

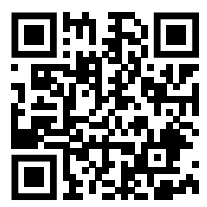


ADRIATIC
COLLEGE

Admission Policy

Private International School
Montenegro, Budva

adriaticcollege.com





ADMISSION POLICY

This document describes the foundations, principles, and practices of the School's policy related to students' admission and enrolment to the school.

The document includes the following sections and aspects:

The "Values and Purpose" section describes

- the School's mission, values and aims, and this Policy's vision, within their context

The "Concepts and Terms" section describes

- the school's organization and the academic tracks and programs implemented at the School, to which students may be admitted;

The "Practice and Procedures" section describes

- the conditions, process, and procedures for admission to the programs implemented at the School.

The "Development and References" section describes

- the process of developing and updating the Policy, its dissemination, monitoring of compliance and effectiveness;
- references to regulatory documents;
- connections with other school policies.

The "Appendices" section describes

- the specific procedures for admission to different educational tracks and programs

SECTION: VALUES AND PURPOSE

The mission and values of *Adriatic College* are aligned with the Mission and Values of the International Baccalaureate (IB).

The mission of the School is to create a comfortable and respectful learning environment that fosters the development of caring, responsible, and critical-thinking individuals with a global outlook, who recognize the importance of ongoing personal growth and lifelong learning.

The School's values are:

- Independent thinking and intellectual honesty
- Aspiration and skills to learn
- Openness to diverse perspectives and cultures
- Freedom of thought, of expressing one's views and identity; respect for the individual
- Safe environment, care for others and mutual support
- Health and well-being

The School regards the development of the qualities outlined in the IB Learner Profile as the main goal of school education.

IB Learner profile attribute	Description
Inquirer	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.
Thinker	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
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.
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.
Communicator	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.
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-taker	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.

SECTION: CONCEPTS AND TERMS

The school offers two educational tracks – national and international.

The national track is based on an integrated program that combines the educational standards of Montenegro and other countries, and meets the requirements of the Ministry of Education of Montenegro.

<In the Montenegrin educational system, there are two main stages of school education: primary school (osnovna škola) and secondary school (srednja škola). Primary school includes grades 1 through 9. At the end of each academic year, students receive a certificate confirming the completion of the program for that grade – a Svedočanstvo (a state-recognized document).

Upon completing grade 9, students take national exams in the Montenegrin language (mathematics, Montenegrin language, and an elective subject). Based on the results, they receive a certificate of completion of primary and middle school – a Svedočanstvo for grade 9.

The Svedočanstva from the last few years of primary and middle school are used for competitive admission to the next stage of education – secondary school, which, depending on the type of institution and program, lasts 3–4 years.>

In the national track, students have the opportunity to complete studies corresponding to the primary and middle school program, take national state exams upon completion of grade 9, and receive Svedočanstva (for each year of the program, including grade 9).

To prepare students for the first grade, a preparatory level (pre-school) operates according to a separate, specially designed school readiness program.

The international track is based on international programs designed for different stages of school education.

In primary school, the ICA IPC programme is implemented; in secondary school, a British curriculum adapted for international schools operating within the Pearson Edexcel framework is delivered; and in high school, the International Baccalaureate Diploma Programme (IB Diploma Programme) is offered.

These programs are aligned in their goals and content, forming a continuous educational track. Primary and secondary school together comprise 10 years of study. The Diploma Programme is a universal pre-university program (intended, in any educational system, for the final two years of high school) with a duration of two years.

For convenience and to simplify communication, the school uses abbreviations and acronyms to refer to various stages of study within specific programs. These abbreviations and acronyms may be revised as new circumstances arise or more effective practices are adopted.

