



WHITEFIELD, BANGALORE

ADMISSION POLICY

Policy Information	Details
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Prepared by: Head of School, DP Coordinator, MYP Coordinator, PYPCoordinator, Admission Counselors	First Preparation Date: June 2023 Revision No. 1 January 2025
Approved by: Head of School	Last review date: August 2026
Next review: August 2028	Review cycle: Once every two years

Mission, Vision and IB Alignment

OWIS Mission

At One World International School, our mission is to develop inquiring, compassionate, reflective lifelong learners who respect all cultures and care for our world. We believe every child should have equitable access to best-in-class future-proofed education.

OWIS Vision

OWIS aspires to be a leader in providing world-class quality and affordable education to all students, with an emphasis on values, collaboration, creativity and service to others.

Alignment with the IB Mission

The admissions process at OWIS Whitefield reflects the IB commitment to developing the whole learner and supporting students to become active, compassionate and lifelong learners.

Admission decisions therefore consider more than academic performance alone. Depending on the student's age and programme, the school considers developmental readiness, prior learning, language proficiency, academic preparedness, individual learning needs, student motivation and the family's understanding of the school's educational philosophy.

The policy promotes international-mindedness and the development of ATL skills, enabling students to understand and appreciate diverse perspectives, communicate effectively, reflect on their learning and take responsible action.

The process aims to establish an appropriate match between the student's needs and the programme's learning environment and expectations. It also provides opportunities for parents and students to understand the IB philosophy, curriculum, assessment approaches and expectations before joining the school.

Through this approach, admissions contribute to the creation of an inclusive learning community that values diversity, intercultural understanding, equity and the development of the whole child.

International-Mindedness and ATL in Practice

The Admissions Policy supports the development of a diverse and inclusive school community in which students are encouraged to value different cultures, languages, experiences and perspectives. The school recognises that diversity enriches learning and contributes to the development of internationally-minded individuals.

While admissions processes are primarily focused on equitable access and appropriate placement, the school community provides opportunities for students to develop **communication, social, self-management and thinking skills** as they learn to collaborate respectfully with others and participate positively in a diverse community.

IB LEARNER PROFILE AND ADMISSIONS

The IB Learner Profile provides a common foundation for the development of students across the IB continuum. The admissions process supports the identification of students' existing strengths and areas for development while introducing families to the dispositions and expectations that underpin learning at OWIS.

Learner Profile Attribute	Connection with Admissions at OWIS

Inquirers	Students are encouraged to demonstrate curiosity, ask questions and engage with new learning during interactions and age-appropriate assessments.
Knowledgeable	Prior learning and academic knowledge are considered in relation to the student's readiness for the proposed grade or programme.
Thinkers	Where appropriate, assessment and interaction provide opportunities for students to demonstrate reasoning, problem-solving and critical or creative thinking.
Communicators	Students communicate with teachers and members of the admissions team through age-appropriate interactions. Language proficiency and communication needs are considered to determine appropriate support.
Principled	The admissions process promotes honesty, accuracy and responsibility in the submission of information and documentation.
Open-minded	OWIS values diverse cultural, linguistic and educational backgrounds and seeks to build an inclusive community where different perspectives are respected.
Caring	The school seeks to understand the student's individual circumstances and support needs so that appropriate arrangements can be considered from the point of entry.

Risk-takers	Students entering a new environment are encouraged to approach unfamiliar experiences with confidence and openness. The induction process supports students in developing this confidence.
Balanced	Admissions consider the student's overall development and wellbeing rather than focusing exclusively on academic performance.
Reflective	Students and families are encouraged to consider learning strengths, areas for development and expectations when making decisions about the student's educational pathway.

RATIONALE

One World International School seeks to develop an inclusive and stimulating learning community in which students are supported to maximise their potential. The Admissions Policy reflects the school's belief that **character and competence develop together** and that admission should establish an appropriate foundation for the student's academic, social, emotional and personal development.

