



Prva gimnazija Varaždin
International Baccalaureate Diploma Programme

ADMISSION POLICY

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Document information

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Mission statements

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.

PGV mission statement

We aim to provide students with the opportunity to develop their knowledge and skills according to contemporary educational practice. We want to develop curious, inquiring and knowledgeable young people who will understand, respect and care about others. Our goal is to produce future citizens of the world who will know how to accept challenges, how to act in global reality, be active lifelong learners and competitive collaborators within international society.



1. Purpose and scope of this policy

This policy informs prospective IB DP students, their parents and guardians, our teachers and the wider community about the principles, criteria and procedures that govern application, admission and enrolment to the International Baccalaureate Diploma Programme (IB DP) at Prva gimnazija Varaždin (PGV). It explains:

- who is eligible to apply and through which pathway,
- what we expect from applicants and what applicants can expect from us,
- the academic requirements, entrance assessments and the interview,
- how decisions are made, how candidates are ranked when applications exceed the number of places, and how results are communicated,
- how we support access, inclusion and equal opportunity,
- the language pathways in the programme and how language placement decisions are made,
- the enrolment periods, the school calendar and orientation activities, fees, required documentation and data protection rules.

The policy applies to all candidates for the IB DP at PGV: students currently enrolled at PGV, students from other Croatian schools, students educated abroad and students transferring from other IB World Schools.

The exact dates, the subjects on offer and the fee amounts for each cohort are published every year in the enrolment announcement (*upisni natječaj*) on the school website. Where this policy and the current enrolment announcement state the same matter, they are aligned; the announcement carries the operational details for the given year.

2. Our admission philosophy

An admission policy is a visible indicator of a school's culture of participation. We believe that the IB DP should be accessible to every motivated student who is ready to take responsibility for their own learning, and we are transparent about the qualities we value, the requirements we set and the reasons behind them.

PGV operates two educational systems under one roof, the Croatian national gimnazija programme and the IB DP. We see this as a strength: students from our own national programme, from other schools in the region and from abroad learn together in one international classroom.

Admission criteria exist to make sure that every admitted student has a realistic chance of completing the full Diploma successfully, not to exclude. Where a candidate does not yet meet a requirement, we offer a clearly defined second chance through entrance assessments, advising and, where appropriate, the autumn enrolment period.

3. The IB Diploma Programme at PGV

Prva gimnazija Varaždin is an authorised IB World School. The school was authorised in April 2006 and has delivered the Diploma Programme continuously since September 2006, which makes it one of the longest standing IB schools in Croatia and the only one in the north of the country.

The IB DP is a two-year pre-university programme for students aged 16 to 19. In relation to the Croatian educational system, it is delivered in the third and fourth year of secondary school. Students enrol in the third year (the first year of the IB DP) and complete their education by taking the IB DP final examinations (*međunarodna matura*) in the May examination session at the end of the fourth year.

Teaching and assessment take place in English, with the exception of the mother tongue and other language subjects. Excellent command of English is therefore a precondition for success in the programme.

Students study six subjects, one from each of the six IB subject groups, three at higher level (HL) and three at standard level (SL). In addition, all students complete the three core elements: Theory of Knowledge (TOK), the Extended Essay (EE) and Creativity, Activity, Service (CAS). Subjects are graded from 1 to 7 and the core from E to A, with a maximum total of 45 points, as described in the school's Assessment Policy. The model below shows how the programme fits together: the IB learner profile at the centre, the three core elements around it, and the six subject groups forming the outer ring.



Figure 1. The structure of the IB Diploma Programme: the learner profile, the DP core and the six subject groups.

3.1 What each subject group represents

Element of the programme	What it represents
Group 1: Studies in Language and Literature	The study of literature and other texts in a language the student commands at first language or near first language level. It develops critical reading, analysis and sophisticated written and oral expression.
Group 2: Language Acquisition	The learning of an additional language. It develops practical communication skills and intercultural understanding, at a level matched to the student's prior knowledge (see section 5).
Group 3: Individuals and Societies	The study of human behaviour, societies, economies and environments.
Group 4: Sciences	The experimental sciences and computer science. Students learn scientific concepts and methods through theory and practical, investigative work.
Group 5: Mathematics	The development of mathematical knowledge, reasoning and problem solving. Mathematics: Analysis and Approaches puts an emphasis on algebraic and analytical thinking.
Group 6: The Arts	Creative production combined with critical reflection on art. This is the only group that may be replaced by a second subject from Group 1, 2, 3 or 4.
The DP core (TOK, EE, CAS)	Theory of Knowledge explores how we know what we claim to know; the Extended Essay is an independent 4 000-word research paper; Creativity, Activity, Service engages students in projects and experiences beyond the classroom. The core is completed by all students and connects all six subjects.

