



PO LEUNG KUK CHOI KAI YAU SCHOOL ADMISSIONS POLICY

AUGUST 2026

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1. General Statement

- 1.1 As stated in our education mission, we aim to produce students who are assets to Hong Kong, China and the world. The school offers an excellent learning environment, including appropriate teaching targets, effective teaching strategies, well-qualified staff, a student-centred curriculum and ideal teaching facilities. The school values the cooperation of parents, cultivates a desire for learning among students, fosters an ethos of a learning community, and aims to provide a happy and stress-free environment in which students can develop into responsible, knowledgeable, internationally-minded and independent life-long learners who can face the challenges of the future.
- 1.2 In accordance with our mission to produce independent life-long learners who are assets to society, Po Leung Kuk Choi Kai Yau School (CKY) is committed to providing a stable and supportive learning environment. As a general principle, students admitted to the school are expected to complete our full 12-year through-train programme. The school recognises that each student's learning journey is unique, and we remain dedicated to their holistic development throughout their primary and secondary years.
- 1.3 We are an open and diverse school committed to serving the needs of the Hong Kong community and developing our students to be internationally-minded and global citizens who contribute to their community.
- 1.4 The school's pupils are mainly drawn from the local Hong Kong Chinese population, although we are committed to delivering education to all.
- 1.5 The admission process is fair, just and non-discriminatory, welcoming all nationalities, genders, cultural and religious denominations.
- 1.6 As stated in our education vision statement, we believe experience and vision complement each other. We believe that each child loves learning and has different potentials. Provided that their interest is stimulated, that they are given appropriate guidance, that they are given opportunities to develop their confidence, that they are cared for and constantly encouraged, they will become outstanding people.
- 1.7 We aim to provide an inclusive, challenging, and stimulating environment for all of our students, including those with special educational needs.
- 1.8 CKY is committed to assisting students with varying needs, and the school site is disability-friendly.

2. External Admission Criteria

2.1. For prospective students, we take into consideration

- i. applicants' school records;
- ii. applicants' holistic development, character and attitude;
- iii. parents' recognition of the school's vision and mission;
- iv. Interviews (*child and parent*)
- v. school-administered written assessments

2.2. Year 1 Applicants

- 2.2.1. All prospective Year 1 students will be required to attend a group interview to assess their level of competency in both English and Chinese and their readiness for school. *They will not be required to sit any formal written examinations.*

2.3. Insert Applicants

- 2.3.1. All prospective insert students will be required to sit formal written assessments.

2.4. All Applicants

- 2.4.1. Shortlisted candidates will be offered interviews with both the applicant and parent(s).
- 2.4.2. The interviews are used to assess whether the applicant and the applicant's parents understand the school and our educational philosophy, and whether the applicant has the appropriate learning attitude and aptitude to pursue their education at CKY.
- 2.4.3. The School may, where appropriate, determine that a different year level better aligns with a student's needs and may make an offer of admission on that basis.

2.5. IGCSE/IBDP

- 2.5.1. The subject choices for applicants to IGCSE and IBDP must meet the same entrance requirement as our own Year 8 and Year 10 students (see 3.1 and 3.2) and the equivalency of other qualifications obtained will be taken into consideration. Moreover, the subject choices must fit the school's IGCSE and IBDP option blocks.

2.6. Right to Study in Hong Kong

- 2.6.1. The identity and residency status of all applicants will be verified to ensure they are legally eligible for education in Hong Kong.
- 2.6.2. Parents are responsible for ensuring that their child has the right to study in Hong Kong. The School will not apply for visas or other immigration documents on behalf of applicants.

2.7. Additional Consideration

- 2.7.1. Additional consideration is given to applicants who are siblings of currently enrolled students, children of current staff members, children of alumni and those affiliated with Po Leung Kuk.
- 2.7.2. All admissions decisions are made holistically, taking into account the overall qualifications and fit of each applicant.

3. Initial and Internal Admission Criteria

- 3.1 CKY students must fulfill the academic requirements of promotion to move onto the next year level (*please refer to section 4 Academic probation and retention*).
- 3.2 For progression to IGCSE programme, CKY students are expected to meet the school's expectations (refer to Section 4.4)
- 3.3 For progression to IBDP programme, CKY students are expected to attain a minimum of 3Bs and 3Cs in their Cambridge IGCSE examinations, with the additional requirements as follows:
 - 3.3.1 A minimum of grade B in Cambridge IGCSE for all Higher Level subjects, except Mathematics and Language B
 - 3.3.2 A minimum of grade A in Cambridge IGCSE International Mathematics for Higher Level Mathematics
 - 3.3.3 A minimum of grade C in Cambridge IGCSE for all Standard Level subjects, except ab initio
 - 3.3.4 A minimum of grade C in Cambridge IGCSE First language for Higher Level of the respective Language B;
 - 3.3.5 Students who do not meet the above course selection requirement will be placed on probation and must register for and pass the above requirements in the immediate November Cambridge IGCSE examinations for the subject(s) concerned. If a student fails to meet the above requirements by the end of Year 11, s/he will repeat Year 11 or commence studies for IB certificates instead.
 - 3.3.6 If a student would like to take a subject that s/he did not study at IGCSE, s/he might be allowed to take it at SL level, if permission is granted by both the relevant Head of Department and IBDP Coordinators.
 - 3.3.7 Cambridge IGCSE A-Maths grade can be used to replace the I-Maths grade requirement.
 - 3.3.8 Cambridge IGCSE English Literature grade can be used to replace the First language English grade requirement.