As an IB World School, OWIS is committed to an educational philosophy that develops the whole child and promotes international-mindedness. Learning encompasses intellectual, social, emotional and physical development and provides opportunities for students to engage with languages, humanities, sciences, mathematics, the arts and other areas of learning.

The Admissions Policy therefore seeks to establish a fair and consistent process through which the school can:

- understand a student's prior learning and developmental readiness;

- determine readiness for the relevant grade or programme;
- understand the student's language profile and communication needs;
- identify learning diversity and support requirements;
- understand the aspirations and expectations of the student and family;
- explain the school's philosophy, curriculum and expectations;
- support an appropriate transition into the OWIS learning environment; and
- ensure continuity of learning across the IB continuum.

PURPOSE OF THE ADMISSIONS POLICY

The purpose of the Admissions Policy is to provide a **transparent, equitable, consistent and developmentally appropriate framework** for admission to OWIS Whitefield.

The admissions process enables the school to establish a student's entry-level profile and use relevant information to plan appropriate support after admission.

It also provides an opportunity for students and parents/guardians to understand the school's philosophy, curriculum, learning approaches, assessment practices and expectations, and to determine whether these align with their educational aspirations.

The policy applies to admissions across the **EYP, PYP, MYP and DP**, with age-appropriate procedures and expectations at each stage.

PRINCIPLES GOVERNING ADMISSIONS

OWIS Whitefield's admission process is guided by the following principles:

1 Equity and Inclusion

The school promotes equitable access to education and does not discriminate on the basis of background, culture, language, ability or individual circumstances.

2 Student-Centred Decision-Making

Admission decisions consider the individual student and are not based solely on a single assessment or test result.

3 Programme Readiness

The school considers whether the student is appropriately prepared to access the curriculum and meet the learning expectations of the relevant programme.

4 Transparency

Parents/guardians and students are provided with appropriate information regarding the school's educational philosophy, programme structure, expectations and admission procedures.

5 Partnership with Families

The school seeks to establish a constructive partnership with families from the point of admission. Parents/guardians are encouraged to share relevant information about the student's educational history, strengths and support needs.

6 Continuity of Learning

Information gathered during admission is used, where appropriate, to support placement, transition, differentiation, language development and learning support following enrolment.

Academic Year and Admission Intake

OWIS Whitefield follows an academic year that begins at the end of July month and concludes in the 1st week of May. The school calendar is structured across semesters and terms, with specific dates published annually by the school.

Applications for the new academic year are encouraged in advance to support appropriate planning, assessment and placement.

Mid-year/relocation admissions may be considered throughout the academic year, subject to availability of places, programme requirements and the student's readiness to transition into the relevant grade or phase.

For all admissions, the school considers the student's academic background, developmental readiness, language needs and programme readiness before determining appropriate placement and any additional support required.

Families wishing to apply for admission to OWIS Whitefield may complete the Online Admission Form through the school's official website. The form enables the Admissions Team to collect relevant information about the student and family to initiate the admissions process.

Online Admission Form: [OWIS Admission Form](#)

ADMISSION PROCESS

The admission process varies according to the student's age, developmental stage and grade level.

Early Years

For students entering the Early Years, the school considers age-appropriate developmental readiness, communication, social interaction, independence, prior experiences and other relevant developmental indicators.

The process is designed to understand the child rather than to function as a formal academic entrance examination.

Primary Years

For primary students, the school considers developmental readiness and prior learning. From **Grade 2 onwards**, an age-appropriate assessment may be conducted to understand the student's acquired knowledge and skills.

Depending on the grade, the assessment may include:

- language;
- mathematics;
- reasoning;
- age-appropriate subject knowledge; and
- other relevant foundational skills.

The assessment is used to understand the student's current learning level and readiness for the proposed grade. It is **not used as the sole basis for an admission decision**.

Previous academic records, student interaction, parent/guardian interaction and identified learning needs may also be considered.

MYP

For students entering the MYP, the school considers previous academic achievement, subject knowledge, language proficiency, learning habits, readiness for the programme and the student's ability to engage with the academic expectations of the MYP.