Accepted abbreviations and acronyms used to designate programs and stages of study:

Age, y.o.	5/6	6/7	7/8	8/9	9/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18
Pearson Edexcel (general framework)	Y1 P1	Y2 P2	Y3 P3	Y4 P4	Y5 P5	Y6 P6	Y7 LS1	Y8 LS2	Y9 LS3	Y10 US1	Y11 US2	Y12 A-level	Y13 A-level
School's national track	Pre-School	1	2	3	4	5	6	7	8	9			
School's international track		IPC1	IPC2	IPC3	IPC4	PreS	LS1	LS2	LS3	US1	US2	DP1	DP2

Y - year

P – primary

LS – lower secondary

US – upper secondary

DP – Diploma programme

The school may modify the existing educational model in various ways — for example, by revising the selection of components within the international track, adding or removing certain program elements, or adapting the curriculum (where permitted by program requirements), etc.

However, any modifications may only be made in accordance with the following principles:

- compliance with the requirements of the Ministry of Education of Montenegro (for national track programs)
- compliance with the requirements of the organizations authorizing the school (for international track programs)
- alignment with the School's mission and philosophy
- maintenance of continuity and integrity of the educational process
- consistency with available resources

SECTIONS: PRACTICE AND PROCEDURES

Students may be admitted to the School for any program and at any grade level.

Each student chooses one of the educational tracks; combining tracks is not envisaged.

The choice of track is primarily determined by the student's future educational plans. However, the student's prior educational experience may influence their ability to join a particular stage of a given track.

During their studies at the School, students may transfer from one program to another, provided that there are available places and that the student's knowledge and skills correspond to the level required by the program they are entering.

To apply for admission and subsequent enrolment, prospective students must complete admission assessments, the structure and content of which depend on the educational level (primary, lower secondary, or upper secondary) and the specific program to which the student is applying.

Enrolment is based on the following criteria:

- age and previous educational experience;
- results of admission assessments (including an interview);

- discussion of key matters/interview with parents;
- recommendations from the school psychologists (mandatory for children applying to Preschool and Primary School);
- information on prior education and submission of the required documents;
- availability of places in the class.

The School does not provide special preparatory programs for students who have significant gaps in their knowledge.

The School has resources to support inclusion within its current capacity. Matters related to the inclusion of students with various special educational needs are considered individually, in accordance with the student's best interests and the School's resources ([see Inclusion Policy](#)).

The School values and respects the linguistic diversity of its community members and makes efforts to support the study of the mother tongue by students whose native languages are not taught or used as languages of communication at the School ([see Language Policy](#)).

If necessary, students may receive temporary support to address gaps in their knowledge of Montenegrin, Russian, or English (in the form of additional courses, consultations, or recommended learning materials).

Upon completion of each year of a program, a document is issued confirming completion of that stage of the respective program (such a document may be a national certificate—Svedočanstvo—, a diploma of completion of an international program, or a transcript of academic results after a given year of a program).

The coordination of admission, enrolment, and subsequent contract execution is carried out by the Admissions and Enrolment Coordinator, in collaboration with the program coordinators and the School Principal.

The general stages of admission to the School for a given program include the following:

Getting to know the School and obtaining information about the program of interest
The School responds on an ongoing basis to inquiries about its programs, the organization of the educational process, etc. Questions are accepted through various channels: email, phone calls, messenger messages, comments on social media, and others. Tours of the School and meetings with program and areas coordinators are arranged for interested families. A preliminary expression of interest in applying to the School and a request for information may be made in any format and through any channel (via the website, by email, by phone, during a visit to the School, or via a messenger message).
Submission of an official application for admission
To take part in the entrance assessments and to enrol, an official application must be submitted. The official application is completed through the School portal using the link provided by the coordinator. Applications are collected up to the start of the admission assessments.
Receiving information on admission dates and the structure of the admission assessments
The main intake takes place on scheduled admission dates (set separately for each program and updated annually). For certain programs and in specific cases, enrolment may also be possible throughout the calendar year, subject to the availability of places. The dates of the main intake are announced in advance via the School's information channels (website, social media, messenger channels, by phone or email in response to an inquiry, etc.). The structure of the admission assessments varies by program. Information about the structure can be obtained in advance through the School's information channels. For familiarization with the structure and level of difficulty of the assessments, relevant test demoversions or a description of the content of the admission tests may be provided.
Participation in the admission assessments

