



Colegio San Agustin

Dasmarinas Village, Makati

IBDP Admission Policy

November 2024

Updated: August 18, 2025

I. International Baccalaureate Mission Statement

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 programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

II. The IB Learner Profile

The aim of the IB program is to develop internationally minded people who recognise their common humanity and shared guardianship of the planet; help to create a better and more peaceful world.

IB learners strive to be:

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 of 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 analyze 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 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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

III. The IBDP Curriculum Model



IV. CSA Vision and Mission Statements

The school's vision:

A Christian community committed to the building up of the City of God through the formation of true and future-ready Augustinian servant leaders.

The school's mission:

Colegio San Agustin-Makati is committed to the cause of the Kingdom, the salvific mission of the Church, by providing quality and relevant Catholic Augustinian education to the youth, through excellent curricular and co-curricular offerings, integration of faith and life, care for God's creation, development of moral and social virtues, promotion of health and cultural programs, and fostering of civic and patriotic attitudes and global citizenship. All these are geared to the holistic development of the learners, dynamic and innovative servant leadership, and community life centered upon God.

V. CSA ADMISSION PRINCIPLES

Guided by our core values of **Veritas (Truth), Unitas (Unity), Caritas (Charity)**, Colegio San Agustin-Makati strives to create a place where a free and creative exchange of ideas stimulates the learning process; a community feeling is experienced characterized by love and understanding; and, is, first and foremost, a community of friends “having but one mind and one heart intent upon God” given our diversity in culture, race and religion.

The Augustinian way of education is therefore focused on providing student learners with core competencies on Christian Leadership, Academic Excellence, Augustinian Formation, Commitment and Service through which every student can thrive and reach their full potential from K-12 and with a direction of extending the ladder to gaining an IB diploma programme. Support programs & services are provided to ensure the holistic development of student learners and its personnel.

Hence, as a Christ-centered basic education school inspired by its vision, enlivened by its Augustinian mission, and committed to the Futures of Education, the Admission Policy of Colegio San Agustin-Makati wishes to emphasize that:

1. **As a Catholic school**, CSA is committed to living out the Catholic faith and traditions that shape our mission. Students and parents, regardless of background, are expected to respect and support the school's ethos by engaging positively in its faith-based programs and values formation activities, while fostering dialogue and understanding with diverse beliefs.
2. **As a school committed to forming student leaders**, CSA seeks candidates with demonstrated academic readiness, strong moral character, and commitment to the values of the IB learner profile. While the IBDP is academically rigorous, the school considers a range of indicators, including grades, diagnostics data, and evidence of commitment, resilience and motivation, to ensure that students with diverse strengths are supported in their growth.
3. **As a school that upholds the value of inclusion**, admission to CSA Makati's IB Diploma Programme is guided by the school's commitment to equity, inclusivity, and the IB mission of preparing students for higher education and lifelong learning. While the program is academically rigorous, the school seeks to support students with diverse learning needs by providing appropriate accommodations and inclusive practices, in line with IB standards. Admission and retention decisions consider not only academic readiness and ethical conduct but also the applicant's potential for growth and engagement with the IB learner profile. The school will make every

reasonable effort to support students, while being transparent about the resources available to meet individual needs.

4. **As a Basic Education and Accredited School**, CSA operates in accordance with government policies and aligns with national and international standards to ensure quality, equity, and transparency in school governance and program delivery.

Upon acceptance/registration, the student and parents agree to abide by all the rules and regulations of CSA Makati and the IB. At the same time, the school reserves the right to refuse admission or re-admission to any student whose behavior or academic standing does not meet its standards

VI. ADMISSION GUIDELINES

Admission to the Diploma Programme is based on a holistic and inclusive review of each applicant's academic readiness and learner dispositions.

The school recognizes that students have diverse backgrounds, strengths, learning needs, and ways of demonstrating their potential. Successful participation in the IB requires both appropriate academic preparation and a willingness to develop the knowledge, skills, attitudes, and values embodied in the IB Learner Profile.

No single criterion shall determine admission; decisions are based on the applicant's overall readiness, potential to succeed, and the school's capacity to provide appropriate support and reasonable accommodations.

A. Learner Dispositions

Applicants to the Diploma Programme are expected to demonstrate the willingness and potential to develop the qualities valued by the IB Learner Profile.

Applicants demonstrate:

Intellectual Curiosity

Shows genuine interest in learning, asks meaningful questions, and enjoys exploring new ideas.

Responsibility and Integrity

Demonstrates honesty, accountability, and respect for school policies and academic integrity.

Commitment to Learning

Perseveres through academic challenges and demonstrates a willingness to improve through effort and feedback.

Independence

Can manage responsibilities, organize tasks, and work with increasing autonomy.

Collaboration

Works respectfully with others, listens to different perspectives, and contributes positively to group learning.

Communication

Expresses ideas clearly and respectfully in both oral and written communication.

Openness to Diversity

Respects different cultures, beliefs, and viewpoints and is willing to learn from others.