Where applicable, academic records from previous years and age-appropriate diagnostic assessments are considered.

DP

Admission to the IB Diploma Programme considers:

- previous academic performance;
- MYP achievement, where applicable;
- subject readiness;
- language proficiency;
- academic profile;
- motivation and engagement;
- preparedness for the demands of the DP; and
- the student's intended subject choices and pathway.

Students and parents/guardians receive appropriate guidance regarding DP expectations, subject choices and progression pathways.

Subjects Offered :

STUDENT SELECTION PROCEDURES

Prospective parents/guardians are encouraged to visit the school with their child/student by prior appointment to become familiar with the campus, learning environment and facilities. The Admissions Team provides information about the school and the relevant programme, including available brochures, forms and admission requirements.

Prospective parents/guardians may contact the school through:

Email: admissions.blr-whitefield@owis.org

Admissions enquiries are responded to within the school's stated working timeline.

The admission process generally includes the following stages:

Step 1 – Enquiry and Registration

The parent/guardian completes the enquiry or registration process and provides the information requested by the school.

Step 2 – School Tour

Parents/guardians may schedule a school tour. The tour is encouraged as an opportunity for families to become familiar with the school environment, facilities and learning spaces.

Step 3 – Submission of Documents

The Admissions Team collects and reviews the completed admission form and required supporting documentation.

Step 4 – Assessment / Diagnostic Assessment

Where applicable, students complete an age-appropriate assessment to help the school understand their current level of learning and readiness for the proposed grade or programme.

Step 5 – Student Interaction

An age-appropriate interaction may be conducted with the Programme Coordinator, relevant teachers and/or other designated members of the school team.

For younger students, the interaction is designed to be developmentally appropriate and supportive.

Step 6 – Parent/Guardian Interaction

A meeting may be arranged with the appropriate Programme Coordinator and/or designated member of the school leadership team.

The interaction provides an opportunity to:

- understand the student's educational background and needs;

- understand the family's aspirations;
- explain the school's educational philosophy and approaches to teaching and learning;
- clarify programme expectations; and
- address questions regarding the student's transition to OWIS.

Step 7 – Review and Decision

The Admissions Team, relevant Programme Coordinator(s) and School Leadership review the available information and make an admission recommendation based on the school's admission criteria, available capacity and programme readiness.

Step 8 – Communication of Decision

The Admissions Team communicates the application status and admission decision to the parent/guardian through the school's official communication channels.

Step 9 – Fee Payment and Confirmation

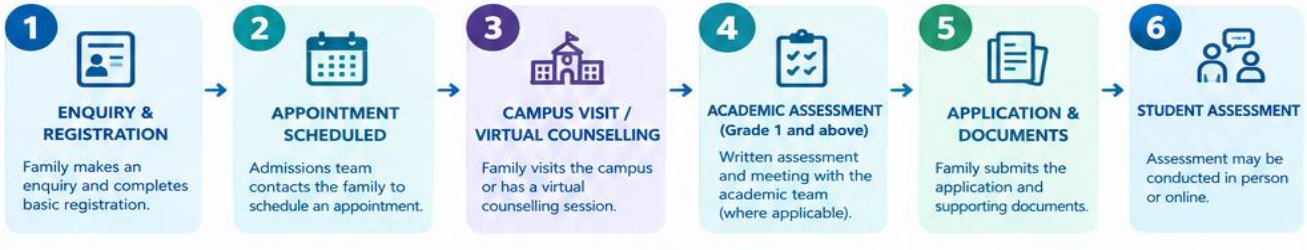
Upon acceptance, parents/guardians complete the required fee formalities within the stipulated timeframe to secure the student's place.

Once admission is confirmed, the school initiates the onboarding and induction process.

ADMISSIONS & LANGUAGE SUPPORT: A SUPPORTIVE PATHWAY

At OWIS, we welcome every child and ensure a smooth transition into our learning community. Our admissions process is holistic, and we provide the right language support to help every learner thrive.

