



Nurturing Global Minds



A . P . I . S
ASIA PACIFIC
INTERNATIONAL SCHOOL

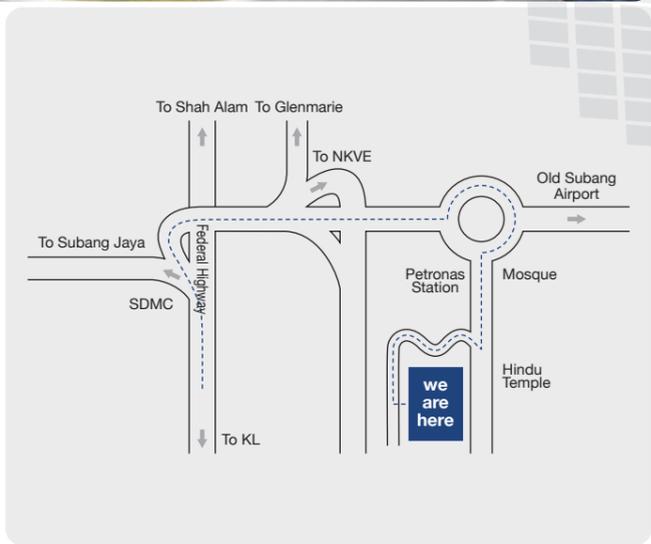


Part of
International Schools Partnership

ASIA PACIFIC SCHOOLS

ASIA PACIFIC INTERNATIONAL SCHOOL (APIS)
 ASIA PACIFIC SMART SCHOOL (APSS)
 APIS PRESCHOOL

Asia Pacific Schools (APS)
 No. 1, Persiaran A, Off Jalan Lapangan Terbang Subang, 47200 Subang, Selangor.
 Tel: +603 7847 1000 Fax: +603 7847 1001
 Email: info@apschools.edu.my Website: www.apschools.edu.my



 **CAMBRIDGE**
 International Examinations
 Cambridge International School

A Member of the:
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www.apis.edu.my
 Part of

 **International Schools Partnership**

Welcome to
Asia Pacific International School





Welcome

We are pleased that you are considering the Asia Pacific International School for your child.

We are a friendly and happy school with a strong sense of community. Respect, empathy, creativity, and independent learning are a priority at APIS, as we understand that a good education is not just about exam results, but also the emotional and social development of our children.

In addition to a rigorous academic programme, we offer a rich extracurricular calendar, including day and residential trips, after school clubs, work experience, and a colourful array of school and inter-school events designed to develop students at all levels.

Through our well-balanced curriculum, we seek to discover our children's interests and strengths. We engage constructively with parents, through regular communication, to ensure our students are continually working towards academic excellence, achieving their full potential, and overcoming any obstacles that may arise in the course of their learning.

Every member of our school is encouraged each day to participate actively in all school events and activities and to make a positive difference to the lives of those around them.

If you would like any information, in addition to that provided in this Prospectus, please do not hesitate to contact the Admissions Office directly.

Asia Pacific International School

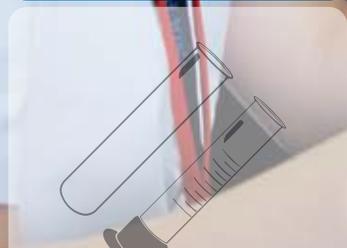




Preparing to take
on the world
@ APIS



Discover





An Overview

Welcome to the Asia Pacific International School (APIS) - an integral development within the APIIT Education Group (APIIT).

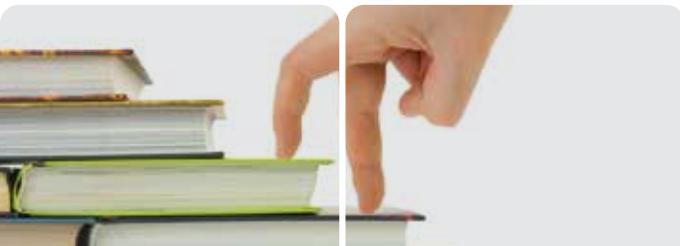
Established in 1993 as the Asia Pacific Institute of Information Technology, APIIT developed an enviable reputation for more than a decade as Malaysia's premier Higher Education Institution for Technology education and training, before achieving University College status in 2004, resulting in the formation of the Asia Pacific University College of Technology & Innovation (UCTI). UCTI swiftly developed into one of Malaysia's leading International Universities for Technology, Business and Engineering, which has itself evolved into what is now known as the Asia Pacific University of Technology & Innovation (APU), with its recent attainment of Full University status.