By decision of the Ministry of Science, Education and Youth, the results of the IB Diploma are recognised as equivalent to the Croatian državna matura at level A, which gives our students full access to Croatian universities.

The IB Diploma is recognised by more than 5 000 universities in more than 100 countries. The delivery of the programme complies with the legislation of the Republic of Croatia, primarily the Act on Education in Primary and Secondary Schools and the accompanying regulations.

At the end of each school year, PGV issues students a certificate with marks and a grade point average aligned with the Croatian national system. The final Diploma is awarded by the International Baccalaureate Organization in accordance with its regulations.

4. Subjects offered and subject choice

The subjects offered for the cohort enrolling in school year 2026/2027 are listed below. The offer is reviewed for every cohort and published in the annual enrolment announcement.

Subject group	Subjects offered
Group 1: Studies in Language and Literature	Croatian A, English A
Group 2: Language Acquisition	English B, German B, French B, French ab initio, Spanish ab initio
Group 3: Individuals and Societies	Business Management, Geography, Psychology
Group 3 or 4: Interdisciplinary	Environmental Systems and Societies (ESS)
Group 4: Sciences	Biology, Chemistry, Physics, Computer Science
Group 5: Mathematics	Mathematics: Analysis and Approaches
Group 6: The Arts	Visual Arts

4.1 Rules for choosing subjects

- Every subject can be taken at standard level (SL) or higher level (HL), with the exception of French ab initio and Spanish ab initio, which are available at SL only.
- Students choose one subject from each of the six groups, six subjects in total. The only group that may be omitted is Group 6 (The Arts); a student who omits it chooses an additional subject from Group 1, 2, 3 or 4 instead. The total number of subjects must always be six.
- Students take three subjects at HL and three at SL. Exceptionally, students with a record of continuous excellence in their previous education (grades, competition results and other activities confirming high competence) may be allowed to take four HL and two SL subjects. The school fully reserves the right to grant or refuse this option based on the assessment of its professional and administrative services.
- Environmental Systems and Societies (ESS) is an interdisciplinary subject that connects the knowledge and methods of the natural sciences (Group 4) with those of the social sciences (Group 3). It may therefore be counted as a Group 3 subject, as a Group 4 subject, or as a subject satisfying both groups at the same time. A student who uses ESS to cover both groups frees up a place for an additional subject, for example another language or an arts subject, which adds flexibility to the choice.



4.2 Subject availability

The realisation of an individual subject in a given school year depends on the number of students who choose it. The minimum number of students required to form a study group is three. The school reserves the possibility, in exceptional cases and for subjects of strategic importance, to allow the formation of a smaller group.

4.3 Languages not offered by the school

A student may choose, as a Language A subject, a language that the school does not currently offer. This allows students to continue developing competence in their own mother tongue or the language with which they identify most. This option is an important part of the IB principles of multilingualism and intercultural understanding, as described in *Language and Learning in IB Programmes* and *Learning Diversity and Inclusion in IB Programmes*, as well as in the school's Language Policy and Inclusion Policy.

In such cases, parents or guardians engage an external teacher who signs a cooperation agreement with Prva gimnazija Varaždin and undertakes to teach the student according to all the rules and aims of the subject curriculum, as defined in the relevant *Subject Guide* and in the *Diploma Programme Assessment Procedures*. Parents or guardians are fully responsible for covering the cost of such tuition.

4.4 The bilingual diploma

In addition to the standard IB Diploma, the IB may award a **bilingual diploma** to candidates who demonstrate academic competence in more than one language. According to the IB passing criteria, a bilingual diploma is awarded to a candidate who fulfils one of the following conditions:

- completes two languages from Group 1 (Studies in Language and Literature) and achieves a grade 3 or higher in both Group 1 subjects; or
- completes one subject from Group 1 and at least one subject from Group 3 (Individuals and Societies) or Group 4 (Sciences) in a language different from the language of the Group 1 subject and achieves a grade 3 or higher in both the Group 1 subject and the relevant Group 3 or Group 4 subject.