THE ADMISSION PROCESS

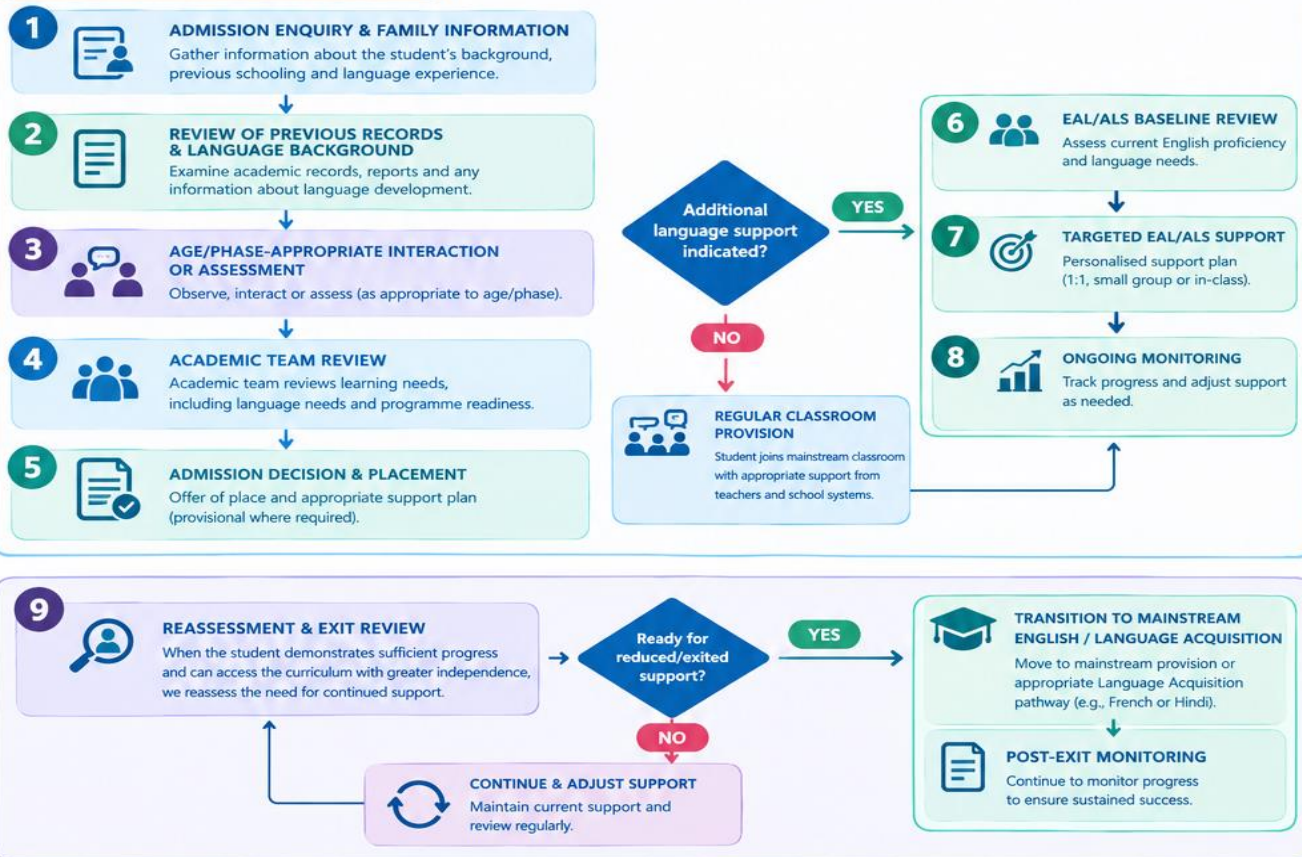


HOW WE CONSIDER EACH APPLICANT

We look at the whole student profile, including:



LANGUAGE SUPPORT PATHWAY



Admissions decisions consider the whole student profile, programme readiness, available provision and the school's admission criteria.