APIIT, UCTI and now APU have all shared a common philosophy of transforming young school leavers into qualified, employable professionals, and this is reflected in the consistently high employment rates of its more than 18,000 graduates.

APIS strengthens and extends the APIIT Education Group's focus on developing young minds, and further reaffirms the Group's involvement in the Schools sector, which started with the establishment of the APIIT Smart School in 2006.



education for life



Our commitment

Focus on Learning

Mission

To adopt innovative teaching-learning practices to nurture our children in a creative and enriching learning environment with the knowledge that:

- ❖ The best learning takes place through problem-solving
- ❖ Children develop better as they come to understand and know themselves and the world around them
- ❖ We must build on not only their abilities, but also on their interests, experiences and background
- ❖ Children must be equipped with the relevant knowledge, competencies, skills and attitudes for life in the global community

The 5 Guiding Principles

APIS is built on the following aspirations for our young minds:

ACADEMIC EXCELLENCE

- ❖ All students to realise their goals for tertiary education

SPORTS & HEALTH

- ❖ Lead a healthy life
- ❖ Instil discipline and develop a competitive spirit

CHARACTER BUILDING

- ❖ Respect and care for self and one another

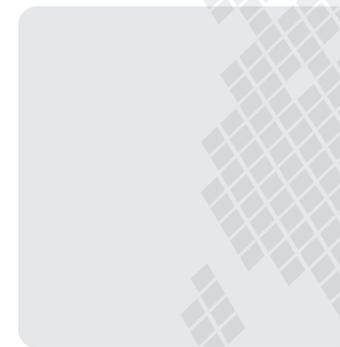
LANGUAGE AND COMMUNICATIONS

- ❖ Express oneself and be understood

CIVIC MINDEDNESS

- ❖ Contribute positively to society





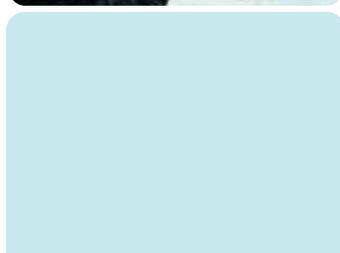
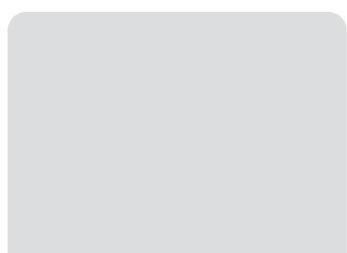
A gateway to the world

Our Promise

To provide a high quality nurturing environment for intellectual and emotional development and personal growth.

This will be achieved by:

- ❖ Applying more interactive and participative student-centered styles and applications
- ❖ Focusing on holistic experience - in academia, in the liberal arts, in the sciences, technology and sports
- ❖ Nurturing individuals to become self-motivated, results-driven, inquiring and reflective thinkers and doers, effective and able communicators and problem-solvers who are ethical and responsible
- ❖ Allowing children to demonstrate their curiosity, develop confidence in themselves and their ability to learn anything





The Learning Environment

At APIS, we are aware of how important it is to create the right learning environment to get the best outcomes. Teachers, teaching methods and facilities must all combine to stir a child's interest and make them want to excel at their tasks. APIS will be continuously focused on providing such an environment - from the core curriculum and beyond in developing global thinkers.





Cambridge IGCSE

Cambridge IGCSE is the world's most popular international curriculum for 14-16 year olds, leading to globally recognised and valued Cambridge IGCSE qualifications.

Cambridge IGCSE encourages learner-centred and enquiry-based approaches to learning. It develops learners' skills in creative thinking, enquiry and problem solving, giving learners excellent preparation for the next stage in their education. Clearly defined learning outcomes and content, mean Cambridge IGCSE is compatible with other curricula and is internationally relevant and sensitive to different needs and cultures.

Each subject is certificated separately. Over 70 subjects are available, including more than 30 language courses, offering a variety of routes for learners of different abilities.

