



AISL
HARROW
SCHOOLS
哈罗学校

AISL GROUP ADMISSIONS POLICY

THE MAIN POLICY (HS38)

APPLIES TO:	Admissions staff and all other staff involved in the admissions process
AISL RESPONSIBILITY:	Group Director of Admissions
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SECTION 1: SCOPE & PURPOSE

1.1 Scope and Objective

All AISL Harrow Schools (the "Schools" and each a "School") are selective educational institutions. We seek to admit students with the academic aptitude, personal ability, and character to thrive in, and make a positive contribution to, our diverse school communities. Our core motto, heritage, and boarding ethos strongly influence the key areas of emphasis in each School and, therefore, impact final admissions decisions.

The product of an AISL Harrow education is a young adult with the values, character, knowledge and skills to achieve success in life beyond school. To achieve this, all students must be enabled to thrive.

This policy applies to all admissions staff, senior leadership teams, and academic staff involved in the admissions and enrolment process across the AISL Harrow Schools.

1.2 Guiding Principles & Ethos

The following principles guide the group-wide admissions process:

- **Fairness & Transparency:** The admissions process must be fair, open, honest, consistent, and transparent at all stages.
- **Merit & Potential:** Student selection is based on holistic academic ability, cognitive potential, and the potential contribution the applicant will make to the wider School community.
- **Meaningful Engagement:** Applicants must demonstrate the capability to engage meaningfully with the academic and co-curricular programmes offered at their respective entry levels.
- **Co-curricular Commitment:** Applicants and their families must be actively committed to the co-curricular, leadership, and service life of the School.
- **Character & Community Values:** Applicants and their families must value relationships within the School community, support the personal formation of character, and fully embrace our core ethos and values.

We enrol students who will make a positive contribution to the School community and, subject to local regulatory frameworks, seek to attract families of diverse backgrounds (and in the case of Harrow International Schools, multiple nationalities) whose values align with our educational mission. There can be no unapproved deviation, preference extended, or privilege given from this policy.

SECTION 2: GENERAL ADMISSIONS & ASSESSMENT CRITERIA

2.1 Admissions Prerequisites

To be admitted to any AISL Harrow School, an applicant must successfully pass all required stages of the admissions process. Applications are processed throughout the academic year, subject to space availability in the requested year group.

- **Information Accuracy:** There is a strict expectation of absolute accuracy and honesty regarding all information and documentation provided during the application process. Any deliberate attempt to subvert, mislead, or influence these policies and procedures is deemed serious misconduct and may result in the immediate rejection of the application or the cancellation of an enrolment offer.
- **Age Placement:** Year group placement is initially determined by the applicant's chronological age as of the entry academic year. Given that applicants arrive from varied global educational systems, the final decision on year group placement remains at the sole discretion of the School, informed by the student's academic history, emotional maturity, and the results of admissions assessment.

2.2 Criteria for Standardised Assessment of Academic Potential and Language Proficiency Assessment

All AISL Harrow Schools utilise standardised, objective assessments to evaluate academic potential and language proficiency. The GL Cognitive Ability Test 4 (CAT4) is the group-wide assessment of academic potential.

- **Underlying Principle:** Our admissions decisions are underpinned by the principle that children have an innate potential to learn and thrive. Admissions procedures must account for a child's ability to make rapid gains in language proficiency, especially in the early years (Pre-Prep), and accommodate students with high cognitive potential but temporarily limited English or Chinese language skills.
- **Benchmarks:** An applicant who achieves the following standardised scores is deemed to have met the academic threshold for admission:

Up to Year 6 / Grade 5:

- **Option A:** CAT4 Verbal score of 74–88, supported by a mean of Quantitative, Non-verbal, and Spatial Standard Age Scores (SAS) > 110; OR
- **Option B:** CAT4 Verbal score > 88 and mean SAS > 100; OR
- **Option C:** Mean SAS > 97, provided the applicant achieves an outstanding interview score demonstrating high potential to thrive within the School environment.

Year 7 / Grade 6 or Above:

- **Option A:** CAT4 Verbal score of 82–88, supported by a mean SAS > 110; OR
- **Option B:** CAT4 Verbal score > 88 and mean SAS > 100; OR
- **Option C:** Mean SAS > 97, provided the applicant achieves an outstanding interview score demonstrating high potential to thrive within the School environment.

2.3 Required Applicant Documentation

To ensure a holistic and evidence-based assessment, parents are required to submit a complete and authentic record of their child's educational history. This must include, but is not limited to:

- Official school reports for the two most recent academic years.

- Verifiable attainment and progress data from the applicant's previous school.
- A confidential reference from the applicant's current or most recent school, where applicable.