ADMISSION COMMITTEE – ROLES AND RESPONSIBILITIES

Role	Responsibilities
Admissions Team	Provides information regarding programmes, eligibility, admission requirements, brochures and forms; coordinates the admission process; collects and verifies submitted documents; coordinates assessments and interactions; communicates admission decisions; and maintains admission records.
Programme Coordinator / IB Coordinator	Reviews relevant academic information; coordinates age-appropriate assessments where applicable; participates in student/parent interactions; considers programme readiness and support requirements; and recommends appropriate placement and support.
Relevant Teachers / Subject Teachers	Where required, contribute to assessment, student interaction and evaluation of subject-specific readiness and learning needs.
School Counsellor / Student Support Team	Where required, provides input regarding student wellbeing, learning needs or support requirements and advises on appropriate accommodations or support structures.
Principal / Head of School	Provides oversight of the admission process and approves the final admission decision in accordance with school procedures and available capacity.

Admissions Team	Communicates the final decision to the family and coordinates completion of admission and onboarding formalities.
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DOCUMENTS REQUIRED

Parents/guardians are required to submit the documents requested by the school as part of the admission process.

Depending on the student's circumstances, these may include:

- completed admission/application form;
- recent passport-size photograph(s) of the student;
- photograph(s) of parent(s)/guardian(s);
- birth certificate;
- address/identity proof as required;
- Aadhaar Card, where applicable;
- passport details, where applicable;
- previous academic reports/report cards;
- Transfer Certificate/School Leaving Certificate, where applicable;
- medical documentation/proforma as required by the school;
- clinical, psychological or educational reports, where relevant to identified learning or support needs;
- Permanent Education Number (PEN), where applicable; and
- SATS/Transfer Certificate documentation for students transferring within Karnataka, where applicable.

The school may request additional documentation where necessary to meet statutory, programme or administrative requirements.

ASSESSMENT AND DIAGNOSTIC TESTING

For students entering grades where assessment is applicable, an age-appropriate diagnostic assessment may be used to identify the student's current level of knowledge and skills.

Depending on the grade, the assessment may include areas such as:

- English/language;
- mathematics;
- reasoning;
- subject-specific knowledge; and
- other foundational skills relevant to the programme.

The purpose of diagnostic assessment is to understand **readiness and support needs**, rather than to evaluate a student solely through a single test.

Assessment information is considered alongside previous academic records, student interactions, parent/guardian interactions and other relevant information.

Where assessment identifies areas for development, the school may consider appropriate differentiation, language support, learning support or academic intervention after admission.

LANGUAGE AND ADMISSIONS

English is the primary language of instruction, communication and assessment at OWIS.

The school considers a student's language proficiency as part of determining their readiness to access the academic programme. Where a student is developing proficiency in English, the school considers the language support that may be required to enable meaningful participation in learning.

Language proficiency is considered alongside the student's overall academic profile, developmental readiness and individual circumstances.

A student's developing English proficiency should not, in itself, be treated as evidence of inability to learn. Where appropriate, the school identifies language-support needs and plans suitable support following admission.

Information gathered during admission and induction may be shared with relevant teachers and support personnel, as appropriate, to facilitate continuity of support.

The Language Policy, Assessment Policy, Inclusion Policy and relevant differentiation/support procedures work together to support students after admission.

INCLUSION AND EQUITABLE ACCESS

OWIS Whitefield is committed to an inclusive admissions process that recognises and respects student diversity.

Parents/guardians are encouraged to disclose relevant information regarding identified learning needs, disabilities, developmental needs or other circumstances that may affect the student's access to learning.

Such information enables the school to determine, before or at the point of admission, what reasonable accommodations, support structures and resources may be required.

The school considers:

- the student's individual learning profile;
- previous support received;
- available educational or clinical reports;
- the nature and level of support required;
- the school's available resources and facilities; and

- the student's ability to access the relevant programme with appropriate support.