Cambridge IGCSE develops learner knowledge, understanding and skills in:

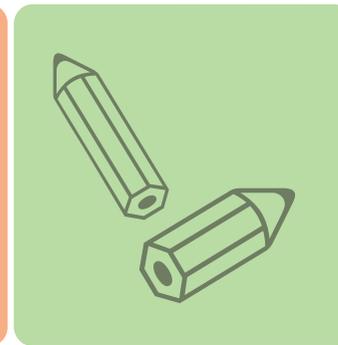
- Subject content
- Applying knowledge and understanding to familiar and new situations
- Intellectual enquiry
- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes
- Cultural awareness

Assessment for Cambridge IGCSE includes written and oral tests, coursework and practical assessment. Coursework is set and marked by the teacher and externally moderated by Cambridge.

In most subjects there is a choice between core and extended curricula, making IGCSE suitable for a wide range of abilities. There are clear guidelines which explain the standard of achievement for different grades from A* to G.

Cambridge IGCSE examinations take place in May/June and results are issued in August on the CAIE website.

More information is available at www.cie.org.uk/qualifications/academic/middlesec/igcse



Key Stage 1

Research informs us that during our earliest years, a large part of the pattern for our future adult life is set; we therefore acknowledge that positive experiences in the early years give children the best start in life. In Key Stage 1, we aim to build on the positive experience gained in the Early Years Foundation Stage to ensure continuity and a natural progression in learning, as well as their personal development.

In Key Stage 1, we follow the Cambridge curriculum, supplemented by the provisions of the English National curriculum, adapted for Malaysia.

It has always been recognised that the transition from Pre-school to Primary School is a critical time for children, parents and teachers – and one, which is full of opportunity and reward. At APIS we understand that an effective transition takes stock of learners' progress and achievements in order to guarantee the wellbeing of our children. We understand that parents, teachers and support staff must all work together and involve learners in this process.

In Key Stage 1, we acknowledge the importance of laying foundations, which strongly influence a child's future progress and development. We understand that this stage provides opportunities for meaningful and challenging learning experiences, the broadening of horizons, and the consolidation of basic skills and the development of new positive identities. We aim to utilise collaborative working, form strong relationships and ensure that families are, at all times, meaningfully involved. All this, we feel, support our children to develop socially and emotionally. We aim to establish successful, confident, effective and responsible learners.

In Years 1 and 2, children participate in a broad range of lessons across the curriculum. A full subjects list is available on page 12. In addition to this, children can participate daily in an extensive extra-curricular programme. We also provide day trips, to ensure that learning is not confined to the classroom.

Key Stage 2

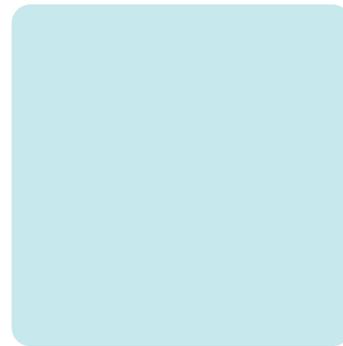
As children become more experienced in the ways of our school, they can start to flourish in the full range of activities APIS has to offer. In Key Stage 2, we aim to build on the skills gained in the Key Stage 1 and encourage children to feel part of the APIS community by taking opportunities to become more involved in school life.

In Key Stage 2, we follow the Cambridge curriculum, supplemented by the provisions of the English National curriculum, adapted for Malaysia.

The transition from Key Stage 1 into Year 3 is subtle enough to allow the consolidation of knowledge while allowing students to enhance their learning and enjoy a time of progress and discovery. By the time our students leave Key Stage 2 at the end of Year 6 they are well prepared for the challenges that lie ahead, both in terms of their educational experiences and their personal development. We believe in allowing students to be involved in monitoring their own progress, so they are encouraged to reflect upon their achievements and set new goals while identifying their own learning styles.

We have a very strong school community and within the classroom our students enjoy collaborating in order to help each other achieve. Students are rewarded for their work with merits and they receive house points for their contributions towards the positive atmosphere of the Primary School. Parents, teachers and students work together to create a purposeful and welcoming environment in which academic and personal targets can be met.

In Years 3, 4, 5 and 6, children participate in a broad range of lessons across the curriculum. A full subjects list is available on page 12. In addition to this, children can participate daily in an extensive extra-curricular programme. We also provide day trips, to ensure that learning is not confined to the classroom.



