or awards.
 - Recommendation letters from the student's former English teacher and guidance counsellor (may be requested).
 - Proof of tuition fee payment.
 - If applicable, copies of results from internationally recognised English language proficiency exams (e.g. Cambridge English, TOEFL, IELTS, etc.).
3. **Acceptance and Evaluation Process:** The Admissions Committee evaluates applicants based on the criteria outlined above.
- **Evaluation of Parent, School Collaboration:** The school administration holds meetings to get to know parents. This process includes an evaluation of the potential for cooperation between the school and parents, parental adaptation to the school's philosophy, and an awareness of the educational support provided by the family.
 - Upon acceptance into the IB DP, students and their families participate in a structured subject selection process. Guided by the IBDP Coordinator, subject teachers and guidance counsellors, students receive counselling to help them select courses that align with their academic strengths, personal interests, and future university or career goals. Special emphasis is given to balancing Higher Level (HL) and Standard Level (SL) courses in a way that ensures both academic challenge and student well being. Families are provided with orientation sessions to understand the implications of subject choices and the requirements of the IB DP Core (CAS, TOK, and EE).
4. **Parent Orientation and Commitment:** As part of the admissions process, all newly admitted families are required to attend a Parent Orientation Session, during which the school's mission, vision, educational philosophy, and programme expectations are explained in detail. During this session, families are informed about their roles in supporting their child's learning journey, including promoting academic honesty, regular attendance, effective communication, and overall well-being. Families are also asked to sign a Parent Commitment Form, confirming their understanding of the school's philosophy and their willingness to collaborate actively with the school community throughout their child's education.
5. **Appeals Process:** In the case of an unsuccessful application, families have the right to appeal the admission decision. Appeals must be submitted in writing to the School Principal within 10 working days (excluding official holidays) from the date of receiving the admission decision. The appeal is reviewed by a designated Appeals Committee, consisting of the Head of School /

IBDP Coordinator and one teacher who was not involved in the original decision-making process. The outcome of the appeal is communicated to families in writing within 15 working days, following a review of all relevant documentation. All appeals are handled confidentially and in accordance with the school's principles of fairness, transparency, and equal opportunity.

6. Registration and Re-Registration

- Successful applicants will be formally invited to complete the registration process by submitting all required documents and tuition payments within the announced deadlines.
- **Student Conduct and Re-enrolment:** Student conduct and engagement are monitored throughout their schooling. A consistent record of inappropriate or uncorrected behaviour, academic dishonesty, or non-compliance with school values may influence re-registration eligibility and consideration for progression into the IB Diploma Programme.
- All re-registration decisions are made holistically, taking into account academic performance, behaviour and attendance

ARTICLE 13: School Fee

While tuition fees are required as per national regulations, the school also provides scholarships and financial assistance to promote access for academically capable students from diverse backgrounds.

As a private educational institution, Gaziantep Nesibe Aydın Schools expects families to have the financial means to meet the annual tuition fees and any additional programme related costs.

Detailed information regarding tuition and payment plans is announced annually in January.

For students enrolled in the IB DP, all official IB examination fees and registration costs are borne by families. These fees are determined annually by the International Baccalaureate Organization (IBO) and communicated transparently to parents prior to payment deadlines.

ARTICLE 14: Success Scholarships

Scholarships are awarded to students entering Grade 9 with outstanding achievements in academics, sports and arts in accordance with Nesibe Aydın Schools' Scholarship Regulation. Scholarships are also provided for children of school staff and veterans.

ARTICLE 15: Special Educational Needs

1. Nesibe Aydın Schools ensures equitable access to education for all students, including those with identified or suspected Special Educational Needs. The school is committed to providing

a supportive and inclusive learning environment in line with the principles of the Inclusion Policy and the IB Programme Standards and Practices (2024).

2. The School Counsellor collaborates with the School Principal, teachers, and families to identify and support students who may require additional educational or emotional assistance. Individual support plans are developed based on documented needs, teacher observations, and parent input.
3. Reasonable accommodations are provided according to the student's needs, which may include differentiated tasks, modified assessments, additional time, use of assistive technology, and other pedagogical adjustments. These accommodations are applied consistently and reviewed periodically to ensure effectiveness.
4. The school collaborates with external specialists, when necessary, to provide diagnostic evaluations, therapy, or targeted interventions. Referrals are made only with parental consent and in accordance with legal and ethical guidelines.
5. For students applying to the IB DP, the School Counsellor and DP Coordinator jointly evaluate documentation of learning differences to ensure that necessary access arrangements can be requested from the IB Assessment Centre.
6. Communication between families, the School Counsellor, and teachers is maintained regularly to monitor student progress, ensuring that the principles of inclusion and equity are upheld across all grade levels.

ARTICLE 16: International Students

International applicants are welcomed and assessed according to the same admission criteria as domestic students.

- **Compliance:** To be evaluated, students from abroad must obtain an equivalency certificate from the Board of Education Equivalency Department and/or the Foreign Education Attaché in accordance with national regulations.
- **Language Support and Transition:** Language development is a key element of both the IGCSE and the IB DP. At Gaziantep Nesibe Aydın Schools, structured pathways ensure that international students acquire the linguistic competence required for success in both programmes.