Language B and ab initio courses do not contribute to the award of a bilingual diploma. All other requirements for the award of the IB Diploma must also be met.

Candidates interested in the bilingual diploma indicate this during the admission procedure. The language competence checks described in section 10 are then used to advise whether the intended route towards the bilingual diploma represents an appropriate and realistic choice for the candidate. This may include, for example, taking two Language A subjects, such as Croatian A and English A, or taking Croatian A together with Group 3 or Group 4 subjects examined in English.

5. Language pathways and placement

Language choices shape the entire DP experience, so it is important that every candidate understands the three language pathways and how the school decides on placement. The guiding principle is

simple: the student chooses the language, and the school confirms the level. Placement is a pedagogical decision, not an administrative formality.

5.1 Language A (Studies in Language and Literature, Group 1)

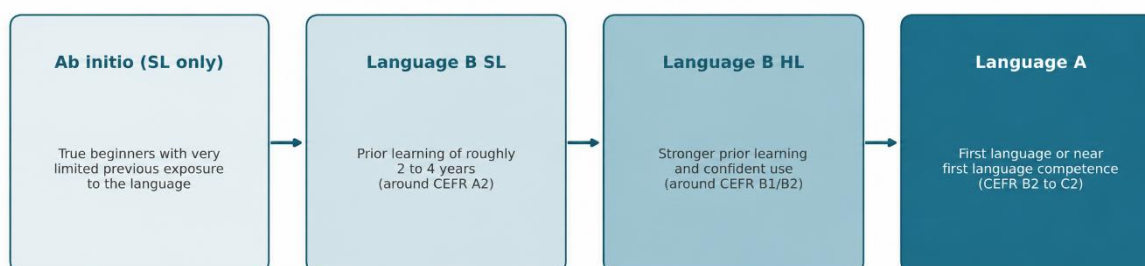
Language A courses are intended for students who command the language at first language or near first language level, roughly CEFR B2 to C2. The focus is not on learning the language but on studying literature and other texts in it: analysing, interpreting and writing about them with precision and depth. Every student takes at least one Language A; this is also the language in which the strongest academic identity is built. For most of our students this is Croatian A, while students with very strong English may take English A, alone or alongside Croatian A.

5.2 Language B (Language Acquisition, Group 2)

Language B courses are for students with previous experience of learning the language, who continue to develop their communication skills. As a general orientation, Language B SL suits students with roughly two to four years of prior learning (around CEFR A2 at entry), while Language B HL suits students with stronger prior learning and more confident use of the language (around CEFR B1/B2 at entry). The appropriate level is confirmed through school records and the language competence checks.

5.3 Ab initio (Language Acquisition, Group 2, SL only)

Ab initio courses are reserved for true beginners, students with very limited or no previous exposure to the language. This is an IB rule, not a school preference: as a guideline, even one year of prior formal study of the language normally disqualifies a candidate from ab initio, and exposure is understood broadly, including living in a country where the language is spoken or regular contact with it through family and media. Placing an experienced learner of a language into its ab initio course gives that student an unfair advantage, distorts grade boundaries for genuine beginners worldwide and is treated by the IB as a breach of academic integrity. PGV therefore applies the ab initio rule strictly.



Increasing prior knowledge and proficiency: the student chooses the language, the school confirms the level

Figure 2. The language pathways in the Diploma Programme, with an indicative mapping to CEFR levels at entry.

5.4 How placement decisions are made

Language placement aims at appropriate challenge: a level at which the student has to work seriously over two years to achieve high grades. If a student could score a 6 or 7 at the very start of the course, the level of the course is too low and is not approved; if the student cannot access the curriculum at



all, the level of the course is too high and would harm them. In making placement decisions, the school combines several sources of evidence:

- grades and language learning history from the first two years of secondary school,
- recognised external certificates where available (for example IELTS, TOEFL, Cambridge, Goethe, DELF or DELE certificates with CEFR levels),
- the results of the language competence check during the admission procedure,
- the professional judgment of the school's language teachers, who are the experts in recognising readiness for each course.

The rationale for each placement is recorded by the admission committee. Where a candidate sits between two levels, the school may recommend preparatory work over the summer or targeted support at the start of the programme, and the placement is discussed openly with the student and the family. An accurate placement protects the student, the fairness of IB assessment worldwide and the integrity of the school, since deliberate misplacement is considered maladministration by the IB.

