



PO LEUNG KUK CHOI KAI YAU SCHOOL  
ADMISSIONS POLICY

AUGUST 2025

## **CONTENTS**

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1. *GENERAL STATEMENT*

2. *EXTERNAL ADMISSIONS CRITERIA*

3. *INITIAL AND INTERNAL ADMISSIONS CRITERIA*

4. *INTERNAL PROBATION AND RETENTION*

## **1. General Statement**

- 1.1 As stated in our education mission, we aim to produce students who are assets to Hong Kong, China and the world. The school offers an excellent learning environment, including appropriate teaching targets, effective teaching strategies, well-qualified staff, a student-centred curriculum and ideal teaching facilities. The school values the cooperation of parents, cultivates a desire for learning among students, fosters an ethos of a learning community, and aims to provide a happy and stress-free environment in which students can develop into responsible, knowledgeable, internationally-minded and independent life-long learners who can face the challenges of the future.
- 1.2 We are an open and diverse school committed to serving the needs of the Hong Kong community and developing our students to be internationally-minded and global citizens who contribute to their community.
- 1.3 The school's pupils are mainly drawn from the local Hong Kong Chinese population, although we are committed to delivering education to all.
- 1.4 All nationalities, genders, cultural and religious denominations are welcome at the school.
- 1.5 As stated in our education vision statement, we believe experience and vision complement each other. We believe that each child loves learning and has different potentials. Provided that their interest is stimulated, that they are given appropriate guidance, that they are given opportunities to develop their confidence, that they are cared for and constantly encouraged, they will become outstanding people.
- 1.6 We aim to provide an inclusive, challenging, and stimulating environment for all of our students, including those with special educational needs.
- 1.7 CKY is committed to assisting students with varying needs, and the school site is disability friendly.

## 2. External Admission Criteria

- 2.1 All prospective Year 1 students seeking admission to CKY will be required to undertake a series of admission interviews to assess their level of competency in both English and Chinese;
- 2.2 For prospective Year 1 students, we take into consideration
  - i. applicants' school records;
  - ii. applicants' holistic development, character and attitude;
  - iii. parents' recognition of the school's vision and mission;
- 2.3 Insert students (*i.e. those entering CKY after Year 1*) must complete written assessments. If the applicant is successful in the written assessments, an interview will be arranged. The interview is used to assess whether the applicant and the applicant's parents understand the school and our IB educational philosophy, and whether the applicant has the appropriate learning attitude and aptitude to pursue the IGCSE and IBDP at CKY.
- 2.4 The subject choices for applicants to IGCSE and IBDP must meet the same entrance requirement as our own Year 8 and Year 10 students (see 3.1 and 3.2) and the equivalency of other qualifications obtained will be taken into consideration. Moreover, the subject choices must fit the school's IGCSE and IBDP option blocks.

## 3. Initial and Internal Admission Criteria

- 3.1 CKY students must fulfill the academic requirements of promotion to move onto the next year level (*please refer to section 4 Academic probation and retention*).
- 3.2 For progression to IGCSE programme, CKY students are expected to meet the school's expectations (refer to Section 4.4)
- 3.3 For progression to IBDP programme, CKY students are expected to attain a minimum of 3Bs and 3Cs in their Cambridge IGCSE examinations, with the additional requirements as follow:
  - 3.3.1 A minimum of grade B in Cambridge IGCSE for all Higher Level subjects, except Mathematics and Language B
  - 3.3.2 A minimum of grade A in Cambridge IGCSE International Mathematics for Higher Level Mathematics
  - 3.3.3 A minimum of grade C in Cambridge IGCSE for all Standard Level subjects, except ab initio

- 3.3.4 A minimum of grade C in Cambridge IGCSE First language for Higher Level of the respective Language B;
  - 3.3.5 Students who do not meet the above course selection requirement will be placed on probation and must register for and pass the above requirements in the immediate November Cambridge IGCSE examinations for the subject(s) concerned. If a student fails to meet the above requirements by the end of Year 11, s/he will repeat Year 11 or commence studies for IB certificates instead.
  - 3.3.6 If a student would like to take a subject that s/he did not study at IGCSE, s/he might be allowed to take it at SL level, if permission is granted by both the relevant Head of Department and IBDP Coordinators.
  - 3.3.7 Cambridge IGCSE A-Maths grade can be used to replace the I-Maths grade requirement.
  - 3.3.8 Cambridge IGCSE English Literature grade can be used to replace the First language English grade requirement.
  - 3.3.9 Art & Design (Textiles) students may choose Visual Art in IBDP.
  - 3.3.10 The equivalency of other qualifications obtained will be taken into consideration for insert students.
- 3.4 In cases of over subscription, places will be offered first to all internal applicants who can satisfy the standard entry requirements and then to external applicants.

#### **4. Internal Academic Support, Probation and Retention**

- 4.1. In order to meet the individual educational needs of our students, they may be placed on academic support, probationary promotion or retention in their current year level. Such procedures are only used in extreme cases, where students are struggling to meet the minimum expectations of the school, and are never used as a punishment for poor behaviour. The status of academic support will not be stated on report cards while probationary promotion and retention will be stated.
- 4.2. In order to achieve 4.1, teachers are asked to centralise basic academic and pastoral data at least 2 times per year. This data will then be used to ascertain any students who may be struggling to meet our minimum requirements and are in need of additional support. Pupils will be placed on Academic, Pastoral or SEN Support Programmes, depending on which will best meet their needs.
- 4.3. Teachers can also nominate students for probation or retention by informing the appropriate Senior Teachers/Vice-principals (Academic), Heads of Year (Pastoral) or Student Guidance Officers (SGOs).

