

Admission Policy and Procedure

I Policy Statement

Enko Bonanjo Campus is a private, co-educational English-medium secondary school open to students' ages 11- 19 interested in taking one of the following programmes on offer:

- Cambridge Lower Secondary- Forms 1-3 [Grades 6-8]
- Cambridge IGCSE- Forms 4-5 [Grades 9-10]
- Foundation Year Form 5 [Grade 10]
- IB Diploma Programme- [Grades 11-12]

All students, regardless of origin, who apply for admission to Enko Bonanjo Campus, must demonstrate through entrance assessments, and/or previous school records that they can benefit from the educational programmes offered. Enko Bonanjo Campus may contact an applicant's previous school should further information be necessary in order to process admission. Professional staff shall determine admission to Enko Bonanjo Campus and final authority for all decisions on admission and grade placement rests with the Head of School.

In addition to meeting admission criteria in relation to suitability to benefit from the academic programmes offered, where English is a second/additional/foreign language, the school must be sure that the student will be able, through available language support, to access curriculum. In case of students with absolutely no English language background, the student could be required to take full time language support for the first 2 to 3 months of the academic year.

The Admission requirements for entry into the school shall be widely published and transparent for interested parents and students.

II Guidelines

Placement: Student placement in a year level is based on the age of the student on the 31st December of the preceding year [see table below]. It is the position of the school that students are best placed with their peers of the same age. A student may only be considered for entry to an age group one year in advance of their year level when there is written evidence to suggest that the student has already successfully completed their designated year level in a recognised educational institution. A student may, exceptionally, be offered a place in a year group one year below his/her designated year level where entrance assessments indicate that this would be in the student's best interests. In all cases, the decision for initial year-level placement resides with the school.

Age Criteria:

Age	Level	Programme
11-12	Form 1	Cambridge Lower Secondary
12-13	Form 2	Cambridge Lower Secondary
13-14	Form 3	Cambridge Lower Secondary
14-15	Form 4	Cambridge - IGCSE Year 1
15-16	Form 5	Cambridge - IGCSE Year 2
		Foundation Year
16-17	Grade 11	IB Diploma Year 1
17-18	Grade 12	IB Diploma Year 2

Priorities for student admission:

Students are admitted on a 'first-come-first-serve' basis, determined by the date on which required fees have been received. If a year level is full, applicants will be placed on a waiting list. In case a student is wait-listed, the parents will be contacted if places become available or and an additional class is created. Whilst order of arrival is the main criteria, the following may also guide the admission team if places become available:

- ◆ If the siblings of a student are already admitted in the school or studying in the school.
- ◆ The gender balance in the specific class.
- ◆ Background /experience in the IB or IGCSE program of the student.
- ◆ Students parent is a staff member of the school.

Admission of students with special learning needs:

Where students have existing special needs, it is the responsibility of the parents/guardians to fully disclose the nature and extent of these needs at the time of admission, and to provide all relevant documentary evidence. The school reserves the right to determine, prior to admission, whether a student's needs for additional support can be met by available Students Services support programmes. Where the school determines that it is not in a position to offer the required level or nature of support, admission may not be offered.

Conditional Placement may be offered in circumstances where the school deems this necessary. In such instances, regular, periodic reviews will be held to reassess the student's admission status. If by the end of the first 2 to 3 months of school the student does not fulfil the requirements to be in their current class, a committee made up of the head of school, heads of departments and the teachers concerned will decide on the appropriate steps to follow.

Where a student has been admitted to the school with identified needs for additional support- learning support, English for Speakers of Other Languages (ESOL) support or guidance support- additional fees may be charged to the parent/guardian.

Admission Process:

To seek admission to Enko Bonanjo Campus, the parent/guardian must complete and provide for each child (an admission package is provided):

- Enrolment Fee
- Confidential School Report Form
- Copies of Student's last two (02) years' report cards (translated to English where necessary)
- Medical Forms
- Enrolment Contract
- A copy of the student's birth certificate or passport page
- In cases where former reports do not carry any form of character assessment, social behaviour or disciplinary status, these must be done through an interview (questions will be designed to assess the personality of the student).
- Parents must objectively inform the recruitment team on their child's personality, social behaviour, likes and dislikes during a short interview.

If a child has a special or specific need, documentation is required, such as:

- Specialist Report (e.g. occupational therapist reports, psychological reports, or a doctor's evaluation)
- Report and/or assessment from Special Needs' Teacher of former School

Additional Requirements

A student wishing to enrol in the IB Diploma Programme is subject to previous examinations results and/or school reports, as well as admission, as stipulated by IB. Also the student must be of acceptable moral and ethical standards. If the previous reports do not emphasize on personality assessment, this will be done through an interview.