Reflection

Shows the ability to evaluate personal strengths, identify areas for growth, and respond constructively to feedback.

Service Orientation

Demonstrates concern for others and a willingness to contribute positively to the school and wider community.

B. Academic Readiness

Applicants should demonstrate sufficient academic preparation to meet the demands of the Diploma Programme.

Admission decisions may consider the following:

Strong Academic Performance

Consistently satisfactory achievement across subjects, particularly in courses related to the intended Diploma Programme subjects.

Language Proficiency

Demonstrates the English language proficiency necessary to participate successfully in DP coursework, discussions, presentations, and assessments.

Mathematical Readiness

Possesses the mathematical foundation appropriate for the selected Mathematics course.

Research Readiness

Shows emerging skills in locating, evaluating, organizing, and using information from reliable sources.

Critical and Analytical Thinking

Demonstrates the ability to interpret information, analyze evidence, solve problems, and justify conclusions.

Communication Skills

Can communicate ideas effectively through speaking and writing using appropriate academic language.

Learning Habits

Demonstrates effective study habits, time management, organization, and the ability to meet deadlines consistently.

Readiness for Independent Learning

Shows the capacity to undertake sustained inquiry, complete long-term tasks, and learn with increasing independence.

All entering Grade 11 applicants who wish to pursue the International Baccalaureate (IB) Diploma Programme must first undergo the standard CSA Makati admissions application and screening process.

This includes the submission of application form with required documents, evaluation of academic records, entrance assessments, and interviews when deemed necessary.

Only applicants who successfully meet the established criteria and requirements will be endorsed to the IB Office for further evaluation.

The IB Office shall conduct its own assessment to determine the applicant's readiness for the academic and personal demands of the Programme.

Final acceptance into the IB Diploma Programme is based upon the favorable recommendation of the IB Office and compliance with all school and IB standards

In this line, the following IB requirements and procedure must be observed:

A. Requirements

On top of the standard CSA Makati admission requirements, the following are specifically required from students applying to the IB Diploma Programme:

1. Personal Statement / Essay

A 500-word written statement by the student explaining their motivation for joining the IB Programme and readiness to take on its academic and personal challenges.

2. Assessment

Standardized diagnostic test to gauge learning potential, including diagnostic assessment of English academic proficiency.

3. Interview

A panel interview with the IB Coordinator and/or IB teachers & counselor to assess academic and emotional readiness

4. English Proficiency

Applicants must be fluent in English to be accepted. However, the school is ready to provide support to learners whose most proficient language is not English. Student admissions data include a language profile indicating home languages, strongest language, and English proficiency.

5. Other Requirements – Any additional documentation or assessment deemed necessary by the IB Office

- Incoming Grade 12 from an IB school
 - i. Accepting an IB transfer student into CSA's Grade 12 is uncommon. There is a process that will be followed and admission may or may not be granted, especially considering the following:

An IB candidate seeking to move from another IB School to CSA may be accommodated under the following circumstances:

- The previous school has informed the IB Organization about the transfer, particularly if it occurs post-exam pre-registration.
 - The former IB institution offers the same subjects as those available at CSA-Makati.
 - The subjects taken by the student at their previous school should align with those provided at CSA-Makati and match the examination timetable.
 - Transfer students should understand that they cannot enroll in exams not provided by CSA-Makati unless they opt for online courses permitted by the IB.
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- Endorsement Letter from the Office of Admissions

B. Admission Process

When the applicant has **completed the standard CSA Makati admission process** and is found qualified, candidates for the **IB Diploma Programme** will undergo the following steps:

1. Steps to be observed:

STEP 1: ENDORSEMENT TO THE IB OFFICE

An endorsement letter stating the application status of the applicant will be forwarded to the IB Office. The candidate will be notified through their **registered email address**.

STEP 2: DIAGNOSTIC TESTING WITH ESSAY

Upon confirmation from the IB Coordinator, the candidate will receive a **test permit** indicating the testing schedule.

STEP 3: INTERVIEW

Successful candidates, together with their parent(s)/guardian(s), will be invited to the IB Office for a **panel interview** with the IB Coordinator, counselor, and/or IB teachers. Notice of the interview schedule will be sent via the **registered email address**.

STEP 4: APPLICATION STATUS

A notice of Application Status will be sent to the registered email 3-4 working days after the date of interview. Telephone inquiries will NOT be entertained.

A. ACCEPTED, the following documents will be signed:

- Parents Commitment of Support
- Academic Integrity Agreement
- Student Acceptance Contract (SAC)

B. CONDITIONAL ACCEPTANCE, applicants will receive a schedule of interview with the Admissions Officer and the Conditional Acceptance Contract (CAC) will have to be signed along with the:

- Parents Commitment of Support
- Academic Integrity Agreement

C. For NOT ACCEPTED, The admissions process to the IB Diploma Programme ends at this stage.

STEP 5: ENDORSEMENT FOR ENROLLMENT

The IB Office will provide the Office of Admissions (OFAD) with the list of successful candidates. The OFAD will send the following to the parents' registered email address to secure the slot for enrollment:

- A. **Pre-Enrollment Agreement Form (PEAF)** – to be signed.
- B. **Reservation Fee** – to be paid (non-refundable but deductible from tuition fee)
- C. **Endorsement Slip for Enrollment** – to be presented to the Registrar's Office during enrollment.