4.4. The criteria for consideration of academic support, probation and retention in Primary and Secondary is as follows:

Year Level	Data Source	Criteria
Y1-5	<p><b>1. Assessments</b></p> <p><u>Combined English</u></p> <ul style="list-style-type: none"> <li>• General English</li> <li>• Reading</li> <li>• Writing (A &amp; C/O)</li> </ul> <p><u>Combined Chinese</u></p> <ul style="list-style-type: none"> <li>• General Chinese</li> <li>• Reading</li> <li>• Writing</li> </ul> <p><u>Combined Maths</u></p> <ul style="list-style-type: none"> <li>• Calculations</li> <li>• Challenge</li> </ul> <p><b>2. Daily performance</b></p> <p><u>Combined English</u></p> <ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Writing Accuracy</li> <li>• Writing Content</li> </ul> <p><u>Combined Chinese</u></p> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Writing Accuracy</li> <li>• Writing Content</li> </ul> <p><u>Maths</u></p> <ul style="list-style-type: none"> <li>• Calculation (All topics)</li> <li>• Problem Solving</li> </ul>	<p>Academically weak students will be identified through cross referencing of the following:</p> <ul style="list-style-type: none"> <li>• Assessment results</li> <li>• Daily Performance</li> <li>• Class teacher nomination</li> </ul> <p>Academic Support:</p> <ul style="list-style-type: none"> <li>• 'I' to 'R' report card and assessment grades in 2 of the 3 main subjects for current year</li> <li>• Teacher recommendation</li> <li>• Students will be reassessed at mid-term of the following year and may be taken off Academic Support if they attain 'M' grades in 2 subjects</li> </ul> <p>Probation:</p> <ul style="list-style-type: none"> <li>• 'I' to 'R' report card and assessment grades in 2 of the 3 main subjects for current year</li> <li>• Students who have been on Academic Support or Probation (before 2023-2024) for 2 or more years may be put on Probation</li> <li>• Students will be reassessed at the end of the school year and may be taken off Probation if they attain 'M' grades in 2 subjects</li> </ul> <p>Retention:</p> <ul style="list-style-type: none"> <li>• "I" report card and assessment grades in 2 main subjects</li> <li>• Students who are currently on probation will be at high risk for retention.</li> <li>• Pupils being retained <b>may</b> be permitted to resit assessments.</li> <li>• Pupils must attain a resit grade of R in 2 of the 3 subjects to be considered for probationary promotion.</li> <li>• Students who are in the second year of Probation may not be given the option to resit assessments. They may be retained in the current year.</li> </ul>

Y6-8	Academic Achievement Grades from 2 <sup>nd</sup> term (Chinese, English, Mathematics, Science, History, Geography)	<p><b><u>Y6-8 RETENTION</u></b></p> <p><u>1. No resits – automatic retention</u></p> <ul style="list-style-type: none"> <li>• 4Is</li> <li>• 3Is 3Rs</li> </ul> <p><u>Factors to consider if enquiries received</u></p> <ul style="list-style-type: none"> <li>• Current probation status</li> <li>• SEN</li> <li>• Any previous retention</li> </ul> <p><u>2. Re-sitting exams for consideration of probation/academic monitoring or retention</u></p> <ul style="list-style-type: none"> <li>• 3Is</li> <li>• 4 Rs or Is - any subjects with an “I” – resit “I” papers</li> </ul> <p><u>Re-sitting “I” papers</u> Students must attain at least 30% or above in all re-sit papers to be <b>placed on probation/academic monitoring</b>. All students who attain at least 30% or above in their resit papers will be placed on probation in the following year regardless of the extent of the improvement in the resit.</p> <p><b><u>Y6-8 PROBATION/ACADEMIC MONITORING</u></b></p> <ul style="list-style-type: none"> <li>• 4Rs or 5Rs or 6Rs, with no “I”s - probation/academic monitoring</li> <li>• Those who attained a R in re-sit exam papers</li> </ul>
9	Predicted grades from 2 <sup>nd</sup> term	5 or more “D” grades or lower
10	Actual IGCSE grades	<p><u>Failing</u> any of the following IB Entry requirements:</p> <ul style="list-style-type: none"> <li>• a minimum of 3Bs and 3Cs in their Cambridge IGCSE examinations</li> <li>• a minimum of grade B in Cambridge IGCSE for all Higher Level subjects, except Mathematics and Language B;</li> </ul>

		<ul style="list-style-type: none"> <li>• a minimum of Grade A in Cambridge IGCSE International Mathematics for Higher Level Mathematics;</li> <li>• a minimum of grade C in Cambridge IGCSE for all Standard Level subjects, except ab initio;</li> <li>• a minimum of grade C in Cambridge IGCSE First Language English for Higher Level of the respective Language B;</li> </ul> <p>Students who do not meet the above course selection requirement will be placed on probation and must register for and pass the above requirements in the immediate November Cambridge IGCSE examinations for the subject(s) concerned. If a student fails to meet the above requirements by the end of Year 11, s/he will repeat Year 11 or commence studies for IB certificates instead.</p>
11	Predicted grades from 2 <sup>nd</sup> term	<p><i>Main criteria</i></p> <ul style="list-style-type: none"> <li>• Students who score an overall 23 points or less</li> <li>• HL subjects - 11 points or less</li> <li>• SL subjects - 8 points or less</li> </ul> <p><u>AND</u></p> <p><i>Additional criteria</i></p> <ul style="list-style-type: none"> <li>• Grade “1” in any subject/level</li> <li>• More than two grade “2”s awarded</li> <li>• More than three grade “3”s or below awarded</li> </ul>

The admission policy is reviewed annually by the senior management team and was last reviewed in August 2025.

