



SINGAPORE SCHOOL MANILA

STUDENT ADMISSION AND PREPARATION POLICY

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Singapore School Manila

INTERNATIONAL BACCALAUREATE (IB) 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 programmes of international education and rigorous assessment.

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

SINGAPORE SCHOOL MANILA (SSM) VISION STATEMENT

Singapore School Manila aims to be a school known for providing a high standard of education, placing equal emphasis on all aspects of human development. Our goal is to develop global citizens who are creative, enquirers, thinkers, open-minded, knowledgeable, communicators, risk-takers, principled, caring, balanced, reflective, decisive, responsible and resilient, living and promoting in others a positive outlook in life.

SINGAPORE SCHOOL MANILA (SSM) MISSION STATEMENT

The SSM community — administrators, teachers, staff, parents, and students, commits to realizing the vision through:

- Striving for academic excellence using modern teaching strategies, disposing of the pressures and trauma associated with conventional teaching methods.
- Training our students to do higher thinking in all subjects, preparing them for a rapidly-changing world.
- Encouraging environmental and social awareness, thus empowering our students to take an active role as agents of positive change in the world.
- Developing the value of positivism through our educational system enabling our students to love learning and to cope well with the challenges of life.



SINGAPORE SCHOOL MANILA (SSM) LEARNER PROFILE ATTRIBUTES

Learner Profile Attributes	Learner Profile Statement
Balanced	SSM learners understand the importance of balancing physical, intellectual, emotional, and spiritual aspects of their lives to promote well-being for themselves and others. They recognize their interdependence with other people and with the world around them.
Caring	SSM learners demonstrate empathy, compassion, and respect in their interactions with others. They are committed to meaningful service and take purposeful action to make a positive difference in the lives of individuals, communities, and the wider world.
Communicators	SSM learners express themselves confidently and creatively through multiple languages and diverse modes of communication. They collaborate effectively, demonstrating active listening and respect for the perspectives of others.
Creative	SSM learners are imaginative and express their ideas confidently. They demonstrate initiative and resourcefulness, using their creativity to generate original solutions and meaningful outcomes.
Decisive	SSM learners make decisions quickly, confidently, and clearly. They are secure in their knowledge, question assumptions, and approach ideas with curiosity. They explore and evaluate concepts and arguments in a structured, critical, and analytical manner.
Enquirers	SSM learners cultivate their curiosity by developing strong enquiry and research skills. They are capable of learning independently and collaboratively, approaching knowledge with enthusiasm and maintaining a lifelong love of learning.
Knowledgeable	SSM learners develop and apply conceptual understanding by exploring knowledge across multiple disciplines. They engage thoughtfully with issues and ideas that hold both local and global significance.
Open-minded	SSM learners critically reflect on their own cultures and personal histories while respecting the values and traditions of others. They seek out and evaluate diverse perspectives and embrace opportunities for growth through their experiences.
Principled	SSM learners act with integrity and honesty, guided by a strong sense of fairness, justice, and respect for the dignity and rights of all people. They take responsibility for their actions and the consequences that follow.
Reflective	SSM learners reflect thoughtfully on the world as well as their own ideas and experiences. They seek to understand their strengths and areas for growth to support continuous learning and personal development.
Resilient	SSM learners demonstrate resilience, recovering quickly from challenges and setbacks. They apply determination, perseverance, and grit to solve problems and navigate the difficulties of life effectively.
Responsible	SSM learners are trustworthy and dependable, following through on their commitments and responsibilities. They take ownership of their learning and actions, demonstrating accountability for their conduct and for school property or resources entrusted to them, and they are willing to explain their decisions and actions.
Risk-takers	SSM learners approach uncertainty with foresight and determination. They work both independently and collaboratively to explore new ideas and innovative strategies, demonstrating resourcefulness and resilience in the face of challenges and change.
Thinkers	SSM learners apply critical and creative thinking skills to analyze complex problems and take responsible action. They exercise initiative and make reasoned, ethical decisions in all aspects of their learning and life.



Singapore School Manila

STATEMENT OF ALIGNMENT

Singapore School Manila (SSM) affirms its commitment to delivering an internationally benchmarked education that is grounded in both academic excellence and holistic human development. Central to this commitment is the alignment between the school's Vision and Mission Statements and the principles articulated in the International Baccalaureate (IB) Mission Statement. As an IB World School offering Diploma Programme developed by the International Baccalaureate, SSM recognizes that its educational philosophy must be consistent with the IB's overarching goal of developing inquiring, knowledgeable, and caring young people who contribute to building a better and more peaceful world through intercultural understanding and respect.