Key Stage 3

At APIS, the transition from Primary to Secondary is seamless. Year 6 classrooms are on the same floor adjacent to Year 7 classrooms. Most School events involve both upper primary and lower secondary, so students feel that they belong whatever age they are.

In Key Stage 3, we follow the Cambridge Secondary curriculum, supplemented by the provisions of the English National curriculum, adapted for Malaysia.

In Key Stage 3, students are encouraged to extend themselves academically and socially. A full subjects list is available on page 12. In addition to these subjects, students also have the opportunity to experience new activities. There are a number of day trips and residential trips offered throughout the year.

The aim of the Key Stage 3 programme is to provide students with a wide variety of experiences, to provide an environment whereby they can learn to become responsible independent learners, and to provide them with a solid academic base from which to commence their two-year IGCSE programme in Year 10. The expectation at this level is that students should be doing approximately 1 hour (Year 7), 1 ½ hours (Year 8), and 2 hours of homework a night.

Key Stage 4

Key Stage 4 is an exciting and challenging time for students as they begin the first leg of their journey toward gaining their International General Certificate of Secondary Education (IGSE), which they will complete by the end of Year 11.

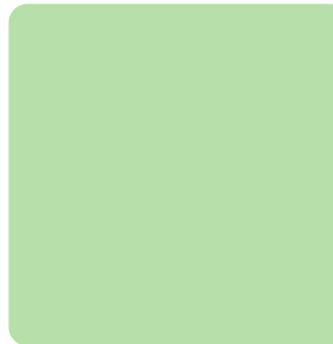
In Year 10, students will have the opportunity to personalise their educational path with different course options available to choose from. In addition to the compulsory subjects, English, Mathematics, Modern Foreign Languages [French / Mandarin / Arabic], ICT and PE, students are able to choose additional subjects from diverse interesting courses, ranging from the Sciences to the Humanities. Please refer to the Admissions Office for the IGCSE School Course Guide for the courses available.

In Key Stage 4 students are encouraged to be responsible, to manage their time well, and to take an active role in carving out their path toward their chosen career. It is at this point that we start to discuss with students their career options and to gently guide them towards universities that are best suited to their future aspirations. It is important that students are aware of the university application process from Year 10, so that they understand how their IGCSE exam results will affect their future university choices.

The expectation at this level is that students should be doing approximately 3 hours of homework and revision study a night.



Global future
without borders



Curriculum

Here at APIS, our students are taught based on the International curriculum developed by the University of Cambridge International Examinations, which is used in both Primary (Cambridge International Primary Programme) and Secondary (Cambridge International General Certificate of Secondary Education, IGCSE) schools around the world. Focusing on their academic excellence, we nurture and prepare students for the respective Checkpoint assessments and major international examinations.

LEVEL	KEY STAGES	YEARS	SUBJECTS		
PRIMARY (Aged 5-11) The checkpoint for Primary will be at Year 6 (learners aged 11)	Key Stage 1	Year 1 - 2	<input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> French	<input type="checkbox"/> Arabic <input type="checkbox"/> Mandarin <input type="checkbox"/> Drama <input type="checkbox"/> Music	<input type="checkbox"/> ICT <input type="checkbox"/> Art <input type="checkbox"/> Malay* <input type="checkbox"/> Islamic Studies/ PSHE*
	Key Stage 2	Year 3 - 6	<input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> French <input type="checkbox"/> Arabic	<input type="checkbox"/> Mandarin <input type="checkbox"/> Drama <input type="checkbox"/> Music <input type="checkbox"/> ICT <input type="checkbox"/> Art	<input type="checkbox"/> Geography <input type="checkbox"/> History <input type="checkbox"/> Malay* <input type="checkbox"/> Islamic Studies/ PSHE*
SECONDARY (Aged 11-16) The checkpoint for Secondary will be at Year 9 (learners aged 14)	Key Stage 3	Year 7 - 9	<input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> French <input type="checkbox"/> Arabic	<input type="checkbox"/> Mandarin <input type="checkbox"/> Drama <input type="checkbox"/> Music <input type="checkbox"/> ICT <input type="checkbox"/> Art	<input type="checkbox"/> Geography <input type="checkbox"/> History <input type="checkbox"/> Malay* <input type="checkbox"/> Islamic Studies/ PSHE*
	Key Stage 4 IGCSE	Year 10 - 11	<input type="checkbox"/> English <input type="checkbox"/> English Literature <input type="checkbox"/> Mathematics <input type="checkbox"/> Additional Mathematics <input type="checkbox"/> Physics <input type="checkbox"/> Enterprise	<input type="checkbox"/> Biology <input type="checkbox"/> Chemistry <input type="checkbox"/> History <input type="checkbox"/> Geography <input type="checkbox"/> ICT <input type="checkbox"/> Economics	<input type="checkbox"/> Computer Science <input type="checkbox"/> Malay* <input type="checkbox"/> Mandarin <input type="checkbox"/> French <input type="checkbox"/> Business Studies <input type="checkbox"/> Islamic Studies