The student and the student's family receive detailed information on how the admission assessments will be organized (including schedule, rules, requirements, etc.). Coordinators, teachers, and administrative representatives conduct the admission assessments in accordance with the established procedure.
Receiving information on the results of the admission assessments
Each component of the admission assessments is graded using a defined marking scale (which varies by program and subject). Each program has its own criteria for admitting a student to the program.
Submission of documents for enrolment
For enrolment, a set of documents must be submitted, including confirmation of completion of the preceding grade at a licensed educational institution (except for first-grade applicants), as well as completion of the School's application form. To execute the contract, a form must be completed; a link to the form will be sent to the parents/legal guardians after enrolment.

The specific procedures for admission to different educational tracks and programs may vary from one program to another (see Appendices).

SECTION: DEVELOPMENT AND REFERENCES

The process of developing, revising/editing, disseminating, implementing, and evaluating the Policy

Principles and approaches used in the process of developing and revising school policies:

- The Policy is an authentic document reflecting the vision of the School (**see also the Academic Integrity Policy**);
- The Policy is created in accordance with IB requirements and guiding documents;
- The Policy is the result of collaborative work among school staff; its creation and updating involve open discussion with respectful consideration of all viewpoints;
- The Policy is created and revised using a variety of strategies, including in-person meetings and online tools;
- Programme coordinators / the academic coordinator are responsible for collecting information and suggestions for creating/revising the Policy and for preparing the final version of the document;

The Policy is disseminated through the communication channels used in the school community, as well as through discussions with staff, students, and parents in various formats.

Implementation of the Policy is monitored through the collection and analysis of data (e.g., survey results regarding admission processes), and its effectiveness is evaluated.

Revisions/edits of the Policy are based on the evaluation of its effectiveness, as well as updates in IB documentation.

The documents used

This Policy was developed in accordance with the following documents:

- Standard and practices (2020)
- IB Learner profile.
- IB Mission statement
- Opšti zakon o obrazovanju I vaspitanju (Crna Gora)

This Policy was developed in alignment with other school policies:

- Language Policy (there are certain requirements for the language level for admission to various programmes)

- Academic integrity Policy (there are requirements for continuation in the Diploma Programme and other programs)
- Assessment Policy (transfer between two years of the programs, conditions for continuing studies in the programs, exclusion from programs)
- Inclusion Policy (the right of students with special educational needs to participate in the programs)

Date of policy creation: July 2020

Date of last revision: April 2025

Appendix 1

Admission to the IB Diploma programme

Age of admission
The recommended age for admission is 16–19 years.
Submission of an application for admission
Applications for admission to the program are accepted throughout the academic year through various channels (by email, via the School's website, through a dedicated information channel in a messenger, by phone, during a visit to the School, etc.). Applications for the following academic year (for the next program intake) are collected up to the start of the admission assessments.
Admission dates
Admission assessments for enrolment in the Diploma Programme are conducted annually in late May or early June. The exact dates of the assessments are set and announced in advance through the School's website or the dedicated information channel for Diploma Programme admission.
Admission assessments
Admission assessments include: • A Mathematics test (in English); the test contains tasks corresponding in difficulty to the Grade 9 national program or the IGCSE Mathematics curriculum. • An integrated test assessing comprehension and analysis of written and audio texts (in English); the test includes various texts, as well as related questions and tasks in different formats, including multiple choice, short answers, and mini-essays. • An individual interview (in English); the interview includes general questions and provides the student with an opportunity to introduce themselves, express their interests, demonstrate motivation and readiness to begin the program, explain their expectations, and show general knowledge and reasoning. The admission assessments do not include a separate English language test. The level of English proficiency is assessed mainly through the integrated test (which requires a certain language level) and the interview (conducted in English). The required English level for taking the admission assessments and beginning the Diploma Programme is B2. See also the Language Policy. If a student's level of English is insufficient to begin the Diploma Programme, the student is advised to undergo preliminary additional preparation with deferred admission to the DP. The admission tests and their assessment tools are developed annually by subject teachers. Test demoversions are made available to students in advance.
Admission procedure
To obtain information regarding admission, interested individuals may be added to a dedicated information channel in a messenger, focused on admission to the Diploma Programme (this information channel, in addition to the School's website, is created for each new cohort of applicants). To participate in the admission assessments for the Diploma Programme, the candidate or their parent/legal guardian must complete an online application form and then, immediately before the assessments, register for the admission assessments according to the schedule. The dates and schedule of the admission assessments are announced in advance through various information channels (the School's website, the dedicated messenger channel for Diploma Programme admission, and the Admissions and Enrolment Office). Candidates are invited to the admission assessments according to the schedule. Teachers and administrative representatives conduct the admission tests in accordance with the established procedure. Interviews are conducted by the Diploma Programme coordinator and authorized teachers in line with the established procedure.

