



HFSE INTERNATIONAL EDUCATION PROGRAMME MINIMUM ENTRY REQUIREMENT

YEAR 1

YEAR 2

YEAR 3 (PHASED PROGRAMME ROLLOUT)

YEAR 4 (PHASED PROGRAMME ROLLOUT)

YEAR 5 (PHASED PROGRAMME ROLLOUT)

YEAR 6 (PHASED PROGRAMME ROLLOUT)

YEAR 7 (PHASED PROGRAMME ROLLOUT)

YEAR 8

YEAR 9

IGCSE

A-LEVELS

YEAR 1

Category	Details
Age	5 years old
Language	Applicants should demonstrate basic proficiency in English, assessed through a simple English language test.
Academic Assessment	Applicants will participate in a school-administered paper-and-pencil test to identify strengths and areas needing support. There is no passing score required for admission to the HFSE International Education Programme – Year 1. The assessment serves as a diagnostic tool to inform placement and early support strategies. Basic Competencies Assessed: • Reading: Recognising common words and understanding short, age-appropriate texts. • Writing: Writing basic words and simple sentences with correct spelling and grammar. • Comprehension: Understanding and responding to simple questions based on short sentences. • Numeracy: Solving basic arithmetic problems and demonstrating understanding of fundamental mathematical concepts.
Interview	The interview assesses the student’s ability to participate in simple conversations with the interviewer. Focus Areas: • Listening Skills: Understanding and following simple instructions. • Speaking Skills: Expressing basic needs and ideas using simple sentences. • Interaction: Engaging in simple conversations with the interviewer.
Learning Support Program (LSP)	For children with additional learning needs, a one-week trial period will be conducted to assess specific requirements. Based on this, a tailored LSP will be developed that includes specialised weekly intervention sessions, play-based learning activities, and access to additional resources. Regular check-ins and assessments ensure progress and provide continuous support, monitored closely by the learning support staff.

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YEAR 2

Category	Details
Age	6 years old
Language	Applicants should demonstrate basic proficiency in English, assessed through a simple English language test.
Academic Assessment	Applicants will participate in a school-administered paper-and-pencil test to identify strengths and areas needing support. There is no passing score required for admission to the HFSE International Education Programme – Year 2. The assessment serves as a diagnostic tool to inform placement and early support strategies. Basic Competencies Assessed: • Reading: Recognising common words and understanding short, age-appropriate texts. • Writing: Writing basic words and simple sentences with correct spelling and grammar. • Comprehension: Understanding and responding to simple questions based on short sentences. • Numeracy: Solving basic arithmetic problems and demonstrating understanding of fundamental mathematical concepts.
Interview	The interview assesses the student’s ability to participate in simple conversations with the interviewer. Focus Areas: • Listening Skills: Understanding and following simple instructions. • Speaking Skills: Expressing basic needs and ideas using simple sentences. • Interaction: Engaging in simple conversations with the interviewer.
Learning Support Program (LSP)	For children with additional learning needs, a one-week trial period will be conducted to assess specific requirements. Based on this, a tailored LSP will be developed that includes specialised weekly intervention sessions, play-based learning activities, and access to additional resources. Regular check-ins and assessments ensure progress and provide continuous support, monitored closely by the learning support staff.

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YEAR 3 (PHASED PROGRAMME ROLLOUT)

Category	Details												
Age	7 years old												
Language	Applicants must demonstrate basic proficiency in English, assessed through a simple English language test. Additionally, they must have achieved at least a Grade of 75 (Fairly Satisfactory) in English at the Year 2 level or equivalent from any recognised education certification. The requirement for a minimum grade of 75 in English from Year 2 level or equivalent ensures that students possess a foundational level of proficiency in the English language. This proficiency is essential for understanding and succeeding in the HFSE International Education Programme – Year 3 course, where English is the medium of instruction. It helps ensure that students are adequately prepared for more advanced studies and can effectively engage with the curriculum.												
Accreditation	A recognised institution refers to any school that is officially accredited by the relevant educational authorities, such as the Ministry of Education in Singapore, Department of Education in the Philippines, or equivalent bodies in other countries. This includes both public and private schools authorised to issue certifications for the completion of Year 2 education or equivalent. The following grading legend is based on the Department of Education in the Philippines, which has been adopted by HFSE International School: <table><tr><th>Rating</th><th>Score Range</th></tr><tr><td>Outstanding</td><td>90–100</td></tr><tr><td>Very Satisfactory</td><td>85–89</td></tr><tr><td>Satisfactory</td><td>80–84</td></tr><tr><td>Fairly Satisfactory</td><td>75–79</td></tr><tr><td>Below Minimum Expectations</td><td>Below 75</td></tr></table>	Rating	Score Range	Outstanding	90–100	Very Satisfactory	85–89	Satisfactory	80–84	Fairly Satisfactory	75–79	Below Minimum Expectations	Below 75
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Satisfactory	80–84												
Fairly Satisfactory	75–79												
Below Minimum Expectations	Below 75												
Academic Assessment	Applicants will participate in a school-administered paper-and-pencil test, which will be used to gauge focus areas for each student when they join the program, identifying strengths and areas needing support. There is no passing score required for admission to HFSE International Education Programme – Year 3; the assessment serves as a diagnostic tool to inform placement and early support strategies. The test is designed to assess basic competencies in: • Reading: Recognising common words and understanding short, age-appropriate texts. • Writing: Writing basic words and simple sentences with correct spelling and grammar. • Comprehension: Understanding and responding to simple questions based on short sentences. • Numeracy: Solving basic arithmetic problems and demonstrating an understanding of fundamental mathematical concepts.												
Interview	The purpose of this interview is to assess the student’s ability to participate in simple conversations with the interviewer. The following are the focus areas of the interview: • Listening Skills: Understanding and following simple instructions. • Speaking Skills: Expressing basic needs and ideas using simple sentences. • Interaction: Engaging in simple conversations with the interviewer.												
Learning Support Program (LSP)	For children with additional learning needs, a one-week trial period will be conducted to help assess specific requirements. Based on this, a tailored LSP will be developed that includes, but is not limited to, specialised weekly intervention sessions, play-based learning activities, and access to additional resources. Regular check-ins and assessments will ensure that the child is progressing well and receiving the necessary support, which will be closely monitored by the learning support staff.												