SCHOOL TERMS

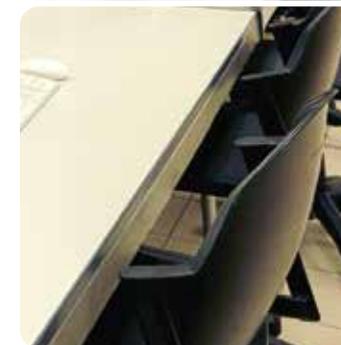
APIS follows the western school calendar and operates three terms, as follows:
 Term 1: September - December
 Term 2: January - April
 Term 3: April - July



CAMBRIDGE
 International Examinations

Cambridge International School

* Compulsory for Malaysian students
 PSHE - Personal Social Health Education



World class facilities

Facilities

At APS, we have put in place the infrastructure in our facilities, to promote opportunities and support in the numerous activities.

Academic Facilities

(Air-Conditioned)

- ❖ Library
- ❖ Computer Labs
- ❖ Music Rooms
- ❖ Science Labs
- ❖ Art & Craft Rooms
- ❖ Cookery Rooms
- ❖ Woodwork Labs
- ❖ Mechanical & Electrical Labs
- ❖ Sewing Rooms
- ❖ Drama Rooms
- ❖ Language Rooms

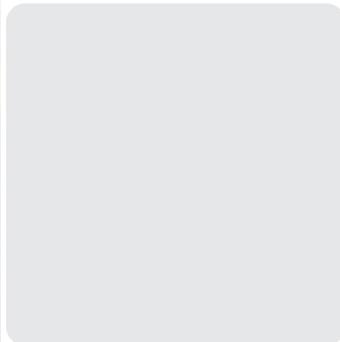
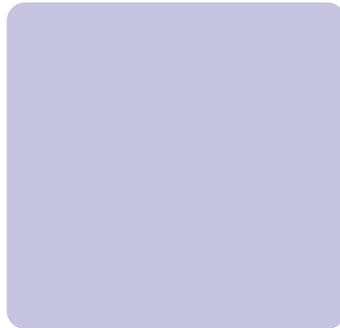
Other Facilities

- ❖ Multipurpose Hall
- ❖ Seminar Room
- ❖ Cafeteria
- ❖ Counselling Rooms
- ❖ Infirmary
- ❖ Surau
- ❖ Children's Playgrounds

Sports Facilities

- ❖ 25-metre, 6-lane, Salt-water Swimming Pool
- ❖ Indoor Badminton Courts
- ❖ Indoor Netball Courts
- ❖ Basketball Court
- ❖ Football / Field





Faculty & Staff

APIS's greatest asset is its teaching staff! Our teachers represent different nationalities and tremendous collective breadth and depth of experience in international education. Over one-third of our teachers hold advanced degrees and many others are currently working towards additional qualifications. Above all, our teachers love working with children and helping them to grow, while developing the attributes of International teaching methods to which we are heavily committed. We seek to inspire students and to provide them with the academic and social skills that will enable them to fulfill their human potential as responsible global citizens.

As a school and faculty, we are committed to ongoing professional development. This includes taking advantage of our own wealth of pedagogical knowledge and experience through regular training, as well as leadership and participation in Cambridge IGCSE workshops, conferences and other training opportunities hosted by international education organisations throughout Asia and beyond. We are interested in excellent teachers who are passionate about education and are willing and able to contribute to the School and student life in a wide variety of ways.