5.4 Croatian nationals who do not take Croatian A

Every student takes at least one Language A (section 5.1), and for most students who are Croatian nationals this is Croatian A. A student who is a Croatian national may, however, request not to take Croatian A and to take instead, as their Language A, another Group 1 language offered by the school.

Before such a request is approved, the parents or guardians and the student must be made fully aware, and must confirm in writing, that by this choice they discontinue the study of Croatian, which is a compulsory subject in Croatian secondary education and a compulsory part of the State matura (*državna matura*), and therefore an automatic condition for admission to universities in the Republic of Croatia. They acknowledge that this is a deliberate and informed decision, and that it may give rise to difficulties, including the inability to continue schooling within the Croatian system and to enrol in university studies in the Republic of Croatia. Any questions and any consequences that may arise from this choice are resolved by the parents or guardians directly with the competent institutions. Prva gimnazija Varaždin assumes no obligation and no responsibility in this respect.

6. Who may apply

All students who have completed the second year of secondary school in the Republic of Croatia, or an equivalent level of education in another educational system, have the right to apply for enrolment in the first year of the IB DP. This includes:

- citizens of the Republic of Croatia and citizens of the European Union,
- returnees who have lived and been educated abroad,
- foreign nationals from outside the EU.

PGV enrolls one class of up to 24 students into the first year of the programme each school year. Admission is open equally to students currently attending PGV and to external candidates. No places are reserved in advance for either group, and all candidates go through the same admission procedure described in this policy.



7. Pathways into the programme

7.1 Internal candidates (current PGV students)

Students of PGV who are completing the second year of the national gimnazija programme apply through the regular procedure. They are encouraged to express their interest to the IB DP Coordinator as early as possible, ideally during the promotional and advising activities in the second year, so that subject choices and any required assessments can be planned well in advance. Their school records are already available to the admission committee, which simplifies the documentation step.

7.2 External candidates from Croatian schools

Students completing the second year at another Croatian secondary school apply under the same academic conditions as internal candidates and submit the documentation listed in section 15. Candidates coming from vocational programmes should contact the IB DP Coordinator before applying so that any differences in their curriculum can be reviewed and, where necessary, covered by entrance assessments.

7.3 Candidates educated abroad

Candidates who completed the relevant grades outside the Republic of Croatia apply under the same conditions, with two specifics. First, their certificates must be translated into Croatian by a certified court interpreter. Second, an assessment of knowledge in mathematics is mandatory for them regardless of grades, in order to establish whether there is any need for additional support and alignment of prior knowledge. Candidates whose previous schooling did not include Croatian choose their subjects accordingly, with the advice of the DP Coordinator and in line with the Language Policy.

7.4 Transfer students from other IB World Schools

Students who wish to transfer from other IB DP schools are welcome at PGV, subject to available places and the compatibility of their subject choices with our offer. The school works closely with the parents and the DP coordinator of the previous school to ensure as smooth a transition as possible. Transfer students from other IB DP schools are the only candidates who may join the programme during an ongoing school year.

8. What we expect from applicants

We expect applicants to the IB DP to be:

- fully aware of the curricular structure of the programme and the workload it brings,
- skilled communicators in English, with very good reading, writing, listening and speaking skills,
- motivated for the programme and for the requirements of their chosen subjects,
- versatile, independent and ready to take personal responsibility for their own learning outcomes,
- familiar with the rules of academic integrity and prepared to act with honesty, as described in the school's Academic Integrity Policy and the IB document *Academic Integrity*,



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- prepared to develop as individuals according to the IB learner profile,
- acquainted with the documents that regulate the rights and responsibilities of everyone involved in the programme, above all *General Regulations: Diploma Programme* and the school's published policies.

In return, applicants and their families can expect from us clear and timely information, an individual approach in advising, published preparation materials for the entrance assessments and a transparent admission procedure.

9. Academic requirements

When deciding on admission, the school takes into account the candidate's grades from the first two years of secondary school in:

- the mother tongue (Croatian for the majority of our candidates),
- English,
- Mathematics,
- the relevant science subjects the candidate intends to study in the IB DP.

In each of these subjects, a grade of at least very good (4) on the Croatian national scale from 1 to 5 of a grammar-school programme is expected. Candidates who do not have these grades, or who have not completed the first two years of a grammar-school programme, are required to take the relevant entrance assessment, as described in Section 10. An interview is mandatory for all candidates regardless of grades.