- **Turkish Language Support:** International students who require additional support in Turkish receive individualised scaffolding and may be directed to bridging or summer language courses. Their progress is monitored by the school counsellor (in collaboration with language teachers) until they can follow coursework effectively.
- **English Language Development:** For students entering the IGCSE Programme in Grades 9 and 10, English language support is integrated into courses such as English as a Second Language, Global Perspectives, and Coordinated Sciences, ensuring that students gradually reach the proficiency required for the IB DP. Bridging activities and study workshops are organised to help students advance from CEFR B2 (IGCSE entry level) to CEFR C1 (DP entry level).
- **Transition to the IB Diploma Programme:** During the transition from Grade 10 to Grade 11, students' language proficiency is reassessed, and additional support sessions are provided where necessary. Instruction focuses on academic writing, critical reading, and oral presentation skills to prepare students for the language demands of CAS reflections, the Extended Essay, and TOK discussions.

ARTICLE 17: IB Learner Profile Attributes

In line with the philosophy of the International Baccalaureate, applicants are expected to demonstrate attributes of the IB Learner Profile such as curiosity, open-mindedness, principled behaviour, and a willingness to engage with others respectfully. These qualities will be considered during the admissions process through interviews, recommendation letters, and prior academic or extracurricular experiences.

ARTICLE 18: DP Core Expectations (CAS, TOK, EE)

- Students and parents are informed about the IB DP Core components, TOK, CAS and the EE, during the admission and orientation process.
- The school ensures that all applicants and their families clearly understand the structure, academic expectations, and time commitments required by the DP Core.
- Upon enrollment, students and parents acknowledge their awareness of the DP Core requirements through written confirmation and ongoing communication with the DP Coordinator.
- The detailed implementation, assessment, and ethical guidelines related to the DP Core are outlined in the Language Policy, Academic Integrity Policy, and Assessment Policy of Nesibe Aydın Schools.

ARTICLE 19: Withdrawal

If the student withdraws due to an officially documented reason, the unused portion of the tuition will be refunded proportionally. For personal reasons, an additional 10% of the annual fee is retained in addition to the amount calculated based on attendance.

ARTICLE 20: Special Cases, Transfer Students & Mid-Year Admissions

Gaziantep Nesibe Aydın Schools implements the Cambridge IGCSE Programme in Grades 9 and 10 as preparation for the IB DP.

Students transferring into Grade 9 or Grade 10 may be admitted to the IGCSE Programme if they demonstrate sufficient English proficiency (minimum B1–B2 level) and academic readiness, in line with the school’s admission criteria.

Admission to the IB DP (Grade 11) is generally only available at the beginning of the academic year. Mid-year transfers are not accepted due to the sequential and rigorous structure of the IB curriculum.

However, students transferring at the beginning of Grade 11 may be considered for admission only if they demonstrate a minimum B2 level of English proficiency and meet the school’s academic and behavioural standards.

Exceptions are granted solely to students who have been previously enrolled in an IB World School, with verified official documentation of completed coursework, grades, and teacher references.

All transfer cases are reviewed collaboratively by the Admissions Committee and the DP Coordinator to ensure academic continuity, fair placement, and compliance with IB regulations.

Chapter Five

Relationship with Other Policies

ARTICLE 21: Relationship with Other Policies and Data Protection

Admissions data is shared with relevant departments to inform language support plans, inclusion strategies, and assessment baselines, ensuring consistency across policies.

This Admission Policy is implemented in conjunction with other core institutional policies to ensure a cohesive and holistic educational framework:

- **Language Policy:** The admissions process evaluates students' communication skills and ensures their ongoing development in alignment with the school's language philosophy.
- **Academic Integrity Policy:** Admissions decisions consider students' readiness to engage in ethical academic practices, fostering responsibility and honesty in future learning.
- **Inclusion Policy:** Individual differences are addressed through inclusive approaches. Admission decisions take into account the support structures and accommodations defined in the Inclusion Policy.
- **Assessment Policy:** Data gathered during admissions serves as a baseline for tracking student progress, informing instructional planning, and evaluating the effectiveness of the admissions process.
- **Data Protection and Confidentiality:** All personal data and documentation collected during the admissions process are handled in compliance with the Turkish Personal Data Protection Law (KVKK) and international standards (GDPR). Records are securely stored, accessed only by authorized staff, and used exclusively for educational purposes. Families are informed about how their data is processed, and explicit consent is obtained where required.

Chapter Six

Final Articles

ARTICLE 22: Force

This policy shall enter into force on the day it is approved by the Nesibe Aydın Educational Institutions Board of Directors and published on the school portal.

ARTICLE 23: Execution

These policy articles are implemented by the relevant school principals on behalf of Nesibe Aydın Educational Institutions.

ARTICLE 24: Access

The school community can access this policy digitally on the school website and school portal.

References

The following sources were used while developing this policy:

- International Baccalaureate Organization. (2014). *IB language policy*. IB Publishing.

- International Baccalaureate Organization. (2015). *Diploma Programme: From principles into practice*. IB Publishing.
- International Baccalaureate Organization. (2017). *IB learner profile*. IB Publishing.
- International Baccalaureate Organization. (2022). *Access and inclusion policy*. IB Publishing.
- International Baccalaureate Organization. (2024). *Diploma Programme assessment procedures 2024*. IB Publishing.
- International Baccalaureate Organization. (2024). *Programme standards and practices*. IB Publishing.
- Republic of Turkey Ministry of National Education. (2012, March 20). *Regulation on private education institutions*. Legislation Information System.
- Republic of Turkey Ministry of National Education. (2014, July 26). *Regulation on preschool and primary education institutions*. Legislation Information System.