2. Bases for acceptance

- a. Diagnostic Test Results
- b. Academic and Conduct Grades reflected on the report card
- c. Interview Results

VII. INCLUSION-SENSITIVE PRACTICES

CSA affirms the International Baccalaureate (IB) commitment to ensuring that students with diverse backgrounds, learning profiles, and abilities are given equitable opportunities to access, participate in, and thrive within the Diploma Programme.

Admission and retention decisions shall therefore uphold the values of fairness, respect for individual differences, and support for diverse learning needs, in line with CSA's mission as a Catholic Augustinian school.

A. Equitable Admission Consideration

1. Admission decisions shall not discriminate on the basis of gender, religion, culture, socio-economic status, or learning profile.
2. Students who may not fully meet the admission benchmarks but demonstrate commitment, potential, resilience, or unique strengths during the interview may be allowed to appeal for being considered for admission with clearly defined support provisions.

B. Support for Diverse Learning Needs

1. The school shall provide reasonable accommodations (e.g., extended time, assistive technology, differentiated instructional strategies) in accordance with IB guidelines for inclusive education.
2. Applicants with documented learning needs will be evaluated not only on academic records but also on their capacity to engage meaningfully with the IB Learner Profile attributes.

3. Language-Support Provisions for Multilingual Learners

The school acknowledges that some applicants and students may have a first or strongest language other than English, the working language of the Diploma Programme.

In such cases, CSA–Makati will provide appropriate language-learning support to ensure equitable access to the curriculum. Support may include differentiated instructional strategies, scaffolding of academic language, individualized learning plans, extended processing time, and scheduled English-language support sessions.

Students' mother tongues will be respected and encouraged, and resources will be made available to help maintain and develop home-language proficiency.

Language progress will be monitored regularly by teachers, the Inclusion Support Team, and the DPC to ensure that students receive the assistance needed to fully engage with the IB Diploma Programme.

C. Transparency of Criteria and Processes

1. Admission criteria and required documentation will be communicated clearly to all applicants and families, with attention to explaining how inclusion-sensitive practices are applied.
2. Parents and students will be informed of available support structures and their responsibilities in making the most of these provisions.

D. Collaborative Decision-Making

1. Admission and retention decisions involving applicants with specific learning needs shall be made collaboratively by the Head of School, IB DP Coordinator, Inclusion Support Team, and Admissions Office.
2. The decision-making process will weigh both the school's capacity to provide support and the student's potential to benefit from and contribute to the program.

E. Ongoing Monitoring and Review

1. Students admitted under inclusion-sensitive considerations shall be monitored regularly, with adjustments made to their support arrangements as needed.
2. Data on admission trends and the progress of students admitted through inclusive practices shall be reviewed during policy evaluations to inform continuous improvement.

VIII. ACADEMIC PATHWAY GUIDE

Some important points to keep in mind:

1. What field are you considering for your university studies?
2. Which sciences does the university require?
3. Have you reviewed the required subjects and levels for your chosen university and major?
4. Uncertain about your future path? What subjects do you enjoy or excel in?
5. The class adviser, counselor, and IB Coordinator are available for any inquiries or issues.

VIII. OTHER CONDITIONS

1. Parents and students who have shown interest in applying to the Diploma Programme are advised to thoroughly consider the requirements of the program before making their final decision.
2. Parents should commit themselves to provide the necessary support to their child for the completion of the program.
3. Students who will decide to shift to the standards program (national curriculum) should observe the following:
 - a. This should be done not later than a month before the end of the Grade 11 First Semester.
 - b. There will be no transfer or recognition of credits.
4. A refund can only be considered if the decision to withdraw is made before the conclusion of the first semester. However, if a student withdraws from the program after the first semester ends, they will be obligated to pay for the full enrollment in the Diploma Programme for the entire school year.

IX. POLICY REVIEW

A school's admission policy must remain dynamic, reflecting not only the principles of the International Baccalaureate (IB) but also the evolving needs of its community. Establishing a formal process for policy review ensures that admissions practices remain transparent, responsive, and aligned with the school's mission and IB standards. Regular and systematic review enables the school to uphold fairness, inclusivity, and accountability, while also adapting to new developments in education and society. This section outlines the school's approach to reviewing its Admission Policy as part of its commitment to continuous improvement.

- A. **Responsible Party:** Head of School, Admissions Office, and IB DP Coordinator.
- B. **Frequency:** Biennial review aligned with IB admissions updates.
- C. **Methods and Evidence:** Enrollment trends, applicant feedback, demographic data, equity and diversity analysis.
- D. **Documentation:** Updated admission guidelines with rationale for changes.