The IB Mission emphasizes rigorous academic programmes, meaningful assessment, and international-mindedness, encouraging students to become active, compassionate, and lifelong learners who appreciate diverse perspectives. Similarly, SSM envisions itself as a school that provides a high standard of education while placing equal emphasis on all aspects of human development. The attributes identified in the SSM Vision such as being creative, knowledgeable, principled, open-minded, reflective, and resilient closely reflect the IB Learner Profile and reinforce a shared commitment to nurturing globally competent and ethically responsible individuals.

Furthermore, the SSM Mission underscores academic excellence through modern pedagogical approaches, the cultivation of higher-order thinking skills, environmental and social awareness, and the development of resilience and a positive outlook toward lifelong learning. These commitments parallel the IB's dedication to challenging programmes of international education that prepare students to navigate complexity, respect differences, and take principled action in an interconnected world.

Through this alignment, SSM ensures that its policies, instructional practices, and community engagements consistently embody the values of international-mindedness, academic rigor, and holistic growth. This policy framework therefore affirms that the SSM Vision and Mission are not only compatible with, but are strengthened by, the IB philosophy, guiding the school community toward the shared objective of developing globally aware, compassionate, and empowered learners.



I. PURPOSE AND GUIDING PRINCIPLES

Singapore School Manila (SSM), as an IB World School offering the IB Diploma Programme, upholds an admissions process grounded in holistic review, inclusivity, and academic integrity. The purpose of this policy is to ensure that access to SSM is guided by a careful consideration of each student's academic background, language proficiency, social-emotional readiness, and individual learning needs.

SSM is committed to equitable access and does not use assessments as barriers to entry. Instead, academic and language evaluations are conducted to determine appropriate placement and identify the level of support required for student success within the IB framework.

Admission decisions are made with transparency and responsibility. The school offers admission when it is confident that it can reasonably provide the necessary support within its available resources while upholding the standards and expectations of the IB programme. This policy applies to both internal candidates progressing from Secondary 4 and external applicants seeking admission to SSM.

Through this approach, SSM seeks to balance access and opportunity with the responsibility to ensure student well-being, readiness, and the integrity of the academic programme.

II. ADMISSION GUIDELINES

A. For Internal Applicants

Students currently enrolled in SSM may proceed to the Pre-University level upon fulfillment of the following:

1. Successful completion of the Secondary 4 academic year.
2. Submission of the following completed documents after Pre-University Orientation:
 - [University and Subject Alignment Form](#)
 - [Subject Selection/Agreement Form](#)



Singapore School Manila

B. For External Applicants

1. Required Documentation

Parents or guardians of external applicants are required to submit the following:

- Transcript of Records (successfully completed Grade 10 with no failing or incomplete final grades)
- Three (3) recent colored 1x1 photographs
- PSA-issued Birth Certificate
- Photocopy of passport, ACR I-Card, and visa (for foreign nationals)
- Completed Application Form *
- Recommendation Form from the student's previous school *
- Payment of a non-refundable processing fee.

*Application and Recommendation Forms are accessible via the SSP Admissions webpage: <https://singaporeschools.ph/admission/>

2. Assessment and Interview Process

Upon submission of all required documentation, the applicant will be scheduled for an admissions assessment and an interview. Attendance on the assigned date and time is required.

3. Family Interview

The parent(s) or legal guardian(s) will also be invited to attend a family interview with the Managing Director, Admin Assistant, and/or Head of School.

4. Final Enrollment Procedure

Once the applicant is officially accepted, the parent(s) or guardian(s) must settle the **School Development Fee** and **Reservation Fee** to confirm the student's enrollment. These payments secure the student's slot for the upcoming academic year and allow them to proceed with enrollment.



III. STUDENT PREPARATION

1. Timeline

For **internal applicants**, preparation for the Pre-University begins toward the end of **Term 1 of Secondary 4**. For **external applicants**, this preparation starts **upon confirmation of a slot** in the programme.

2. Advisement Framework



The Advisement Sessions form a core component of Singapore School Manila's Pre-University preparation framework. These sessions are designed to guide students through a structured process of reflection, consultation, and informed decision-making as they transition into the International Baccalaureate Diploma Programme (IB DP). Through a series of advisement meetings, students receive academic and career guidance to ensure that their subject selections align with their personal strengths, university aspirations, and long-term goals. Each session builds upon the previous one moving from exploration to confirmation with the aim of helping students become **decisive, responsible, and prepared to commit** to the paths they choose.

FIRST ADVISEMENT

The **First Advisement Session** begins with an **orientation** designed to familiarize students with the nature and expectations of the Pre-University Programme at Singapore School Manila. During this session, the **Diploma Programme Coordinator (DPC)** provides an overview of the **International Baccalaureate Diploma Programme (IB DP)**, discusses the **subject offerings for the upcoming school year**, and outlines the **advisement process** that will guide students in their academic decision-making.