A student who has received schooling equivalent to the highest year at Enko Bonanjo Campus from another educational institution is not eligible for admission to Enko Bonanjo Campus. An Enko Bonanjo Campus student who has completed two years in the IB Diploma Programme may enrol for a further, final year in order to complete graduation requirements.

By applying at Enko Bonanjo Campus, parents authorise the school's Admission Office to contact the applicant's previous schools to clarify questions relating to academic achievement, behaviour and special needs, and to confirm that the applicant was in good financial standing at the time of departure.

Entering Cambridge Lower Secondary

Cambridge Lower Secondary is open to students' ages 11-14 years. Cambridge Lower Secondary is a three-year programme. The main focus of the curriculum is to prepare students in English, Mathematics and Science, which helps to build the foundation for IGCSE and higher-level courses at the IB Diploma Programme.

In addition to the core subjects, students are offered an introduction to subjects in the area of humanities, arts, physical education, ICT and Global perspectives.

At the end of Cambridge Lower Secondary (Grade 8) students write the checkpoint examination. The diagnostic assessment provides clear external international benchmarks indicating strengths and weaknesses of the learner. The checkpoint assessment is useful in predicting success in IGCSE and in secondary course selection.

Entering Cambridge International General Certificate of Secondary Education (IGCSE)

Cambridge IGCSE is open to all students' ages 14-16 years. This two-year programme enables students to take a variety of subjects that can satisfy the requirements for the IB Diploma standard and higher-level courses.

Students at Enko Bonanjo Campus are required to take a minimum of eight (08) subjects. Students are required to take two languages, and a minimum of one from each of the remaining groups: humanities and social sciences, mathematics and creative, technical and vocational studies. This enables students to be eligible to qualify for the Cambridge ICE that is a group award for taking seven of the above-mentioned subjects.

In a case where the student has written any external international exams like the Cambridge Checkpoint, the results of this exams together with school reports will be very important in the admission process. This also goes for internal admission into higher classes.

Entering the Foundation Year:

The Foundation Year is open to students 15-16 years of age. Students coming from the national system in Cameroon at the level of Form 5 may enrol in a one-year pre-IB foundation year. The programme is created to support the transition for native French speakers to English, to augment gaps in content learning for both English and French speakers, in order to enable students to pursue higher as well as standard level courses successfully in the IB Diploma Programme.

Students applying to get into Foundation Year must be of good academic standing and fulfil all other stipulated requirements. Students coming from the national English subsystem in Cameroon must score an "A" grade in at least 5 subjects in the Cameroon

GCE while those from the French subsystem must score a minimum average of 13.0/20 at the Brevet d'Etudes du Premier Cycle (BEPC).

Entering the IB Diploma Programme:

The IB Diploma Programme is open to all students' ages 16-18 years of age. Students may elect to participate in the IB programme in one of two ways:

- As an IB Diploma Candidate
- As an IB Course Candidate

Generally, it is recommended for most students to elect for the full IB Diploma, but the decision for which path and courses to take will be made in consultation with a student's parents, teachers, Head of Languages, school counsellor and the DP coordinator.

A student who decides to participate in the IB programme, as a Diploma candidate or a course candidate can expect to:

- Work very hard
- Approach tasks with a sense of purpose
- Demonstrate self-discipline and responsibility
- Learn from fellow students as well as teachers
- Share with and contribute to, the community

The two-year Diploma Programme provides students with a breadth and depth of rigorous academic study that prepares them for university. Generally, higher-level subjects reflect the student's area of special interest. Standard-level subjects complement the higher-level choices, but do not generally require the same degree of specialised knowledge and understanding. Three additional programme elements are Theory of Knowledge, Extended Essay, and participation in the CAS programme. For students not pursuing the IB Diploma, it is possible to register for individual IB subjects and complete courses of study, including the IB Exam. Individual IB course qualifications are issued and may be used to help secure admission and advanced placement credit at certain colleges and universities.

III Promotion

For a student to move from one class to the next they must have maintained an acceptable academic standard and behaviour.

Cambridge lower secondary (Stages 7, 8, and 9):

Student must score an average grade of at least a C in mathematics, science and the languages and a minimum average grade of D in all other subjects. This will be combined

to the student's performance in the checkpoint exams for those in Stage 9 (student must score a minimum 3.0/6 in the subjects written). The student must also show exemplary moral standing and embody the Cambridge learner profile. Promotion is also subjected to the homeroom teacher's appreciation of the student.

Cambridge upper secondary (IG1 and IG2):

To be promotion to the next class, a student must score a minimum average grade of C in all their subjects both core and extended and embody the Cambridge learner profile. The IGCSE results of the student will also be considered for those seeking admission into the IB program (a minimum C grade is required in every subject). The decision to promote a student is also subjected to an objective evaluation of the student by the homeroom teacher.