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YEAR 4 (PHASED PROGRAMME ROLLOUT)

Category	Details												
Age	8 years old												
Language	Applicants must achieve a minimum grade of 75 in English from Year 3 level or equivalent to ensure that students possess a foundational level of proficiency in the English language. This proficiency is essential for understanding and succeeding in the HFSE International Education Programme – Year 4 course, where English is the medium of instruction. It helps ensure that students are adequately prepared for more advanced studies and can effectively engage with the curriculum.												
Accreditation	A recognised institution refers to any school that is officially accredited by the relevant educational authorities, such as the Ministry of Education in Singapore, the Department of Education in the Philippines, or equivalent bodies in other countries. This includes both public and private schools authorised to issue certifications for the completion of Year 3 education or equivalent. The following grading legend is based on the Department of Education in the Philippines, which has been adopted by HFSE International School: <table><tr><th>Rating</th><th>Score Range</th></tr><tr><td>Outstanding</td><td>90–100</td></tr><tr><td>Very Satisfactory</td><td>85–89</td></tr><tr><td>Satisfactory</td><td>80–84</td></tr><tr><td>Fairly Satisfactory</td><td>75–79</td></tr><tr><td>Below Minimum Expectations</td><td>Below 75</td></tr></table>	Rating	Score Range	Outstanding	90–100	Very Satisfactory	85–89	Satisfactory	80–84	Fairly Satisfactory	75–79	Below Minimum Expectations	Below 75
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Academic Assessment	Applicants will participate in a school-administered paper-and-pencil test, which will be used to gauge focus areas for each student when they join the program, identifying strengths and areas needing support. The passing score expected for admission to HFSE International Education Programme – Year 4 is a minimum score of 50% in each assessed subject. The test is designed to assess basic competencies in: • Reading: Understanding and interpreting age-appropriate texts, identifying key details, and making inferences. • Writing: Writing coherent sentences and short paragraphs with correct spelling, grammar, and punctuation. • Comprehension: Responding to questions based on longer passages, demonstrating understanding of main ideas and supporting details. • Numeracy: Solving arithmetic problems involving addition, subtraction, multiplication, and division, and demonstrating an understanding of concepts such as fractions, geometry, and measurement.												
Interview	The purpose of this interview is to assess the student’s ability to participate in more complex conversations with the interviewer. The following are the focus areas of the interview: • Listening Skills: Understanding and following detailed instructions. • Speaking Skills: Expressing ideas and needs using complete sentences and appropriate vocabulary. • Interaction: Engaging in conversations with the interviewer, demonstrating the ability to ask and answer questions, and participate in discussions.												
Learning Support Program (LSP)	For children with additional learning needs, a one-week trial period will be required to help assess their specific requirements. Based on this, a tailored LSP will be developed that includes, but is not limited to, specialised weekly intervention sessions, play-based learning activities, and access to additional resources. Regular check-ins and assessments will ensure that the child is progressing well and receiving the necessary support, which will be closely monitored by the learning support staff.												
Conditional Enrolment	Applicants who score below 50% in any assessed subject may be considered for conditional enrolment. The decision to offer conditional enrolment for HFSE International Education Programme – Year 4 will be based on: • Performance in the entrance assessment • Academic records from the applicant’s previous school (if available) • A one-on-one interview with the student or parent(s) to assess academic readiness, motivation, and alignment with the school’s behavioural and learning expectations On the other hand, the school acknowledges that some students may need time to adjust to the academic expectations and curriculum. As such, the first two terms of enrolment will serve as an observation and support period. During this period: • The student’s academic performance will be closely monitored by their subject teachers. • Teachers will provide classroom-based support strategies, differentiated instruction, and regular feedback. • The school will conduct formative assessments and termly reviews to track progress. • Parents will be kept informed through progress reports and parent-teacher conferences. Tuition will not be immediately required during this observation period. If the student achieves a grade of at least 75 in the supported subject(s) at the end of two terms, enrolment in tuition will not be required. However, if after two consecutive terms the student continues to obtain a grade below 75 in the assessed subject(s), the school will require the student to attend tuition as a condition for continued enrolment. Parents must enrol their child in a tuition programme and submit proof of active participation. This recommendation must be approved by the Primary School Officer-in-Charge (OIC) and endorsed by the Principal. Parents will be formally informed of the decision. If the student continues to struggle despite interventions, the school will extend support and may enrol the student in the school’s Learning Support Programme (LSP) to address persistent learning gaps. Parent-teacher conferences will be scheduled each term to review overall progress and next steps.												