In cases where in-person admission activities (tests or interviews) are not possible, the School may conduct them remotely. However, the in-person format is preferred.

The results of each part of the admission assessments are measured using a defined marking scale (in points).

The total score for each part, as well as the overall score for all admission assessments, serves as the basis for the decision on a student's admission to the program.

Each part of the admission assessments must be completed at a level of at least 50% for the student to be eligible for admission to the program. If a student achieves results below this level, they are advised to undertake additional preparation and consider applying to the program later or exploring alternative educational options.

If the number of available places is limited, applicants with higher overall scores have priority over those with lower total scores. Within two weeks after the admission assessments, a ranking of candidates is compiled and used for student admission decisions.

The Diploma Programme coordinator conducts an interview with the parents or legal guardians of the student who has successfully passed the admission assessments.

Upon successful completion of the admission assessments and the interview with the parents, a tuition contract may be concluded.

After enrolment:

- The student is added to the Diploma Programme information channel for students.
- The parent or legal guardian is added to the Diploma Programme information channel for parents.
- The coordinator and assistant coordinator provide consultation on the student's individual track within the Diploma Programme.

Documents required for enrolment

- Copy of the certificate of completion of upper secondary school or certificates of completion of previous grades of the established national format (documents confirming the student's previous educational background)
- Copy of the student's academic record from the previous school
- Copy of the birth certificate
- Copy of the student's passport
- Copy of the parent's or legal guardian's passport
- Notarized authorization from the parents or legal guardians (if the student is underage and resides with a relative, for example)
- Medical information documents (if available and relevant; for example, regarding chronic illnesses, allergies, etc.)
Note: Montenegro follows the same vaccination calendar; ideally, vaccination information should be provided.
- Signed contract (in two copies)
- Enrolment application form (as part of the contract)

May also be required:

- Translation of some documents into Montenegrin (with certification)
- Parent declaration of cooperation (regarding academic integrity, the CAS program, etc.)
- Copy of residence permit or other document authorizing residence in the country (after issuance)

Additional information

To provide students and their parents with general information about the Diploma Programme, the School arranges meetings (in person or online) to describe the programme and explain its aims, possible outcomes, content, and organisational structure.

After enrolment, when advising students on their individual pathway within the Diploma Programme and on option choices (subject selection and subject levels), the following principles apply:

- The advisory process is based on the student's personal interests and, where applicable, their plans for further education.
- A balanced approach is used, taking into account strengths, well-founded ambitions, prior educational history, as well as areas for development and constraints.

- Relevant and complete information is provided about available options and choices (including the conditions for being awarded the Diploma).
- The School aims to maintain an atmosphere of mutual respect and open communication.
- Assessment data (including, where applicable, the student's previous learning data if they have studied at the School before) may be used to recommend the level at which Mathematics, English, or other subjects will be studied.