Learning @ APIS





Activities @ APIS

Besides helping our students excel in academia, we place great importance on activities outside of the classrooms. The nurturing of talent and interests in other activities help shape our students into well-rounded individuals who stand out from the rest.

Co-Curricular Activities

Co-curricular activities are designed to assist our students explore and cultivate their talent. With this, they continue to build discipline, abilities, confidence and perhaps may even discover their true passion and interest, which will shape their lives.

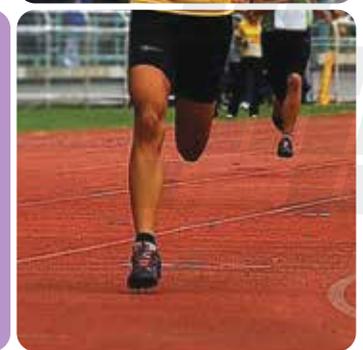
Typical activities include:

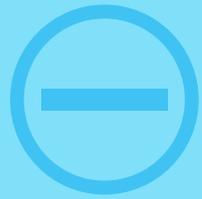
- ❖ Drama
- ❖ Music
- ❖ Sports
- ❖ Clubs & Societies

Extra-Curricular Activities

APIS students will also have access to a range of extra-curricular activities, which are usually held after the end of the normal school day. The activities offered vary from year to year. These activities enable students to develop their skills to be competitive and strive to reach higher levels. Some of the activities usually offered include:

- ❖ Swimming
- ❖ Basketball
- ❖ Taekwondo
- ❖ Badminton
- ❖ Football
- ❖ Musical Instruments
- ❖ Drama
- ❖ Robotics
- ❖ Fencing
- ❖ Gymnastics
- ❖ Aikido





Virtual Learning Environment (VLE)

What is VLE?

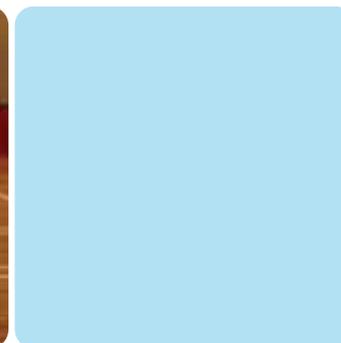
New students receive login details to the Virtual Learning Environment (VLE) when they start school. Our extensive VLE online resource is integrated with the School's curriculum and can be accessed at any time inside or outside of school hours.

A Virtual Learning Environment is a designated e-learning space. At APIS, this means that your child's teachers can place electronic educational activities on the web for your child to access from any PC with internet access at home or at school.

- Homework
- Links to applicable websites
- Downloadable worksheets
- Subject course outlines
- Past papers
- Videos

New activities are constantly being designed for VLEs and subjects are seeing new opportunities all the time. Your child can also submit their work through the VLE.





Uniform

We believe that a neat and tidy school uniform helps children to understand the importance of presentation and helps them develop their self-esteem and self-confidence. We also believe that it is important that our children learn to present themselves appropriately at APIS.

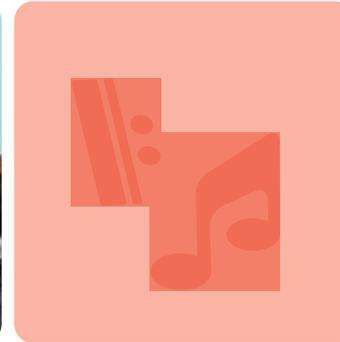
With this in mind, a high standard of personal appearance is expected at all times as it represents the standards set by our school for our children. Accordingly, parents must ensure that pupils comply with these standards in matters of general appearance, dress, hairstyles and jewellery at all times during the School year.

The complete uniform is listed in the Parent Handbook.

Houses

The House System is an integral part of life here at APIS. Every student who joins our school is placed into one of four houses: Centaurs (Blue), Dragons (Red), Gryphons (Green) or Phoenix (Yellow).

The House System plays a key role in our Pastoral Care System, providing students with collegial network of friends when they first arrive on campus. The Houses each elects a Captain and Vice Captain at the start of the year, both in the Primary and Secondary School, and then meet regularly to prepare for the House Competitions that take place and to talk team strategy in regard to gaining valuable House Points. Students are awarded House points for acts of charity and for helping each other and the teachers throughout the normal school day. House points are also awarded for student involvement in school events such as Earth Day and School productions. As such, they play a pivotal role in encouraging good behaviour and in developing team spirit and greater individual responsibility.