Candidates admitted on the basis of a passed entrance assessment in a given subject may be advised, or required, to take that subject at standard level. Higher level study of a science subject is subject to the additional check described in section 10.4.

10. The admission procedure and entrance assessments

10.1 Overview of the procedure

The admission procedure follows the same sequence in every enrolment period. The figure below summarises the steps from the publication of the announcement to the start of the school year.

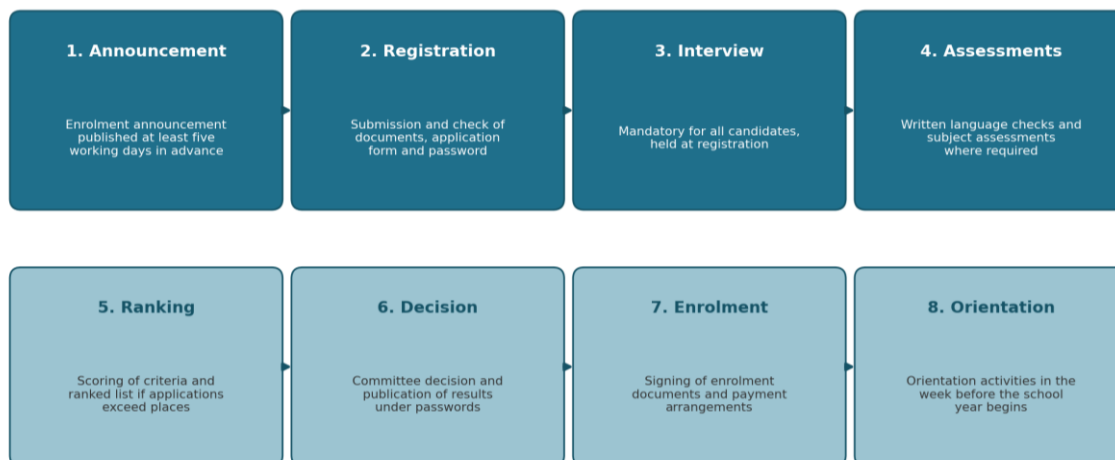


Figure 3. The admission and enrolment procedure at PGV, from announcement to orientation.

Each assessment within the procedure has a defined purpose and is conducted by the teachers who are professionally responsible for that area. The following sections describe each assessment, who conducts it and why.

10.2 Language competence checks

A language competence check is organised for all candidates, depending on the languages they intend to choose as their Language A and Language B subjects, and on the bilingual diploma option for candidates choosing two Language A subjects.

- **The written check of English** is prepared and marked by the school's English A and English B teachers, who are best placed to assess whether a candidate's English proficiency is sufficient for a programme delivered entirely in English and whether English A or English B is the most appropriate course. For most candidates, it serves as a diagnostic competence check to support course and level placement; it is not an elimination procedure. The oral component of English is assessed during the interview. However, for candidates who have not achieved at least a very good (4) grade in English during the first two years of secondary school, or who have not completed a grammar-school programme, the written check is mandatory and forms part of the entrance assessment.
- **The written check of Croatian** is prepared and marked by the Croatian A teacher. For most candidates, it serves as a diagnostic competence check to help advise them on the most appropriate Croatian course and level, including readiness for Croatian A, the Group 1 course taken by most of our students, and for candidates considering the bilingual diploma. It is not an elimination procedure. However, for candidates who have not achieved at least a very good (4) grade in Croatian during the first two years of secondary school, or who have not completed a grammar-school programme, the written check is mandatory and forms part of the entrance assessment.
- **Checks for other languages** (German, French, Spanish) are conducted by the relevant language teachers when needed, primarily to confirm the correct level (B HL, B SL or ab initio) in line with section 5, including strict application of the ab initio rule.



The purpose of all language checks is placement and advising/directing each candidate to the language and level that best correspond to their abilities and prior knowledge, rather than eliminating candidates.

10.3 Mathematics

The mathematics assessment is prepared and marked by the school's IB Mathematics teachers, since the demands of Mathematics: Analysis and Approaches make a reliable judgment of prior knowledge essential. Candidates educated according to the Croatian national curriculum whose grade in mathematics in the first and second year of secondary school is lower than very good (4) take this assessment and must pass it as a condition for enrolment. Candidates who do not pass may register again and reapply in the autumn period, provided that places remain available.