To continue in the Diploma Programme and be promoted to the second year, students must demonstrate satisfactory academic progress and meet the following conditions ([see also the Assessment Policy](#); [see also the Academic Integrity Policy](#)):

- Consistent, disciplined attendance (no recorded attendance issues that jeopardise full engagement with the programme).
- All, or the majority, of summative assessment tasks have been submitted.
- Subject mock examinations at the end of the first year of the Programme must be completed.
- Internal deadlines for the various components of the final assessment must be met.
- Requirements related to academic integrity must be met.

When deciding on promotion from the first to the second year of the Diploma Programme, the School takes into account all assessment data (including mock-exam results), attendance, adherence to deadlines, compliance with academic-integrity requirements, and an indicative estimate of the likelihood of being awarded the Diploma. This information is communicated to students and their parents/legal guardians. In individual cases, students may be advised to undertake additional work to address gaps over the summer and/or to consider alternative educational options in the next academic year.

Appendix 2

Admission to classes operating within the Pearson Edexcel framework

Age of admission
The age of admission depends on the class/year level. The programme is designed for students aged 11 to 16.
Submission of an application for admission
Applications for admission to the programme are accepted throughout the academic year through various channels (by email, via the School's website, by phone, during a visit to the School, etc.). Applications for the following academic year (for the next programme intake) are collected up to the start of the admission assessments.
Admission dates
Admission assessments for enrolment in the programme are held annually in spring (in the second half of May) and in summer (in the second half of August, for remaining places). The exact dates of the assessments are determined and announced in advance through the School's website and other information channels.
Admission assessments
Admission assessments for the Pearson Edexcel programme for available places include: • A Mathematics test (in English); each year level has its own test corresponding in difficulty to the curriculum of the preceding year. A short glossary of terms is provided to candidates before the exam. • An English language test: separate tests are administered for Pearson Years 6, 7, and US1, with difficulty levels A2, A2+/B1, and B1+/B2 respectively. For Pearson Years 7 and 8, candidates take the same B1-level test. Each test consists of four parts: Listening, Grammar, Reading, and Essay. • After the exam, candidates take a mandatory individual interview with the Programme coordinator or the assistant coordinator in English. The purpose of the interview is to demonstrate oral English proficiency, comprehension of questions, the ability to provide accurate and grammatically correct responses, and to justify one's opinions. • Students who have not previously studied at Adriatic College, after successfully passing the exams, also have an interview with the school psychologist. If the candidate's level of English or mathematics is insufficient for successfully completing the admission assessments, additional preparation is recommended, and the candidate may retake the exams during the next admission session. The admission tests are developed annually by subject teachers. Test demoversions are available to students in advance on the School's website. In cases where in-person admission activities (tests or interviews) are not possible, the School may conduct them remotely. However, the in-person format is preferred. The results of each part of the admission assessments are measured using a defined marking scale (in points). The total score from all components serves as the basis for the admission decision. Candidates with higher overall scores are given priority over those with lower total scores. Upon successful completion of the admission assessments and the interview with the parents, a tuition contract may be concluded.
Admission procedure
To obtain information about admission, interested individuals may refer to the information available on the School's website or contact the Admissions Office. To participate in the admission assessments, the applicant's parent must personally contact the Admissions administrator and provide the following details: email address, child's date of birth, full name, and current grade. Registered candidates receive an invitation to the admission assessments by email one week before the exam date. The dates of the admission assessments are announced in advance through the School's information channels. Teachers and administrative representatives conduct the admission assessments in accordance with the established procedure. After enrolment: • The student is added to the class information channel with the homeroom teacher. • The parent or legal guardian is added to the School's and class information channels.
Documents required for enrolment

- Copy of the certificate of completion of previous grades of the established national format (documents confirming the student's previous educational background)
- Copy of the student's academic record from the previous school
- Copy of the birth certificate
- Copy of the student's passport
- Copy of the parent's or legal guardian's passport
- Notarized authorization from the parents or legal guardians (if the student is underage and resides with a relative, for example)
- Medical information documents (if available and relevant; for example, regarding chronic illnesses, allergies, etc.)
Note: Montenegro follows the same vaccination calendar; ideally, vaccination information should be provided.
- Signed contract (in two copies)
- Enrolment application form (as part of the contract)

May also be required:

- Copy of residence permit or another document authorizing residence in the country (once obtained)

Additional information

To provide students and their parents with general information about the Pearson Edexcel programme, the School arranges meetings (in person or online) to describe the programme and explain its aims, possible outcomes, content, and organisational structure.