SECTION 3: THE HOME-SCHOOL PARTNERSHIP

3.1 Policy Foundation

Effective education is a collaborative partnership between the School, the student, and the family, founded on high levels of trust and cooperation. Consequently, a formal, structured parent/guardian interview is required as standard practice for all schools when evaluating applicants seeking admission to any AISL Harrow School.

3.2 Objectives of the Parent Interview

The parent interview is designed to:

- **Evaluate Alignment with Harrow Values:** Verify that the family's educational expectations and values align with AISL Harrow's holistic philosophy, heritage, and boarding ethos.
- **Establish Clear Expectations:** Ensure parents understand and support the School's expectations regarding parent-school communication, academic rigour, co-curricular participation, and community conduct.
- **Identify Student Needs:** Provide a collaborative forum for parents to share insights into their child's unique strengths, challenges, interests, and long-term educational goals.

SECTION 4: ENROLMENT PRIORITIES & WAITLIST MANAGEMENT

4.1 Priority Categories

When managing enrolment waiting lists and making offers of admission, the School may accord priority to qualified applicants who have successfully passed all admissions stages. Priority is applied according to the following group-wide hierarchy:

Priority Level	Category	Description
Level 1	Children of Staff	Children of contracted school employees, subject to individual employment terms.
Level 2	Siblings	Siblings of students currently enrolled at the same School.
Level 3	Boarders	Qualified applicants applying specifically for a full or weekly boarding place.
Level 4	Internal Transfers	Qualified students transferring from another AISL Harrow School.

4.2 Waitlist Ordering

The placement and ranking of candidates on a School's Enrolment Waiting List are determined holistically by the Head of Phase and the Head of Admissions, taking into account the priority levels above, overall assessment scores, interview evaluations, and the original date of application. Offers are triggered sequentially as places in the respective year groups become available.

SECTION 5: INCLUSION & LEARNING SUPPORT

5.1 Guiding Principle for Inclusion

We believe in providing an inclusive environment where students with diverse learning needs can succeed. To achieve this, it is a core principle that any student learning, social, and emotional needs are identified upon entry and supported appropriately thereafter. All admissions decisions are made in the best interest of the child and take into full account all assessments and reported findings.

5.2 Evaluation, Disclosure, and Consultation

Parents of pupils who have Special Educational Needs and Disabilities (SEND) or any other additional needs, such as medical or psychological needs, are required to inform the school about these on application. At all points of entry, all historic and current documentation, including educational psychologist reports, medical documentation, and other relevant reports, should be submitted to the Admissions Office. Feeder schools are also required to disclose details of a child's specific needs and requirements on their written references.

The admissions team will then liaise with a member of the school's SEND specialist team to assess whether the school is able to meet a pupil's needs and, if so, to ensure that reasonable adjustments that are within the school's capability and resources are put into place.

5.3 Management of Support and Resources

It is important to note that AISL Harrow Schools have a small specialist SEND team, but the school does not have the facilities to offer highly specialised and intensive support. If, after evaluation, it is determined that the School cannot adequately meet an applicant's needs, the Admissions Office will act ethically to suggest alternative schools that may be better equipped.

SECTION 6: GOVERNANCE, ETHICAL ENROLMENT & LOCAL COMPLIANCE

6.1 Decision-Making Authority

The Head of each School holds ultimate, final decision-making authority on all student acceptances, waitlist rankings, and rejections. This authority is exercised in alignment with the recommendations of the Admissions Committee (comprising the relevant Head of Phase and the local Head of Admissions) and the overarching standards set by the Group.

6.2 Ethical Enrolment & Inter-School Transfers

- **Code of Ethics:** We strictly adhere to the Codes of Ethics outlined by the British Schools Overseas (BSO), Council of British International Schools (COBIS) and the Federation of British International Schools in Asia (FOBISIA).
- **Non-Poaching Policy:** Students and parents have the right to hold preliminary discussions with other schools about possible admission. AISL Harrow Schools will not initiate, encourage, or incentivise the transfer of students currently enrolled in other local or regional international schools, nor offer financial or other unilateral advantages to actively poach students.
- **Outstanding Financial Obligations:** Where an applicant is transferring from another school (whether inside or outside the AISL group) and that school notifies our School that outstanding tuition fees or other financial obligations remain unresolved, our School may delay the formal admission of the student until a satisfactory settlement has been agreed.

6.3 Group Governance and School-Level Flexibility

To maintain the brand integrity of AISL Harrow Schools while respecting regional regulatory landscapes and market conditions, a tiered system of governance and flexibility is established:

Tier 1: Non-Negotiable Group-Wide Standards (Core Policy)

No School may deviate from or alter these core standards without formal, written authorisation from the Group Board:

- The core admissions principles, guiding ethos, and selective standards.
- The mandatory requirement for student assessments and the strongly recommended practice of parent/guardian interviews.
- The core enrolment priority categories and waiting list hierarchy.
- Ethical enrolment commitments (including delaying admissions for outstanding debts to prior schools).