3.3.9 Art & Design (Textiles) students may choose Visual Art in IBDP.

3.3.10 The equivalency of other qualifications obtained will be taken into consideration for insert students.

3.4 In cases of oversubscription, places will be offered first to all internal applicants who can satisfy the standard entry requirements and then to external applicants.

4. Internal Promotion, Probation, Retention and Graduation

4.1 General Promotion and Graduation Criteria

4.1.1. Students who demonstrate satisfactory progress in both academic achievement and personal development will normally be promoted to the following year level. Promotion and graduation are contingent upon meeting the specific learning outcomes of the current year level and adhering to the school's behavioural and pastoral expectations as outlined in the Student Diary.

4.1.2. To ensure the integrity of the learning process and meet curriculum requirements, all students are expected to maintain an attendance rate of at least **85%** of total school days. Failure to meet the 85% attendance threshold may result in the student being required to repeat the year level or, in specific cases, a review of their enrollment status. Year 12 students who failed to meet the 85% attendance threshold will not receive the school's graduation certificate.

4.1.3. Authorised absences (*e.g., medical leave supported by a doctor's certificate or approved compassionate leave*) will be considered during the promotion review. In cases where attendance falls below 85%, the Senior Management Team (SMT) and relevant Year Coordinators/Head(s) of Year will conduct a holistic review of the student's academic standing and circumstances before a final promotion decision is made.

4.2 In order to meet the individual educational needs of our students, they may be placed on academic support, probationary promotion or retention in their current year level. Such procedures are only used in extreme cases, where students are struggling to meet the minimum expectations of the school, and are never used as a punishment for poor

behaviour. The status of academic support will not be stated on report cards while probationary promotion and retention will be stated.

4.3 In order to achieve 4.1, teachers are asked to centralise basic academic and pastoral data at least 2 times per year. This data will then be used to ascertain any students who may be struggling to meet our minimum requirements and are in need of additional support. Students will be placed on Academic, Pastoral or SEN Support Programmes, depending on which will best meet their needs.

4.4 Teachers can also nominate students for probation or retention by informing the appropriate Senior Teachers/Vice-principals (Academic), Heads of Year (Pastoral) or Student Guidance Officers (SGOs).

4.5 The criteria for consideration of academic support, probation and retention in Primary and Secondary are as follows:

Year Level	Data Source	Criteria
Y1-5	1. Assessments <u>Combined English</u> - General English - Reading - Writing (A & C/O) <u>Combined Chinese</u> - General Chinese - Reading - Writing <u>Combined Maths</u> - Calculations - Challenge 2. Daily performance <u>Combined English</u> - Reading Comprehension - Writing Accuracy - Writing Content	Academically weak students will be identified through cross referencing of the following: - Assessment results - Daily Performance - Class teacher nomination Academic Support: 'R' grades in 2 of the 3 main subjects for current year - Teacher recommendation - Students will be reassessed at mid-term of the following year and may be taken off Academic Support if they attain 'M' grades in 2 subjects - The pupil's status is only for internal use and will not be stated in the report card. Probation: 'I' to 'R' grades in 2 of the 3 main subjects for current year

	<u>Combined Chinese</u> • Reading comprehension • Writing Accuracy • Writing Content <u>Maths</u> • Calculation (All topics) • Problem Solving	• Pupils who have demonstrated poor study habits that negatively affect their academic progress may also be put on probation. • Students who have been on Academic Support for 2 or more years without improvement in their academic performance • Students will be reassessed at the end of the school year and may be taken off Probation or placed on Academic Support if they make significant progress • The pupil's status will be stated in the report card. Retention: • "I" report card and assessment grades in 2 of the 3 main subjects • Students who are currently on probation will be at high risk for retention. • Y4-5 pupils considered for retention <u>may</u> be permitted to resit assessments in August • Pupils must attain a resit grade of R in 2 of the 3 subjects to be considered for probationary promotion. • Students who are in the second year of Probation may not be given the option to resit assessments. They may be retained in the current year.
Y6-8	Academic Achievement Grades from 2nd term (Chinese, English, Mathematics, Science, Geography and History)	Y6-8 Retention: <u>1. No resits – automatic retention</u> • 4Is • 3Is 3Rs <u>Factors to consider if enquiries received</u> • Current probation status • SEN • Any previous retention <u>2. Re-sitting exams for consideration of probation or retention</u> • 3Is