After enrolment, when advising students on their individual learning pathway, the School aims to maintain an atmosphere of mutual respect and open communication.

Assessment data (including previous academic records, if the student has studied at the School before) may be used to make recommendations regarding the level most appropriate for the student's enrolment.

To continue in the Pearson Edexcel programme and be promoted to the next class, students must demonstrate satisfactory academic progress and meet the following conditions:

- Consistent and disciplined attendance (no documented attendance issues that jeopardise full participation in the programme).
- All, or the majority, of summative assessment tasks have been submitted.
- Requirements related to academic integrity must be observed.

In individual cases, students may be advised to undertake additional work to address gaps over the summer and/or to consider alternative educational options in the next academic year.

Appendix 3
Admission to the IPC (International primary curriculum)

Age of admission
The programme is designed for students aged 6 to 11. Children aged 6–7 are admitted to the 1st IPC class.
Submission of an application for admission
Applications for admission to the programme are accepted throughout the academic year (by email, via the School's website, by phone, during a visit to the School, etc.). Applications for the following academic year (for the next programme intake) are collected up to the start of the admission assessments.
Admission dates
Admission assessments for enrolment in the programme are held annually in spring (in the second half of May) and in summer (in the second half of August, for remaining places). The dates of the assessments are determined and announced in advance through the School's website.
Admission assessments
Candidates applying for admission to the 1st IPC class take an English language test and attend an interview. The level of English is not a determining factor for admission to the 1st IPC class. Based on the test results, parents receive recommendations regarding additional English lessons that may help the child succeed in the IPC programme. During the interview with the psychologist, the child's school readiness, abilities, and potential factors that may later cause learning difficulties are assessed, helping to develop an individualised learning approach. The interview consists of three parts: neuropsychological diagnostics, assessment of general knowledge, and motor skills diagnostics. The main criteria for admission are the overall evaluation of the child's readiness and behaviour. For admission to IPC Grades 2, 3, and 4, candidates are interviewed by the psychologist and the programme coordinator, and take admission assessments in Mathematics (written) and English (oral and written). All students must have a level of proficiency in the language of instruction sufficient for successful participation in the programme. The recommended English proficiency levels are: pre-A1 for IPC Grade 2, A1 for IPC Grade 3, and A2 for IPC Grade 4. To be admitted, a student must demonstrate a score of at least 50% on both the language and mathematics tests. Students who achieve lower results (40–49% in language tests and 35–49% in mathematics) may be admitted on a probationary basis.
Admission procedure
To obtain information about admission, interested individuals may refer to the information available on the School's website or contact the Admissions Office. To participate in the admission assessments, the applicant's parent must personally contact the Admissions administrator and provide the following details: email address, child's date of birth, full name, and current grade. Registered candidates receive an invitation to the admission assessments by email one week before the exam date. The dates of the admission assessments are announced in advance through the School's information channels. Teachers and administrative representatives conduct the admission assessments in accordance with the established procedure. After enrolment: • The student is added to the class information channel with the homeroom teacher. • The parent or legal guardian is added to the School's and class information channels.
Documents required for enrolment
• Copy of the child's birth certificate • Copy of the parent's or legal guardian's passport • Student's academic record with previous learning results (if applicable) • Copies of medical documents When signing the contract, it is necessary to complete a medical questionnaire of the established format and a consent/refusal form for the child's psychological support.

These are standard requirements; however, depending on the applicant's individual circumstances, the list may be supplemented or modified.