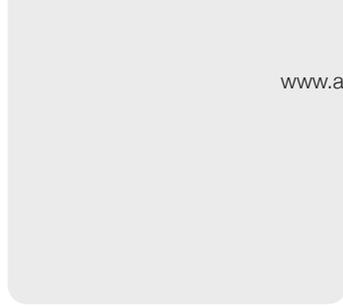
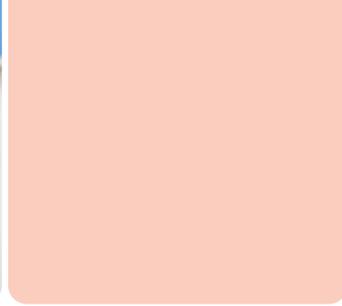
Pastoral Care

At APIS we view personal development as much a part of our curriculum as Science, Mathematics and ICT. We recognise that attitudes, self-awareness, and level of self-confidence and life skills that our pupils take out into the world with them are just as important in helping them to truly succeed in life and be happy as their academic knowledge and qualifications gained whilst at APIS.

Personal development is encouraged and enabled at APIS in a number of ways. Students receive direct instruction and support from teachers through the Pastoral Care System and through Class Teachers or Home Room Teachers monitoring and mentoring. Home Room Teachers in both Primary and Secondary monitor student progress on a daily basis and provide advice and support to students as required, liaising with parents directly on a regular basis through the School Communication System, student planners, email, letters, and parent-teacher meetings. Students also receive support through the House System, as each student is placed into a school House when joining the school. For students needing extra support, we have an English as a Second Language (ESL) programme that focuses on English Language development. We also have School student counseling services if this is required.

There is an effective transition programme in place to gently help advance students from year to year, with scheduled class visits where the older students share their experiences with the younger students and where the younger students have the opportunity to experience what a class is like at the next year level.

Reports are issued three times over the Academic Year and parent-teacher meetings are organised each term to allow parents the opportunity to speak with Form, Class, and Subject teachers during a single visit. We run weekly PSHE classes to help guide students in making responsible, informed decisions as they develop and grow. This programme is carefully graded according to age and deals with a variety of issues as students mature, ranging from developing self-esteem, peer pressure, career planning and other associated teenage issues.



Assessment @ APIS

Principles of assessment

APIS recognises that teaching, learning and assessments are fundamentally interdependent. We are guided by the following principles:

Students

- Have different learning styles
- Have different cultural experiences, expectations and needs
- Perform differently according to the context of learning
- See self assessment and peer assessment as a natural part of the learning process
- Need to know their achievements and areas for improvement in the learning process
- Should receive feedback that is positive and constructive

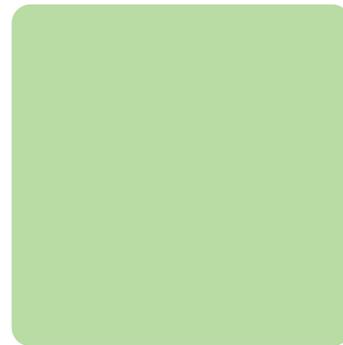
Assessment

- Are designed by teachers to incorporate a variety of methods and to be relevant and motivating to students
- Are geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world assessment
- Are criterion-referenced using the guidelines set down by Cambridge International Examinations (CAIE) and is made clear to students by teachers before coursework begins

Why do we assess?

APIS assesses its students in order to:

- Build up a clear picture of the student and his or her interests
- Assess the effectiveness of the environment on the student's learning
- Extend the student's learning
- Monitor the progress of individual student's learning and achievement
- Determine the effectiveness of teaching
- Inform curriculum review [Cambridge / IGCSE]
- Help evaluate suitability of courses
- Inform others as appropriate, including students, teachers, parents, receiving schools, future employers.



How do we assess?

We assess by gathering evidence & information from the following sources:

- Ongoing formative teacher assessment
- Summative assessment tasks
- Previous summative records
- Conversations with other adults who have knowledge
- The student as a learner
- By analysing the above using professional knowledge and expertise

Students not writing in their first language

For assessments in many subjects, it is important to remember that some students will not be using their first language. Teachers are not marking for grammatical accuracy; what is important is that students present their thinking as clearly as possible.