		• 4 Rs or Is - any subjects with an “I” – resit “I” papers <u>Re-sitting “I” papers</u> Students must attain at least 30% or above in all re-sit papers to be placed on probation. All students who attain at least 30% or above in their resit papers will be placed on probation in the following year regardless of the extent of the improvement in the resit. Y6-8 Probation: • 4Rs or 5Rs or 6Rs, with no “I”s - probation • Those who attained a R in re-sit exam papers
9	Predicted grades from 2 nd term	Main criteria for probation: 5 or more “D” grades or lower
10	Actual IGCSE grades	<u>Failing</u> any of the following IB Entry requirements: • a minimum of 3Bs and 3Cs in their Cambridge IGCSE examinations • a minimum of grade B in Cambridge IGCSE for all Higher Level subjects, except Mathematics and Language B; • a minimum of Grade A in Cambridge IGCSE International Mathematics for Higher Level Mathematics; • a minimum of grade C in Cambridge IGCSE for all Standard Level subjects, except ab initio; • a minimum of grade C in Cambridge IGCSE First Language for Higher Level of the respective Language B; Students who do not meet the above course selection requirement will be placed on probation and must register for and pass the above requirements in the immediate November Cambridge IGCSE examinations for the subject(s) concerned. If a student fails to meet the above requirements by the end of Year 11, s/he will repeat Year 11 or commence studies for IB certificates instead.
11	Predicted grades from 2 nd term	Main criteria for probation: • Students who score an overall 23 points or less • HL subjects - 11 points or less • SL subjects - 8 points or less

		<u>AND</u> <i>Additional criteria</i> ● Grade “1” in any subject/level ● More than two grade “2”s awarded ● More than three grade “3”s or below awarded
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4.6 The school implements the Pastoral Probation System to provide a safety net of increased supervision to help the student meet the school's expectations. To implement a Pastoral Probation System that is effective and supportive rather than purely punitive, the criteria for entry must be objective, transparent and focused on the student's growth. Teachers can nominate student(s) for pastoral probation. A committee will be for discussion, which may include the Form Tutor, subject teacher, Head of Year, Student Guidance Team, Vice Principal and Principal when necessary. The pastoral probation will be recorded in the Pastoral Report card. The main criteria to consider when deciding whether to place a student in the probation system:

4.6.1 Pattern and Frequency of Behavior

Rather than reacting to a single isolated incident, the system should target students who exhibit a chronic pattern of behavioral issues. This ensures that students who make a one-time mistake are not unfairly stigmatized, while those struggling with consistency get the support they need.

4.6.2 Severity and Impact on the Learning Environment

Some behaviors are more critical than others. If a student's actions compromise the physical or emotional safety of themselves or others, or if they significantly hinder the ability of their peers to learn, immediate entry into the probation system is warranted regardless of frequency.

4.7 The school maintains that students shall not be expelled or requested to leave solely on the grounds of poor academic performance. For students who encounter academic challenges or exhibit weaknesses in specific learning areas, the school will provide appropriate support.

4.8 However, the school has the right to expel students for important reasons, such as but not limited to bullying and the following behaviours:

- Serious assault;

- Vandalism or computer hacking;
- Persistent attitudes or behaviour which are inconsistent with the school ethos other than serious misconduct which affects members in our school community or which bring the school into disrepute;
- Illegal activity (*including online platforms*)

5. Management of Student Records

5.1 The school is committed to the professional management of student data. The school recognises that accurate record-keeping is essential for supporting student progress, ensuring safety, and meeting the statutory requirements of the Hong Kong Education Bureau (EDB) and the Personal Data (Privacy) Ordinance.

5.2 The school shall maintain a comprehensive "Student Profile" for every enrolled student, which includes:

Item	Description
Identification Data	Full name (as per identity document), gender, date of birth, and Hong Kong Identity Card (HKIC) or passport/visa number (to verify residency status and eligibility for education in Hong Kong).
Admission Records	Date of admission, previous schooling history, and entry level.
Academic Progress	Term reports, internal assessment results, IGCSE/IBDP results, scholarships and internal probation records.
Attendance Records	Daily attendance, reasons for absence, and records of any prolonged absences (7 days or more).
Health and Safety	Medical history, allergy alerts, and emergency contact information.
Pastoral and Discipline	Records of student guidance, special educational needs (SEN) support, and significant disciplinary actions.
Leaving Records	Date of withdrawal/graduation and destination (if known).
Active Records	Maintained for the duration of the student's enrollment at CKY.
Archived Records	Essential records (e.g., transcripts and graduation status) are retained for a period of seven years after the student leaves the

	school to facilitate future transcript requests and references.
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5.3 Parents are required to review and update contact information and medical records at the beginning of each academic year via the school's digital platform.

5.4 Access to student records is granted on a "need-to-know" basis. Only authorised administrative staff and relevant teachers (e.g., Class Teachers, SGOs, Coordinators) may access sensitive personal data. Furthermore, hard-copy files are stored in locked filing cabinets within the School Office and electronic records stored on the School Management System are password-protected and subject to regular back-ups.

5.5 Records that are no longer required for administrative or legal purposes are disposed of through shredding or permanent digital deletion.

This admissions policy is reviewed annually by the senior management team and was last reviewed in August 2026.