As part of this session, students are required to accomplish the **University and Subject Alignment Form**, which serves as a tool to help them align their IB subject selections with their prospective university and course choices. In completing the form, students research and identify their top three preferred universities, desired courses, and the corresponding IB subject and score requirements for each. Based on this research, they will indicate their proposed



three (3) **Higher Level (HL)** and three (3) **Standard Level (SL)** subjects, ensuring that their academic pathway supports their long-term university and career goals.

Lastly, students are provided with the **results of their career and personality assessments**, the **Mathematics: Analysis and Approaches (AA) HL/SL course outlines**, and a **guidance form titled “Choosing the Right IB Diploma Programme Subjects.”** These resources are designed to help students make well-informed decisions by reflecting on their interests, aptitudes, and learning profiles in relation to their chosen academic and university pathways.

INTERIM ADVISEMENT

The **Interim Advisement Session** focuses on reviewing and refining each student’s proposed subject selections. During this stage, the **Diploma Programme Coordinator (DPC)** and the **University Applications Coordinator** work collaboratively with students to ensure that their choices are both academically balanced and aligned with their future university aspirations.

Each student’s **University and Subject Alignment Form** is carefully reviewed to verify the accuracy of information and to confirm that subject selections meet the requirements of the IB Diploma Programme (IB DP) as well as those of potential universities and courses. The review process also takes into account the student’s prior and current academic performance, language proficiency, and capacity to manage the expected academic workload.

Where necessary, students will be provided with recommendations and advice regarding subject combinations. Nonetheless, the final decision remains with the students, who are expected to make an informed and well-considered choice in consultation with teachers, academic advisors, and parents or guardians.

Policy on Modified IB Subject Load for Local University Applicants

a. Eligibility for Modified Subject Load

A student who formally declares, at the beginning of the advisement process, the intention to apply exclusively to local universities that do not require completion of the full IB Diploma Programme (IBDP) may be permitted to enroll in a reduced subject load consisting of three (3) Higher Level (HL) subjects and one (1) Standard Level (SL) subject. This alternative structure is approved to maintain an appropriate level of academic rigor and challenge while preventing academic complacency.



b. Required Subjects

All students under this arrangement are required to include English and Mathematics as part of their subject selection. The remaining subjects shall be chosen based on the student's interests, strengths, and intended academic pathway.

c. Advisement and Alignment

The school shall provide continued academic advisement to ensure that subject selections remain aligned with the student's declared post-secondary plans and long-term academic goals. Students and parents/guardians are expected to make informed decisions in consultation with the school.

d. Limitations and Institutional Responsibility

Should future university opportunities arise that require additional subjects or completion of the full IB Diploma Programme, the school shall not accommodate adjustments to the previously approved subject load. The school shall not be held liable for limitations in university eligibility resulting from the student's initial declaration and subject selection decisions.

FINAL ADVISEMENT

The **Final Advisement Session** marks the formal confirmation of each student's subject choices for the IB Diploma Programme. During this meeting, the **Diploma Programme Coordinator (DPC)** finalizes the list of subjects with the student and provides a detailed discussion of the **Subject Selection/ Agreement Form**.

This form outlines the student's final subject selections and includes a declaration section that must be read carefully, understood, and signed by both the student and their parent or guardian. The signing of this document signifies full agreement with and commitment to the chosen subjects. Once the **Subject Selection/ Agreement Form** has been signed and submitted, **no changes to subject selections will be permitted**.



3. Parents' Involvement and Support

Parental involvement is an essential component of a student's successful transition into the Pre-University Programme. Throughout the advisement and preparation stages, parents and guardians play a vital role in providing guidance, encouragement, and support as students make important academic and university-related decisions.

Parents are expected to take an active role in their child's preparation by:

- **Attending the first advisement session**, ensuring they are informed about the structure and expectations of the IB Diploma Programme and the processes involved in subject selection.
- **Engaging in meaningful discussions** with their child regarding university aspirations, academic interests, and subject preferences.
- **Reviewing and signing all required documents**, including the **Subject Selection/Agreement Form**, to signify their understanding and approval of the final subject selections.
- Maintain open communication with the school throughout the two years.

This partnership between the school and parents underscores Singapore School Manila's belief that collaboration among students, families, and educators is fundamental to academic success, personal growth, and the development of lifelong learning habits.

IV. LINKAGES AND REVIEW

This Admission and Preparation Policy shall be implemented in alignment with the school's Language Policy and Inclusion Policy. All admissions practices and preparation procedures must remain consistent with the principles, provisions, and commitments outlined in these related policies to ensure coherence, equity, and appropriate student support.

This policy shall be reviewed annually at the conclusion of each academic year by the School Leadership Team. Revisions, when deemed necessary, shall be made to ensure that the policy remains responsive to the evolving needs of the school community, aligned with IB requirements, and effective in guiding admission and preparation practices.