

ADMISSIONS POLICY

International Baccalaureate
Diploma Programme



OMNES VIAE SCIENTIAM DOCUNT

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The IB Mission statement¹

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes of international education encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Learner Profile²

ATTRIBUTES	IB LEARNER PROFILE
INQUIRERS	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love for learning throughout life.
KNOWLEDGEABLE	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
THINKERS	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
COMMUNICATORS	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
PRINCIPLED	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
OPEN-MINDED	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
CARING	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
RISK-TAKERS	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
BALANCED	We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
REFLECTIVE	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

¹ IBO (2007), *'Academic Honesty'*.

² IBO (2014), *'Effective citing and referencing'*.

Lampiri School Mission statement

It is **our mission** as teachers in this school to work the best we can in order to produce learners who will stay so for the rest of their lives. Scientists who will act boldly when time comes and without trepidation do what is required to save and transpose their wisdom to the new generation and to the newer one until there is only the memory of the teacher left. It is our duty to help guide each student to their destination with their hearts full of dreams, hopes and ambitions to leave a better place when they are gone. Our shoulders are ever present to hold our students up where their **minds** can stay **open** and see beyond the darkness that so often awaits them outside. We teach our students to be caring of all those in need, to have a high sense of **ethos** etched in their hearts and recognize that people regardless of ethnicity, color, religion or sexual orientation or any other external characteristic which might set them apart, are equal to each other in terms of their rights. Our students will go out to the world communicating the **need for understanding others**, obeying their own principles, **think** and **reflect** upon the day gone and smile as they wait for the morning after.

*'I am not an Athenian or a Greek but **a citizen of the world**'*

(Plutarch, *Moralia, De Exilio*, book VII, 5 of the Loeb Classical Library edition, 1959).

Admissions Policy

General

At Lampiri school we believe in all students having equal rights where education is concerned. We are open and non-exclusive to students from all socioeconomic backgrounds. We do not judge a student by his/her previous scholastic achievements. We are willing to give students a second chance. We provide access to students with special needs whether educational or medical. A special elevator is available for students with limited mobility. There is provision for a specially fitted rest-room cubicle for limited mobility persons. We are in close cooperation with the Greek Ministry of Education in order to provide whatever help is required to make any transition as stress free and as enjoyable as possible so that all our students leave us with as many happy memories as they can accumulate. We are also initiating collaboration with a SEN centre in Athens which will be consulting with us in providing the best possible care. We have in place an assessment policy which outlines the methods available to help any student regardless of circumstances.

However, we also have certain requirements for the courses we provide so that each student can be advised as to the courses we believe he /she is most likely to obtain the best possible result. Our specialised staff have edited induction tests which ascertain whether a student has reached a particular academic standard to succeed in any given subject.

Taking into consideration the differences in syllabus between the Greek National Curriculum and the DP curriculum we advise students to follow the pre DP courses which will be running from year 7 to year 10 inclusive allowing for a smoother transition into the DP.

For students who come from other schools we have an induction course during the last two weeks in June and the first two in September. The subjects which will be taught are English, Modern Greek, Mathematics, Science, and TOK.

We do not tolerate aggressive behavior, cheating, lying, stealing or other forms of antisocial behavior.

Our campus is strictly non-smoking, alcohol free and any prescription drugs that a student needs to inhale, imbibe or ingest should be handed in to the nurse who will be responsible for their administration.

Admission requirements per subject group

ADMISSIONS POLICY	
GROUPS 1 AND 2: LANGUAGES	
LITERATURE (Upon demand)	
<u>ENGLISH A</u> native speakers bilingual proficiency certificate (last 2 years) placement test 18-2	<u>MODERN GREEK A</u> Gymnasium transcripts 18-20 Lykeio transcripts 17-20 Placement test 17-20
LANGUAGE AND LITERATURE	
<u>ENGLISH A</u> HL Placement test more than 16 Lykeio transcripts 15-20	<u>MODERN GREEK A</u> HL Placement test more than 16 Lykeio transcripts 15-20
ENGLISH B	
No restrictions	
CLASSICAL LANGUAGED (Upon demand)	
Gymnasium transcripts 18-20 Lykeio transcripts 18-20 Evidence of academic excellency	
GROUP 3: INDIVIDUALS AND SOCIETIES	
PSYCHOLOGY	
English requirements IELTS (5.5) & preliminary English test for IB entry Maths requirements Greek educational system: 1 st year Lykeion Maths grade over 15/20 & preliminary Maths test for IB entry	

<p>Aptitude tests Verbal reasoning test Situational judgement test Personality test (optional)</p>
<p>ECONOMICS</p>
<p>English requirements IELTS (6) or Advanced & preliminary English test for IB entry Maths requirements Greek educational system: 1st year Lykeion Maths grade over 15/20 & preliminary Maths test for IB entry</p>
<p>BUSINESS MANAGEMENT</p>
<p>English requirements IELTS (5) or Advanced & preliminary English test for IB entry Maths requirements Greek educational system: 1st year Lykeion Maths grade over 15/20 & preliminary Maths test for IB entry</p>
<p>LEARNING DIVERSITY INCLUSION POLICY</p>
<p>Special assessment delivery of IELTS/ Advanced & preliminary English test for IB entry Extra time provision for Maths assessment</p>
<p>GROUP 4:</p>
<p>As far as minimum requirements are concerned all group 4 subjects start from scratch and build up fast. So no prior knowledge is required. Nevertheless, it is necessary that the students have some basic math skills: solving equations, knowing trigonometric numbers, how to deal with fractions etc.</p>
<p>VISUAL ARTS</p>
<p>For the course of visual art -apart from the other prerequisites common for all subjects of the IB- an Art Portfolio of the candidate will be requested.</p>

Policies as a working documents

All our policies are living documents which will be amended appropriately by a committee responsible for such changes.

References

IBO (2007), *Academic Honesty*.

IBO (2014), *Effective citing and referencing*.

Plutarch (1959), *Moralia, De Exilio*, book VII, 5 of the Loeb Classical Library edition.