Admission decisions are made through a fair and individualised process, with consideration given to equitable access and the school's ability to provide the support necessary for the student's successful participation.

SUPPORT AVAILABLE AFTER ADMISSION

Students requiring additional support may receive appropriate assistance based on identified needs and the resources available within the school.

Support may include:

Academic Support

Differentiated instruction, targeted intervention and additional academic support where required.

Language Support

Additional English language support for students developing academic language proficiency.

Learning Diversity and Inclusion

Appropriate inclusive practices and accommodations for students with identified learning needs.

Wellbeing and Counselling

Access to appropriate pastoral, counselling and wellbeing support.

Programme Orientation and Transition

Structured orientation and transition support to familiarise students with the learning environment, programme expectations and school routines.

Support needs are reviewed over time and may be adjusted according to student progress and changing needs.

INDUCTION PROGRAMME

Students joining **Grade 2 and above** participate in an appropriate induction programme to support their transition into OWIS.

The induction programme may familiarise students with:

- the OWIS learning environment;
- IB philosophy and programme structure;
- curriculum expectations;
- approaches to teaching and learning;
- assessment practices;
- language expectations;
- academic integrity;
- school routines and procedures;
- technology platforms;
- student support systems;
- wellbeing and pastoral structures; and
- relevant school policies.

Students are also provided opportunities to meet teachers and peers and become familiar with the expectations of their new learning environment.

Information from the admission process and induction programme is used, where appropriate, to identify areas requiring additional academic, language, learning or pastoral support.

Records of induction are maintained by the relevant school personnel in accordance with school procedures.

TRANSITION AND CONTINUITY OF LEARNING

OWIS aims to ensure continuity of learning for students entering the school at different stages of the IB continuum.

Information obtained during admission—including previous academic records, assessment outcomes, language information and identified support needs—is used to inform appropriate placement and transition.

Relevant teachers and coordinators may use this information to plan:

- differentiation;
- language support;
- learning support;
- academic intervention;
- transition arrangements; and
- appropriate monitoring of progress.

The objective is to ensure that students enter their new programme with a clear understanding of expectations and access to the support required for successful participation.

LANGUAGE PROGRAMMES

OWIS provides language learning opportunities in accordance with the school's Language Policy, programme requirements and applicable regulatory requirements.

The school currently intends to offer **Hindi and French** as additional language options, subject to programme requirements, staffing and availability.

Additional Kannada is provided in accordance with applicable Government of Karnataka requirements.

The school's Language Policy provides further details regarding language pathways, language support, home languages and language development across the IB continuum.

CONFIRMATION OF ADMISSION

Admission is subject to:

- successful completion of the required admission process;
- submission of required documentation;
- assessment and/or interaction where applicable;
- programme readiness;
- availability of a place in the relevant class; and
- completion of the required fee formalities.

Class capacity is determined by the school based on available infrastructure, staffing and programme requirements.

Following finalisation of admission, parents/guardians are provided with the stipulated period to complete the required fee formalities, after which the student's enrolment is confirmed.

Registration/application fees and school fees are subject to the school's published fee and refund terms.

FAIR AND JUST ADMISSION PRACTICES

OWIS recognises that available places are limited and therefore aims to maintain fair, transparent and consistent admission processes.

Admission decisions are based on the school's established criteria, programme readiness, available capacity and the information available to the school.

The school seeks to establish a suitable educational partnership between the student, family and school while ensuring that its mission, educational philosophy and programme expectations are clearly communicated.

STUDENT WITHDRAWAL

Parents/guardians who wish to withdraw their child at the end of the academic year or during the academic year must submit a written withdrawal request in accordance with the school's prescribed notice period.

The notice enables the school to:

- process the student's withdrawal documentation;
- prepare relevant academic and administrative records;
- complete transfer documentation where applicable; and
- ensure an orderly transition.

Where withdrawal occurs during an academic term, applicable fee obligations remain subject to the school's published fee and withdrawal terms.