Summative Assessment tasks are conducted by both the Primary and Secondary three times during the academic year, one in each semester.



Health, Safety and Security

At APIS, we place high priority on the health, safety and security of our students. We are one of the few schools which allow parents/guardians with the valid car stickers to drive into the compound of the School to drop their children at the designated areas. Nevertheless, there are strict rules to this and we continuously engage with parents for their support in implementing initiatives to further enhance security and safety.

Security Measures

ID Badges

All staff, students and visitors will be issued with an ID badge. This must be worn in a visible manner whilst on the School property. Visitors are required to sign in at the guardhouse desk and are issued with a visitor's badge. All visitors must sign out and return the badges before leaving the premises. Any person without a proper ID will be addressed and directed back to the guardhouse to sign in.

APIS students are equipped with an access card, which needs to be tapped into the system the moment they enter the School doors. This then relays text messages to the parents who have registered their phone numbers with us that their children have arrived in School.

We also stress to parents that for safety and security reasons, APIS must be notified in advance of any changes in the child's travelling arrangements. There will be no deviation from the usual arrangement unless APIS has received written notification from the parent of the child within 24 hours.

Latecomers into the School are required to sign an acknowledgement slip at the Principal's office prior to entry into class.

APIS implements a 24-hour monitoring system through its security personnel, and the facilities are closed after 6pm. In situations where the child's parents are delayed in picking the child after 6pm, the child is placed near the Security Guard post and is not allowed to roam in the facility, such that security is enhanced.

School Nurse & Health Forms

The School has a professionally trained and fully qualified Nurse. In order to provide first aid to any student who requires it, the School has a medically well-equipped room and parents will be informed through the Principal's Office if their child is ill and needs to be collected from the School.

A registration and health related declaration form must be completed and submitted with your Application to the Admissions Office. Parents must inform the School of any changes in the child's health or contact details.

Fire Emergency & Drills

The Evacuation and Fire Procedure Sheet is posted comprehensively throughout the School, especially in classrooms. Upon hearing the fire alarm, all visitors are requested to follow the prescribed procedure.

Emergency drills and evacuation practices take place on a regular basis. This is done to ensure that all personnel on campus are well prepared in the unlikely event of such emergencies. This is also required by the School's procedures which are regularly reviewed.



Admission Requirements

- ❖ Primary
 - Be residing in Malaysia
 - Be aged five and above on first entering school
- ❖ Secondary
 - Be residing in Malaysia
 - Be aged eleven and above on first entering school

School Hours

School Hours

Monday - Thursday | 7.45am to 3:00pm
 Friday | 7.45am to 12:00noon

Office Hours - Admissions Office

Monday - Friday | 8.00am - 5.00pm

Principal's Office Hours

Monday - Friday | 7.45am to 5.00pm

Note: The above are subject to revision or change



Admissions Policy

APIS operates on an open admissions system, accepting children into the School throughout the year. All applications for admission are given equal status by the School and no child is excluded on the basis of nationality, culture, religious beliefs or academic ability.

Parents meet the Admissions team and if required the School Principal prior to admission. This meeting is to ensure:

1. That all due forms are given to the parents and are completed by them. These include the Admission form, the Medical form and the Parent's handbook.
2. That the parents have the opportunity of sharing information about their child with the Admissions team and or the Principal.
3. That all parties are clear as to the obligations and the expectations of others.

During the admission process and the admissions test period parents are obliged to provide the office with the academic history from previous schools and also where necessary, records of Special Educational Needs or medical records of their children.

Parents must pay the Registration fee promptly and all the necessary fee payments on time; failure to do so will result in the loss of place.

Children are admitted to the School into the class appropriate to their age. Parents are required to produce evidence of age when submitting the application form. The academic year is from the beginning of September of one year to the end of August of the next and this constitutes the cut off point when making decisions as to the appropriate year group.

When admitting a child in Key Stage 1 there will also be a reading component to the admissions test in order to determine the child's ability in English and Mathematics. When admitting a student in the Secondary School, an admission test will be administered to determine the student's ability level in English, Mathematics and Science. APIS does not have the resources or programmes to support students with major learning disabilities or physical challenges and reserve the right to deny admission to any child whose needs are unable to be met by the School.