Additional information

Appendix 4

Admission to classes following the integrated national programme Grade 1

Age of admission
Primary education at the School begins when children reach the age of six years and six months, provided there are no health-related contraindications, and no later than the age of eight. At the request of parents (legal guardians), the School administration may permit the admission of children to primary education programmes at an earlier or later age.
Submission of an application for admission
An application for admission may be submitted by registering on the official School website in the "Admission" section or through the School's information channel for Grade 1 admission for the upcoming academic year. Applications are accepted throughout the school year, and if places are available, the admission procedure may be conducted for the current academic year.
Admission dates
Admission assessments for Grade 1 are held annually in spring (in the second half of May) and in summer (in the second half of August, for remaining places). The dates of the assessments are determined and announced in advance on the School's website.
Admission assessments
An interview with the psychologist is conducted to identify the child's psychological and personal characteristics. During the interview, the prospective first-grader's school readiness and abilities are assessed, and factors that may later lead to learning difficulties are identified (which then helps to develop an individualised approach to learning). The interview with preschoolers consists of three parts: • neuropsychological diagnostics • assessment of general knowledge • motor skills diagnostics The main criterion for admission is the combined evaluation of the child's level of readiness and behaviour.
Admission procedure
The interview is conducted in several stages to enable the fullest possible understanding of the child's abilities and to assess their potential objectively. This helps the School form classes so that each student can progress through the programme at a suitable pace. Interview dates and times are announced in advance via invitation letters and the School's information channels (the School website; the information channel dedicated to programme admission; the Admissions Office). Parents and prospective first-graders are invited to the interview according to the schedule. During the interview, educational diagnostics are carried out to determine the child's level of thinking, general knowledge, and readiness for learning; activities are used to assess the child's communication with peers and adults; and a conversation with the psychologist identifies the child's psychological and personal characteristics. Based on the interview results, the psychologist provides oral recommendations concerning learning, intrinsic motivation, and socialisation. An interview with the parents determines whether the family's educational and upbringing values align with those of the School. Upon successful completion of the interview with the candidate and the parents, a tuition contract may be concluded. After enrolment: • Parents or legal guardians are added to the School's and class information channels and are provided with access codes to the electronic gradebook. • The coordinator and assistant coordinator provide guidance on individual learning matters.
Documents required for enrolment
• Copy of the child's birth certificate • Translation of the child's birth certificate into Montenegrin, completed by a certified court translator or notarised

- Copy of the child's passport
- Copy of the parent's or legal guardian's passport
- Copy of the residence permit or other document authorising stay in the country (after issuance)
- Medical questionnaire of the established format
- Consent form for the child's psychological support
- Signed contract (in three copies)

Additional information

To provide students and their parents with general information about the School, meetings and school tours are organised. During these meetings, prospective students and their parents are informed about the learning plans and specific features of the educational process, receive answers to their questions, and have the opportunity to communicate with the School's administration.

To continue in the programme and be promoted to the next academic year, students must demonstrate satisfactory academic progress. Upon completion of Grade 1, students receive a state-recognised certificate (*Svedočanstvo*).