The School Leaving Certificate/Transfer Certificate and other relevant documents will be issued in accordance with school procedures and applicable requirements, subject to completion of necessary clearance processes.

This may include:

- clearance of outstanding fees;
- return of library books and school resources;
- return of school property; and
- settlement of charges for any damage to school property, where applicable.

CONNECTION WITH OTHER OWIS POLICIES

The Admissions Policy operates as part of the wider OWIS policy framework.

Language Policy

The Language Policy informs how students' language backgrounds and language proficiency are considered at entry and how language support is planned following admission.

Assessment Policy

The Assessment Policy supports the use of appropriate diagnostic and entry-level assessment to understand students' prior learning, knowledge and skills. Admission assessment is used as one source of evidence rather than as the sole determinant of a student's educational profile.

Inclusion Policy

The Inclusion Policy guides the identification and consideration of students' diverse learning needs and supports equitable access to education. Relevant information obtained during admission assists the school in planning appropriate accommodations and support.

Differentiated Instruction / Learning Support Procedures

Information gathered through admission and induction may inform differentiation and additional support so that students can access the curriculum according to their individual learning needs.

Academic Integrity Policy

Students entering the IB programmes are introduced to expectations regarding responsible and authentic learning. The induction process helps students understand academic integrity expectations appropriate to their programme.

EYP–DP CONTINUITY OF ADMISSION AND PROGRESSION

OWIS follows a consistent but developmentally appropriate approach to admission across the **EYP, PYP, MYP and DP**.

At each stage, the school seeks to understand the student's prior learning, developmental readiness, language profile, academic preparedness and individual needs.

Programme	Primary Admission Considerations
EYP	Developmental readiness, communication, social interaction, independence and prior experiences.
PYP	Developmental and academic readiness, prior learning, communication and age-appropriate foundational skills.
MYP	Prior academic achievement, subject knowledge, language proficiency, learning skills and readiness for MYP expectations.

DP	Previous academic performance, MYP achievement where applicable, subject readiness, language proficiency, motivation, academic profile and preparedness for DP demands.
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Assessment becomes progressively more academically specific as students move through the continuum.

The information gathered at admission supports not only the admission decision but also **placement, transition, differentiation and future learning support.**

This approach promotes continuity of learning and helps students move successfully between stages of the IB continuum.

ADMISSION RECORDS AND CONFIDENTIALITY

The Admissions Team maintains appropriate records of applications, supporting documentation, assessment information, interactions, admission decisions and induction.

Information relating to students and families is handled confidentially and shared only with relevant personnel for legitimate educational, administrative, safeguarding or statutory purposes, in accordance with applicable school procedures and requirements.

POLICY REVIEW

This policy is reviewed periodically by the school to ensure that it remains aligned with:

- the OWIS mission and vision;
- IB programme requirements and principles;
- applicable national and state regulations;
- the school's other related policies and procedures; and
- the evolving needs of the OWIS learning community.

KEY ADMISSIONS PRINCIPLE

OWIS Whitefield seeks to ensure that every admission decision is informed, fair, inclusive and focused on the student's readiness to learn and thrive within the school's educational environment.

The admissions process therefore goes beyond selection. It establishes the foundation for a student's **successful entry, transition, support and continued learning across the IB continuum from EYP to DP.**

References

- International Baccalaureate – Mission and IB programme principles
- International Baccalaureate – Learner Profile
- Karnataka Student Achievement Tracking System (SATS)
- UDISE+ / applicable national education requirements
- Relevant OWIS programme and school policies
- OWIS Whitefield admissions and programme information

IB DP Parent Guidebook Reference

Families considering entry into the IB Diploma Programme are encouraged to refer to the [OWIS Whitefield IB Diploma Programme Parent Guidebook 2027–2029](#) for an overview of the DP structure, subject groups and subject offerings, the DP Core, programme expectations, and planning for the two-year Diploma Programme journey.

The Parent Guidebook should be read alongside this Admissions Policy and does not replace the school's admission criteria, procedures or decisions.