IB diploma program:

To be promoted to DP2, a student must score a minimum of 4/7 in all subjects taken at higher level and standard level and must embody the IB learner profile. Promotion is also subjected to the homeroom teacher's appreciation of the student.

Note:

All confidential documents from previous schools must be sent directly to Enko Schools Bonanjo Campus.

Admission is deferrable but for not more than an academic year and is subject to the availability of space in the specific year.

Adopted	1 September 2017
Amended	10 April 2019
Amended	11 August 2021
Rescinded	

Confidential School Recommendation Form: Principal, Head or School Counsellor

To the Applicant:

- Please print your name in the space below and then give this form to your current Principal, Head, or Counsellor
- Request that the forms be scanned and emailed to: bonanjo@enkoeducation.com

Name of Student

Grade/Level

Signature

Date

To the Parent/Guardian: Please read and sign the statement below:

I acknowledge that I waive my right to read the confidential teacher recommendation and the school for the student listed above. (Please have grade reports, attendance records, standardised test scores, and teacher reports/comments forwarded to Enko Bonanjo Campus.

Name of Parent/Guardian

Date

Signature of Parent/Guardian

Date

To the Principal/Head/Counsellor:

This student is applying to Enko Bonanjo Campus, a private, co-educational, English-medium secondary school. Enko Bonanjo Campus is committed to educating students from diverse cultures to achieve academic excellence. The programme of studies is designed to challenge the average to above average students. In order to determine whether the student can be successful at our school, we are interested in knowing as much as possible about the student's academic potential, achievement, character, and social development.

Thank you for your cooperation and candour.

Yours in education,

Atumo Gerald Manih Khurde
Campus Principal

Confidential School Recommendation Form: Principal, Head or School Counsellor

Name of Student _____

How well do you know this student academically? /As a person?

Please submit these materials with the recommendation:

- Recent teacher reports, if any
- Standardized test scores
- A school profile, if available
- Final or mid-semester grades for current terms

In what month does your school year begin? _____ End? _____

School serves grades: _____ to _____.

Please explain your schools grading system.

What is a passing mark? _____ Honours' Mark? _____

Does your school rank? Yes No

This candidate ranks _____ out of _____.

Are students placed in sections according to ability? Yes No

If yes, please tell us in which level the applicant is placed for each subject.

What are the first three words that come to mind to describe this student?

1 _____ 2 _____ 3 _____

If the student's attendance record is not listed on the transcript, please indicate the number of days he or she has been absent or tardy each year while at your school.

If the student is not, or has not been, in good academic standing, please explain.

Has the student ever been dismissed, suspended, placed on probation, or received other serious disciplinary sanction? Yes No

Has she/he withdrawn from school voluntarily for an extended period of time for reasons other than health? Yes No

Confidential School Recommendation Form: Principal, Head or School Counsellor

Name of student: _____

Please place check marks at the points that represent our evaluation of the student in comparison to other students in his or her age group whom you have taught. If you have no fair basis for judgment, do not hesitate to say so.

	One of the top few I have ever encountered	Excellent (top 10% this year)	Good (Above Average)	Average	Below Average	No basis for judgement
Academic Potential						
Academic Achievement						
Intellectual Curiosity						
Effort/Determination						
Ability to work independently						
Organization						
Creativity						
Willingness to take Intellectual risks						
Concerns for others						
Honesty/Integrity						
Self-Esteem						
Maturity (relative to age)						
Responsibility						
Respect accorded by faculty						
Emotional Stability						
Overall evaluation as a person						
Overall evaluation as a student						

If the student is relatively weak or strong in any areas listed above, please elaborate.

Please comment on this student's character, citizenship, and contributions to your community.

Please add any additional information that will give us a more complete picture of the student.

Thank you for taking your valuable time to complete this evaluation. Your reflections are an important part of the student's application.

Signature
Email address
Telephone

Date

Confidential School Recommendation Form: English Teacher

To the Applicant:

- Please print your name in the space below and then give this form to your current English Teacher.
- Request that the forms be scanned and emailed to: bonanjo@enkoeducaton.com

Name of Student

Grade

Signature

Date

To the Parent/Guardian:

Please read and sign the statement below:

I acknowledge that I waive my right to read the confidential teacher recommendations and the school for the student listed above.

Name of Parent/Guardian

Signature of Parent/Guardian

Date

To the Teacher:

This student is applying to Enko Bonanjo Campus, a private, co-educational, English-medium secondary school. Enko Bonanjo Campus is committed to educating students from diverse cultures to achieve academic excellence. The program of studies is designed to challenge the average to above average students. In order to determine whether the student can be successful at our school, we are interested in knowing as much as possible about the student's academic potential, achievement, character, and social development.