Appendix 5

Admission to classes following the integrated national programme Grades 2 – 9

Age of admission
Students must have completed the previous grade level in order to be admitted to the next one. In cases of mid-year enrolment, a student may be placed in a lower grade level.
Submission of an application for admission
An application for admission may be submitted by registering on the official School website in the “Admission” section or through the School’s information channel for Grades 2–9 admission for the upcoming academic year. Applications are accepted throughout the school year, and if places are available, the admission procedure may be conducted for the current academic year.
Admission dates
Admission assessments for Grades 2–9 are held annually in spring (in the second half of May) and in summer (in the second half of August, for remaining places). The dates of the assessments are determined and announced in advance on the School’s website.
Admission assessments
The admission assessments include: • A mathematics test, containing tasks corresponding in difficulty to the basic knowledge expected from the previous stage of study. • An integrated literacy test, including reading comprehension. • An English language test, containing tasks corresponding in difficulty to the basic knowledge expected from the previous stage of study. • An assessment of communication skills and the ability to work in a group (which may be replaced by an individual interview with the child). Testing is conducted in person, in written form, and in groups. Admission to the programme is competitive. The testing process also allows the School to gain a deeper understanding of each child’s abilities and objectively assess their potential, helping to determine the most suitable educational strategy and to form classes where every student can progress at an appropriate pace.
Admission procedure
To participate in the admission testing for Grades 2–9, the candidate’s parent or legal guardian must submit an application on the School’s official website in the “Admission” section. The dates and times of the testing are announced in advance through invitation letters and various information channels (the School website; the information channel dedicated to programme admission; the Admissions Office). Candidates are invited to testing according to the schedule. Teachers and administrative representatives conduct the admission testing in accordance with the established procedure. The results of each part of the admission assessment are measured using a developed scoring scale (in points). To be admitted, candidates must demonstrate knowledge at a level of at least 50% of correctly completed tasks. The total score across all tests forms the basis for ranking the candidates’ results. Students with higher rankings are given priority for admission. In certain cases (e.g., specific family circumstances), individual testing may be arranged. For instance, testing may be organised for international candidates visiting Budva for an educational or familiarisation trip, or for students currently studying abroad who plan to continue their education at the School in the following academic year. An interview with parents is conducted to determine whether the family’s educational and upbringing values align with those of the School. Upon successful completion of the interview with the candidate and the parents, a tuition contract may be concluded. Parents complete a new student registration form and pay the admission fee.

After enrolment:

- Parents or legal guardians are added to the School's and class information channels and are provided with access codes to the electronic gradebook.
- The coordinator and assistant coordinator provide consultation on individual learning matters.

Documents required for enrolment

To enrol a student in the second or subsequent grades, the following documents must be provided:

- The student's academic record with previous year's results;
- A certified translation of the student's academic record into Montenegrin, completed by a certified court translator or notarised;
- An application for the recognition (nostrification) of the translated academic record;
- A certificate of completion of the previous grade or an equivalent document (if applicable), along with a certified translation into Montenegrin, completed by a certified court translator or notarised;
- A transcript of current academic performance from the previous school (if applicable), along with a certified translation into Montenegrin, completed by a certified court translator or notarised;
- A copy of the student's passport;
- A copy of the parent's/legal guardian's passport;
- A copy of the vaccination certificate (if available) — for the medical form to be completed when signing the school contract.

Additional information

To provide students and their parents with general information about the School, information sessions and school tours are organised. During these meetings, prospective students and their parents are informed about the curriculum plans and specific features of the educational process, have their questions answered, and have the opportunity to meet with the School administration.

If a student demonstrates the required level of knowledge in the admission tests but there are no available places in the class, the student remains on a waiting list. Should a place become available, the test results remain valid for one semester.

If a student's knowledge in mathematics, literacy, or English is insufficient for successful participation in the programme in the following academic year, the student may either be offered enrolment in a lower grade or allowed to retake the admission test no sooner than two weeks later.

If a student's admission test results in one or two subjects are slightly below the established standards, the student may be admitted to the School on a probationary basis. During the probationary period, parents are responsible for supporting the student in improving their performance to meet the School's standards. Throughout this period, the homeroom teacher monitors both the student's social adaptation and academic progress. A monthly progress report is submitted to the Programme coordinator.

The probationary period lasts up to three months, depending on the admission test results. Upon its completion, the academic committee decides whether to:

- end the probationary period and confirm the student's enrolment at the School;
- extend the probationary period for an additional two months; or
- recommend that parents consider alternative educational options for the student.

During the probationary period, students may receive consultations, recommendations, and a list of topics for independent study in certain subjects, as well as information on submission deadlines.

For newly enrolled students, an adaptation period of four weeks is established. During this time, the homeroom teacher monitors the student's academic and social adjustment in the new class, and the School provides necessary support.

To continue studying in the programme and be promoted to the next academic year, students must demonstrate satisfactory academic progress.

At the end of each academic year, students receive a state-issued Certificate of Completion (*Svedočanstvo*).



Частная международная школа
Черногория, Будва

adriaticcollege.com