For candidates who completed the relevant grades outside the Republic of Croatia, the mathematics assessment is mandatory regardless of grades, in order to determine whether additional support and alignment of prior knowledge are needed.

10.4 Sciences at higher level

Candidates who wish to take one of the science subjects at higher level (HL) and have not achieved at least a very good (4) grade in that subject during their previous education are required to take an additional assessment of scientific literacy and fundamental concepts in the chosen subject. The assessment is also mandatory for candidates who have not completed the first two years of a grammar-school programme or who completed those years of schooling abroad. It is prepared and marked by the teacher of the relevant subject (Biology, Chemistry, Physics or Computer Science), who then advises the admission committee on the candidate's readiness for HL study.

10.5 Special skills assessments

Where the nature of a subject requires it, the admission committee may organise an additional assessment of specific skills or prior knowledge for a subject chosen by the candidate, for example a portfolio review in Visual Arts. In that case, the relevant subject teacher conducts the assessment and joins the admission committee for that part of the procedure.

10.6 Academic integrity during the assessments

Academic integrity is a fundamental value of IB programmes and is expected of candidates already during the entrance assessments, not only later in the programme. Candidates may not bring mobile phones, smartwatches or any other smart or electronic devices to the assessments. They may bring standard writing equipment (pen, pencil, eraser, sharpener, ruler) and a graphic display calculator where one is foreseen for the assessment. Any breach of academic integrity during the assessments, such as copying, using unauthorised aids or disturbing other candidates, may lead to the exclusion of the candidate from the further procedure.

10.7 Preparation materials

To help candidates prepare as well as possible, materials and examples of previous assessments are published on the school website, below the text of the current enrolment announcement.

11. The interview

An interview with members of the admissions committee is mandatory for all candidates and normally takes place on the day of registration. The interview explores the candidate's understanding of the programme and the reasoning behind their subject choices, as well as their motivation, working habits and readiness to take personal responsibility for their learning. Spoken communication in English is also assessed throughout. The interview is equally an opportunity for the candidate to ask questions and to receive guidance, and its conclusions inform both the admission decision and the language placement.

12. The admission committee

The admission committee is appointed for each enrolment cycle and chaired by the IB DP Coordinator. Its composition reflects the parts of the procedure described above:

Member	Role in the procedure
IB DP Coordinator	Chairs the committee, oversees the whole procedure, checks documentation, advises on subject choices, records decisions and communicates with candidates and families.
Croatian A teacher	Prepares and marks the written check of Croatian; advises on Group 1 choices and the bilingual diploma.
English A and English B teachers	Prepare and mark the written check of English; assess spoken English at the interview; advise on placement in English A or English B.
Other language teachers (German, French, Spanish)	Conduct language checks where needed; confirm the correct Group 2 level and apply the ab initio rule.
Mathematics teacher	Prepares and marks the mathematics assessment; advises on readiness for Mathematics: Analysis and Approaches and on HL or SL.
Science subject teachers	Prepare and mark the HL readiness assessments in Biology, Chemistry, Physics or Computer Science where required.

The committee reviews the documentation, the results of the entrance assessments and the interview, and makes the final decision on admission collectively, chaired by the DP Coordinator. Decisions are made for each candidate individually and recorded together with their rationale, including the rationale for language placements. Candidates and parents may contact the IB DP Coordinator for clarification of any decision.

13. Selection and ranking when applications exceed the number of places

The class enrolls a maximum of 24 students. If the number of candidates who meet the admission conditions exceeds the number of available places, the admission committee scores the candidates according to published criteria and forms a ranked list. The criteria cover the following areas:

Criterion	What is scored
Grades in key subjects	Grades from the first and second year of secondary school in the mother tongue, English, Mathematics and the relevant science subjects the candidate intends to study in the IB DP.
Entrance assessments	Results of the entrance assessments, where the candidate was required to take them.
Interview	Motivation for the programme, understanding of its demands and readiness to take personal responsibility, as assessed at the interview.
Special achievements	Documented achievements that confirm high competence, for example success at county, state or international competitions, recognised language diplomas, participation in international projects and sustained community service.

The detailed point values for each criterion are defined and published in the enrolment announcement for the given year, so that every candidate knows in advance how the scoring works. After the assessments, the committee publishes the ranked list with the points achieved, using the candidates' personal passwords instead of names (section 18). Candidates ranked within the available number of places are admitted; the list clearly shows the admission threshold.