Thank you for your cooperation and candour.

Yours in education,

Atumo Gerald Manih Khurde
Campus Principal

Confidential School Recommendation Form: English Teacher

Name of Student: _____

How well do you know the student academically? _____ As a person? _____

In what years did you teach the student? _____ How large is the class? _____

What course(s)? _____

Is this course part of a tracking system or designated as an honour or accelerated course?

Yes No

Briefly describe your course. It is especially helpful to know what texts are used and if the students are group by ability.

How accurately does the student read and understand what he or she has read?

How well does the student write in comparison with other students whom you have taught? Please be specific about areas of strength and weakness.

How well does the student accept advice or criticism?

What are the first three words that come to mind to describe this student?

1. _____ 2. _____ 3. _____

Confidential School Recommendation Form: English Teacher

Name of student: _____

Place check mark at the points that represent your evaluation of the student in comparison to other students in his or her age group whom you have taught. If you have no fair basis for judgment do not hesitate to say so.

	One of the top few I have ever encountered	Excellent (top 10% this year)	Good (Above average)	Average	Below Average	No basis For judgment
Academic Potential						
Academic Achievement						
Intellectual Reasoning Ability						
Effort/Determination						
Ability to work independently						
Organisation						
Creativity						
Willingness to accept challenges						
Ability to write essays						
Ability to read comprehension passages						
Ability to work collaboratively						
Willingness to address class on various issues (speeches, presentations)						
Responsibility						
Overall evaluation as a person						
Overall evaluation as a student						

If the student is relatively weak or strong in any areas listed above, please elaborate.

Please commend on this student's character, citizenship and contributions to your community.

Please add any additional information that will give us a more complete picture of the student.

Thank you for your valuable time to complete this evaluation. Your reflections are an important part of the student's application.

Signature

Date

Email address

Telephone

Confidential School Recommendation Form: Mathematics Teacher

To the Applicant:

- Please print your name in the space below and then give this form to you current Mathematics Teacher.
- Request the forms to be scanned and emailed to: bonanjo@enkoeducation.com

Name of student

Grade

Signature

Date

To the Parent/Guardian:

Please read and sign the statement below:

I acknowledge that I waive my right to read the confidential teacher recommendation and the school for the student listed above.

Name of Parent/Guardian

Signature of Parent/Guardian

Date

To the Teacher:

This student is applying to Enko Bonanjo Campus, a private, co-educational, English-medium, secondary school. Enko Bonanjo Campus is committed to educating students from diverse cultures to achieve academic excellence. The programme of studies is designed to challenge the average to above average students. In order to determine whether the student can be successful at our school, we are interested in knowing as much as possible about the student's academic potential, achievement, character, and social development.

Thank you for your cooperation and candour.

Yours in education,

Atumo Gerald Manih Khurde
Campus Principal

Confidential School recommendation Form: Mathematics Teacher

Name of Student: _____

How well do you know the student academically? _____ As a person? _____

In what years did you teach the student? _____ How large is the class? _____

What course(s)? _____

Is this course part of a tracking system or designated as an honour or accelerated course?

Yes No

Briefly describe your course. It is especially helpful to know what texts are used and if the students are grouped by ability.

Next year what math course would be the most appropriate placement for the student?

Student's Mathematical Background: Please list or attach the mathematics courses the student would have completed by the end of the current school year.

Please place check marks at the points that represent our evaluation of the student in comparison to other students in his or her age group whom you have taught. If you have no fair basis for judgment, do not hesitate to say so.

	One of the top Few I have ever encountered	Excellent (top 10% of this year)	Good (Above Average)	Average	Below Average	No basis for judgment
Knowledge of basic skills						
Accuracy in the use of basic skills						
Problem solving ability						
Understanding of and appreciation for the underlying ideas and concepts						
Effort						
Overall performance						
Willingness to accept the challenge of the more difficult problems and exercises						
Command of mathematics when compared to other Students whom you have taught						

Confidential School Recommendation Form: Mathematics Teacher

What are the first three words that come to mind to describe this student?

1. _____ 2. _____ 3. _____

If the student is relatively weak or strong in any areas listed above, please elaborate.

Please comment on this student's character, citizenship, and contributions to your community.

Please add any additional information that will give us a more complete picture of the student.

Thank you for taking your valuable time to complete this evaluation. Your reflections are an important part of the student's application.

Signature

Date

Email Address

Telephone

References

- <https://www.yis.ac.jp/admissions/admissions-policy>

- <https://www.isb.be/admissions/admissions-policy>