

ADMISSION POLICY

Gymnázium FOSTRA International

The IB Diploma Programme

Effective: September 2025

Next Review: August 2026

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 across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Fostra Mission Statement

Fostra's mission is to cultivate students' personal growth, equip them with 21st-century competencies, and instill a sense of social responsibility, thereby preparing them for a fulfilling and successful future.

IB Learner Profile

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. IB learners strive to be:

Inquirers - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenge and change.

Balanced - We understand the importance of balancing different aspects of our lives - intellectual, physical and emotional - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

1. Introduction

This policy defines the principles, requirements, and procedures for admission to the International Baccalaureate Diploma Programme (IB DP) at Gymnázium FOSTRA International. It applies to all internal and external applicants seeking entry to the two-year programme.

The policy sets out who is eligible to apply, the criteria used in holistic admission decisions, and the steps in the application, assessment, interview and decision process. It explains entry requirements (including academic readiness and English language proficiency), how special educational needs and exceptional talents are supported, capacity limitations and class size guidelines, and how personal data are handled in compliance with GDPR. It also states decision timelines, confirmation requirements, and the annual review and communication of the policy. The policy aligns with the IB Programme Standards and Practices (2020) and complements the school's Inclusion, Language and Assessment Policies.

Gymnázium FOSTRA International is committed to providing equitable access to the IB DP for motivated and capable students. Our admission policy reflects both our school's mission and the IB's mission to develop inquiring, knowledgeable and caring young people. We seek students who are prepared to embrace academic challenge, intercultural understanding and personal responsibility. Admission decisions are based on a holistic review of each applicant's academic record, motivation, language proficiency and readiness for the rigours of the IB DP. The school does not discriminate on the basis of nationality, ethnicity, religion, gender or socio-economic background.

2. Entry Requirements

Applicants must be in the final two years of upper secondary education (typically aged 16–19) and have completed prior studies equivalent to Grade 10 in the Czech system or an international equivalent.

Internal Fostra students may progress to the IB DP if they meet the school's academic and behavioral expectations and demonstrate readiness for the rigours of the programme.

Academic readiness is demonstrated through school grades and/or diagnostic placement tests, showing an average grade of 2 or better (Czech grading) in key subjects relevant to the intended IB Higher Level choices.

English proficiency is demonstrated through a school-administered placement test or by presenting a valid external certificate (minimum CEFR level B2, e.g., FCE).

Students whose English proficiency is slightly below this level may be admitted conditionally, they attend the school's preparatory English programme before the start of Year 1.

3. Admission Criteria

Admission is selective and based on multiple factors reviewed holistically.

- **Academic Achievement:** Applicants should have an average grade of 2 or better (Czech grading) in key subjects, particularly those aligned with their chosen Higher Level courses.
- **Language Proficiency:** All external applicants take an English placement test unless they present a valid B2-level certificate.
- **Motivation and Commitment:** Applicants attend an interview (in English) with the IB Coordinator and/or Admissions Committee to assess their motivation, understanding of the IB philosophy, and readiness for independent learning. The interview also explores awareness of the core components — Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Activity, Service (CAS).
- **Recommendations:** At least one teacher reference must be provided, commenting on academic ability, work ethic, and personal attributes.
- **Special Circumstances:** For students transferring mid-IB cycle, admission depends on alignment of subject choices, completed coursework, and availability of places.
- **Inclusion and support:** The school welcomes applications from students with special educational needs or other learning differences. Admission is contingent upon an

assessment of whether reasonable accommodations and support can be provided within the school's available resources. Gymnasium FOSTRA International is committed to inclusion and provides appropriate support through its Counselling Centre and trained staff, ensuring that all students have equitable access to the IB Diploma Programme in line with the school's Inclusion Policy and the *IB Access and Inclusion Policy (2018)*. The school also welcomes applications from exceptionally gifted or talented learners, who will be supported in accordance with the Inclusion Policy.

4. Application Process

- Application Submission: Applicants submit the completed form, academic transcripts for the last two years, at least one teacher recommendation, and any external certificates (e.g., English language qualifications).
- Entrance Assessment: A placement test in English is required for all external applicants (unless they present a valid B2-level certificate) and may be requested for internal students if academic readiness is uncertain.
- Interview: Conducted in English with the IB Coordinator and/or Admissions Committee to evaluate motivation, subject selection, and alignment with the IB Learner Profile.
- Decision: The Admissions Committee reviews all materials and notifies applicants within ten working days of the interview. Possible outcomes include:
 - Offer of Admission (conditional or unconditional),
 - Waiting List Placement, or
 - Non-acceptance with feedback.
- Confirmation: Accepted students confirm their place in writing (sign Dodatek ke smlouvě, the Czech-language contract addendum) and agree to comply with the IB DP academic and behavioral expectations.

Applicants with special educational needs are expected to submit relevant documentation at the time of application. This ensures that the school can determine reasonable accommodations in line with the Inclusion Policy and IB regulations.

Personal data collected during the admission process are used solely for evaluating applicants' eligibility for the IB Diploma Programme and are handled in compliance with

the EU General Data Protection Regulation (GDPR). All information is stored securely and accessed only by authorized staff involved in the admissions process.

5. Admission Appeals

Applicants who wish to appeal an admission decision may submit a written request to the Head of School within ten working days of notification. Appeals are reviewed by the Admissions Committee, and decisions are final.

6. Capacity and Limitations

Admission is subject to the school's overall capacity, resources and ability to provide requested subject combinations. The school reserves the right to limit entry based on staffing, class sizes and resources.

6. Equal Opportunities and Inclusion

Admission decisions comply with both the IB Access and Inclusion Policy (2018) and Fostra's Inclusion Policy. The school ensures that reasonable accommodations are made for students with diverse learning profiles and that teachers are informed and trained to implement approved arrangements. See the school's Inclusion Policy for details on available accommodations and procedures for requesting support.

7. Policy Review and Revision

This policy is reviewed annually by the IB DP Coordinator and the Head of School, in collaboration with the IB teaching team and the School Counselling Centre. Any updates are communicated promptly via email newsletters, the school's online portal, and in-person briefings for relevant stakeholders.

The policy is available on the school website and distributed to all students and parents at the start of each academic year.

References:

Programme Standards and practices. (IBO, 2020) <https://www.ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/programme-standards-and-practices-2020-en.pdf>

Rules for IB World Schools: Diploma Programme.

<https://ibo.org/contentassets/4217cb074d5f4a77947207a4a0993c8f/rules-for-ib-world-schools-dp-en-2018.pdf>