14. Inclusion, special educational needs and equal opportunity

PGV welcomes applications from students with special educational needs who are able, with reasonable support, to meet the requirements of the programme. Candidates and their parents declare special educational needs at the time of application and provide appropriate official documentation describing the needs and the recommended forms of support. Support during the programme, including inclusive access arrangements in assessment, is provided in line with the school's Inclusion Policy and the IB document *Access and Inclusion Policy*. Declaring a need does not in itself affect the admission decision. It only allows the school to plan support honestly and realistically and to discuss openly with the family whether the provision the school can offer matches the student's needs.

No candidate is excluded on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other personal characteristic protected by law. The school actively promotes access to the programme through its

promotional and advising activities (section 17) and keeps the admission procedure free of any costs for the candidate.

15. Required documentation

Candidates submit the following documents at registration:

- the application form (available on the school website below the text of the announcement),
- the certificates (*svjedodžba*) of the first and second year of secondary school,
- for candidates who completed the relevant grades outside the Republic of Croatia: certificates translated into Croatian by a certified court interpreter,
- additional certificates and language diplomas,
- for foreign nationals: a copy of the passport.

Candidates download the application form from the school website, complete them independently and bring them to registration together with the documents listed above.

16. Enrolment periods, the school year and fees

16.1 Two enrolment periods

The school conducts enrolment through two enrolment announcements (*upisni natječaji*): the summer announcement, published in June, and the autumn announcement, published in August. Each announcement is published on the school website at least five working days before the enrolment process begins, so that candidates and families have time to prepare. The autumn period is held only if free places remain after the summer period; if all places are filled, the autumn period is not held, and the school states this publicly.

The summer enrolment period is the main enrolment period for each school year and is typically carried out over three days.

Days	Activities
Day 1	Registration of candidates and submission of documents; interview with candidates at registration.
Day 2	Written check of English language competence; assessment of knowledge in mathematics (for candidates required to take it).
Day 3	Written competence checks in the language subjects - Croatian (mother tongue), German and French; assessment of knowledge for science subjects at HL (where required).



Candidates receive the exact schedule and times of the assessments at registration. In exceptional cases, enrolment is possible outside the stated periods by arrangement with the IB DP Coordinator.

16.2 The school year

The beginning and the end of the school year follow the official calendar for education in the Republic of Croatia: the first day of school for IB DP students is the same as for all schools in Croatia, and it is a full teaching day from the very start. At the same time, because the programme carries obligations that the national calendar does not anticipate, such as the May examination session, internal assessment deadlines and mock examinations, the school reserves the right to introduce adjustments to the organisation of the school year where this is necessary to fulfil the requirements and obligations of the programme. Any such adjustments are announced to students and parents in advance through the school calendar.

16.3 Orientation week

In the week before the official start of the school year, the school organises orientation activities for incoming IB DP students. Depending on the year, these may include workshops on study skills and time management, an introduction to academic writing, citing and referencing, taster sessions in individual subjects, a first look at TOK and at planning the CAS portfolio, an introduction to the digital platforms used in the programme, a tour of the school and meetings with current DP students who share their experience.

The purpose of the orientation week is to ease the transition into a new way of working before the grades start to count, so that students enter the first teaching day already familiar with the people, the spaces and the tools they will use. Attendance is recommended but not compulsory, the activities are free of charge, and enrolled students and their families are informed about the programme of the orientation week in good time through the school website and by e-mail.

16.4 Tuition fees and learning resources

- The education lasts two years (the third and fourth year of secondary school); teaching and assessment are delivered in English.
- The school charges an annual tuition fee for the IB DP. The amount of the fee is reviewed every year and adjusted where needed and is approved by the School Board and the school's founder, Varaždin County. The current amounts are published in the enrolment announcement for each cohort before enrolment begins.
- The tuition fee is paid in monthly instalments. The number of instalments corresponds to the number of months in which teaching takes place during the school year, which for this cohort is ten.
- A one-time fee for the educational tools and platforms used in teaching is paid at the beginning of the school year.
- The school provides all enrolled students with textbooks, a graphic display calculator and, where needed, a laptop for the duration of the programme.