Tier 2: Managed Local Flexibility (Adaptable Guidelines)

Individual Schools are permitted to propose localised adjustments to operational standards, subject to the review and formal approval of the Group Director of Admissions and relevant Group Directors:

- **Assessment Benchmarks:** Minor adjustments to local CAT4 cut-off scores or localised language proficiency benchmarks to align with specific city-level market competitiveness.
- **Scholarships & Incentives:** The design and promotion of localised academic, athletic, or arts scholarships to attract top-tier local talent, provided they are structured within approved group financial parameters.
- **Promotional and Event Formats:** Tailoring admissions events, open mornings, and engagement campaigns to local cultural expectations.

Tier 3: Mandatory Local Regulatory Compliance (Local Law Priority)

Where local municipal or national educational bureaus (such as local Education Bureaus or the EDB) mandate specific admissions procedures, these legal and local regulatory frameworks take immediate and absolute priority over Group guidelines:

- **New Schools (Pre-licensing)/LiDe Schools:** The School must follow the guidance and procedures of the "AISL Harrow Schools Future Star Programme".
- **Bilingual School Protocols:** Adapting registration timelines, curriculum requirements, or mandatory local language enrolment targets to satisfy local regulatory bodies.
- **Reporting of Adaptations:** All such legally required local adaptations must be fully documented and reported to the Group Admissions Department for corporate records.

6.4 Withdrawal of Offers

AISL Harrow Schools reserve the right to withdraw an offer of a place at any point prior to the student's formal enrolment and commencement of studies. This right may be exercised at the absolute discretion of the Head of School in circumstances where proceeding with the admission would not be in the best interests of the School. Such circumstances include, but are not limited to:

- **Problematic Behaviour:** Evidence of conduct by the prospective student that contravenes the School's values, disciplinary standards, or behavioural expectations.
- **Parental Misalignment:** A demonstrable misalignment between the parents or guardians and the School's educational ethos, policies, or community expectations, including a failure to support the home-school partnership.
- **Withheld or Falsified Information:** The discovery that material information regarding the student's academic history, special educational needs, or disciplinary record was withheld, misrepresented, or falsified during the application process.
- **Protection of Community and Reputation:** Any other situation where the enrolment of the student or the conduct of their parents/guardians may bring the School into disrepute, pose a safeguarding risk, or negatively impact the well-being and harmony of the existing School community.

In the event of an offer being withdrawn under these circumstances, the School will communicate the decision formally in writing. The decision of the Head of School in such matters shall be final.

SECTION 7: DATA PRIVACY & RETENTION PRINCIPLES

7.1 Regulatory Compliance

AISL Harrow Schools are committed to protecting the privacy, security, and confidentiality of all personal data collected from applicants, enrolled students, and their families. All data processing activities will strictly comply with applicable regional and national data protection laws, local laws, and relevant regulatory frameworks.

7.2 Consent & Scope

By completing the Application Form and agreeing to the School's Terms and Conditions, parents/guardians explicitly authorise the School to process necessary personal, financial, and sensitive data (such as medical records or cognitive assessments) exclusively for legitimate, operational educational purposes.

7.3 Minimisation and Retention

Data collected will be limited to the minimum necessary to process applications and manage school operations. Upon the expiration of defined regulatory retention periods, or when student data is no longer operationally required, the School will ensure the secure, permanent deletion of all physical and electronic records in accordance with the Group Data Retention Schedule.

SECTION 8: HIGH-LEVEL ADMISSIONS PROCESS SUMMARY

The general applicant journey at all AISL Harrow Schools is structured around five central milestones, ensuring a seamless, high-quality family experience:

Stage	Process	Key Actions
1	Enquiry & Application Submission	Submission of the formal application form, supporting documentation, and application fee.
2	Cognitive & Language Assessment	Age-appropriate academic, cognitive, and language evaluations to ensure suitability.
3	Student & Parent Interviews	Submission and review of prior school reports and references. Student evaluation and a mandatory parent interview to assess alignment.
4	Comprehensive Review & Decision	Thorough review of the candidate's complete file by the School's Admissions Committee.
5	Offer & Enrolment	Formal offer issuance, parental acceptance, payment of fee(s)/deposit(s), and onboarding.

✦ For the complete operational workflows, internal staff SLAs, system logging protocols, and detailed checklists governing each of these stages, please refer directly to the internal AISL Group Admissions Policy Operational Guidelines, which comprise the following five specific operational frameworks:

- **Document A (HS38A):** Internal Transfer & Cross-School Applicant Data Sharing Policy
- **Document B (HS38B):** Admissions Operational Guidelines & SOPs
- **Document C (HS38C):** Admissions Refunds Policy

- **Document D** (HS38D): Code of Conduct & Ethics
- **Document E** (HS38E): Admissions Reporting, Forecasting & Retention Management Guidelines