16.5 The enrolment contract

Enrolment in the programme is formalised by a written contract between the school and the parent or guardian of the enrolled student, signed during the first week of teaching at the start of the school year. The contract sets out the mutual rights and obligations of the two sides for the two years of the programme: on the school's side, the commitment to deliver the IB Diploma Programme and to provide the agreed learning resources (section 16.4); on the family's side, the obligation to pay the annual tuition fee and the one-time fee for educational tools and platforms, in the amounts and on the payment schedule published in the enrolment announcement, together with the student's commitment to follow the rules and obligations of the programme.

The contract also regulates the duration of the education, the conditions and procedure for any change or termination of enrolment, and the processing of personal data in line with section 18. Its purpose is to make the commitments of both sides clear, transparent and binding before teaching begins.

16.6 Additional declaration of consent

The admission committee and the school's professional and pedagogical service advise each student on the subjects and levels (HL or SL) that best match their prior knowledge and their realistic chances of success, as described in sections 5, 9, 10 and 12. This advice is given in the student's interest and is based on professional judgment.

Where, despite this advice, a parent or guardian insists that the student enrol in a subject or at a level that is contrary to the opinion of the IB DP admission committee and the professional and pedagogical service, the school may ask the parent or guardian to sign an additional declaration of consent at the start of the school year. By signing, the parent or guardian and the student confirm that they have been informed of the committee's recommendation and the reasons for it, and that they are aware that this choice may require additional effort on the part of the student and may lead to unexpected results, for which they accept responsibility.

17. Promoting the programme: enrolment as a continuous process

At PGV, enrolment is not an event that happens once a year; it is a continuous, year-round process of informing, advising and building trust with prospective students and their families. The school, the IB DP Coordinator and the IB teachers plan and carry out promotional activities throughout the whole school year, and every activity is also an opportunity for a future candidate to test whether the programme is right for them.

These activities include, among others:

- the annual IB Fair, where subjects, the core and student work are presented to visitors,
- open door days, when prospective students and parents can visit the school, attend workshops and talk to teachers and current students,
- presentations held by IB teachers, including sample lessons that show how teaching and assessment in the programme actually look,



- visits to the second-year classes at PGV and in other schools in the region,
- online information sessions and individual consultations for candidates who cannot attend in person,
- dedicated parent meetings, including the February parent meetings in the second year at PGV,
- regularly updated information on the school website and social media, including this policy, the enrolment announcements and preparation materials.

All events of this kind are announced through the school website and social media, and they are open both to PGV students and to external students and parents interested in the programme. No invitation or prior connection with the school is needed; anyone considering the IB DP is welcome. In addition, the IB DP Coordinator and the CAS Coordinator are available throughout the year for individual advising on subject choices, university plans and the demands of the programme, so that every candidate can make an informed decision before applying.

18. Publication of results and data protection

To protect privacy and personal data, every candidate uses a personal password during the assessments, consisting of five numbers and one word (for example: 12345 river).

All published results identify candidates only by these passwords. The school publishes the results on its website within five working days of the completion of the entire enrolment process, in accordance with the General Data Protection Regulation (GDPR) and the regulations on the protection of personal data. Personal data collected in the admission procedure are used exclusively for that purpose and are processed in line with the school's data protection rules.

19. Policy review and connection with other policies

This policy is reviewed every year before the publication of the enrolment announcement, and more thoroughly within the school's five-year programme evaluation cycle. The review is led by the IB DP Coordinator with the pedagogical team and the subject teachers involved in admissions and takes into account the experience of the previous admission cycle, feedback from students and parents, and current IB requirements.

The Admission Policy works together with the school's Language Policy (language requirements and support), Assessment Policy (grading and the requirements for the Diploma), Inclusion Policy (access arrangements and support) and Academic Integrity School Policy (expected conduct). All of these documents are published on the school website.



Prva gimnazija Varaždin
International Baccalaureate Diploma Programme

20. References

- *Programme Standards and Practices* (IBO, 2020)
- *General Regulations: Diploma Programme* (IBO, 2019)
- *Rules for IB World Schools: Diploma Programme* (IBO, 2020)
- *Diploma Programme Assessment Procedures* (IBO, updated annually)
- *Diploma Programme: From Principles into Practice* (IBO, 2015)
- *Academic Integrity Policy* (IBO, 2019)
- *Access and Inclusion Policy* (IBO, 2022)
- PGV school documents: Language Policy, Assessment Policy, Inclusion Policy, Academic Integrity School Policy