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YEAR 5 (PHASED PROGRAMME ROLLOUT)

Category	Details												
Age	9 years old												
Language	Applicants must achieve a minimum grade of 75 in English from the Year 4 level or equivalent to ensure that students possess a foundational level of proficiency in the English language. This proficiency is essential for understanding and succeeding in the HFSE International Education Programme – Year 5 course, where English is the medium of instruction. It helps ensure that students are adequately prepared for more advanced studies and can effectively engage with the curriculum.												
Accreditation	A recognised institution refers to any school that is officially accredited by the relevant educational authorities, such as the Ministry of Education in Singapore, the Department of Education in the Philippines, or equivalent bodies in other countries. This includes both public and private schools authorised to issue certifications for the completion of Year 4 education or equivalent. The following grading legend is based on the Department of Education in the Philippines, which has been adopted by HFSE International School: <table><tr><th>Rating</th><th>Score Range</th></tr><tr><td>Outstanding</td><td>90–100</td></tr><tr><td>Very Satisfactory</td><td>85–89</td></tr><tr><td>Satisfactory</td><td>80–84</td></tr><tr><td>Fairly Satisfactory</td><td>75–79</td></tr><tr><td>Below Minimum Expectations</td><td>Below 75</td></tr></table>	Rating	Score Range	Outstanding	90–100	Very Satisfactory	85–89	Satisfactory	80–84	Fairly Satisfactory	75–79	Below Minimum Expectations	Below 75
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Very Satisfactory	85–89												
Satisfactory	80–84												
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Below Minimum Expectations	Below 75												
Academic Assessment	Applicants will participate in a school-administered paper-and-pencil test, which will be used to gauge focus areas for each student when they join the program, identifying strengths and areas needing support. The passing score required for admission to HFSE International Education Programme – Year 5 is a minimum score of 50% in each assessed subject. The test is designed to assess basic competencies in: • Reading: Understanding and interpreting age-appropriate texts, identifying key details, and making inferences. • Writing: Writing coherent sentences and short paragraphs with correct spelling, grammar, and punctuation. • Comprehension: Responding to questions based on longer passages, demonstrating understanding of main ideas and supporting details. • Numeracy: Solving arithmetic problems involving addition, subtraction, multiplication, and division, and demonstrating an understanding of concepts such as fractions, geometry, and measurement.												
Interview	The purpose of this interview is to assess the student’s ability to participate in more complex conversations with the interviewer. The following are the focus areas of the interview: • Listening Skills: Understanding and following detailed instructions. • Speaking Skills: Expressing ideas and needs using complete sentences and appropriate vocabulary. • Interaction: Engaging in conversations with the interviewer, demonstrating the ability to ask and answer questions, and participate in discussions.												
Learning Support Program (LSP)	For children with additional learning needs, a one-week trial period will be required to help assess their specific requirements. Based on this, a tailored LSP will be developed that includes, but is not limited to, specialised weekly intervention sessions, play-based learning activities, and access to additional resources. Regular check-ins and assessments will ensure that the child is progressing well and receiving the necessary support, which will be closely monitored by the learning support staff.												
Conditional Enrolment	Applicants who score below 50% in any assessed subject may be considered for conditional enrolment. This allows students to join the programme while receiving structured academic support to help them meet expected proficiency levels. The decision to offer conditional enrolment for HFSE International Education Programme – Year 5 will be based on: • Performance in the entrance assessment • Academic records from the applicant’s previous school (if available) • A one-on-one interview with the student or parent(s) to assess academic readiness, motivation, and alignment with the school’s behavioural and learning expectations Students admitted under conditional enrolment are required to attend tuition or learning support classes for at least one semester. Parents must enrol their child in an approved support programme and submit proof of the student’s ongoing participation. Formative assessments will be conducted to monitor progress in subjects under support. If the student achieves at least 75% in the supported subject(s) at the end of two terms, the subject teacher may recommend that the additional tuition be discontinued. This recommendation must be approved by the Primary School Officer-in-Charge (OIC) and endorsed by the Principal. Parents will be formally informed of the decision. If the student continues to struggle despite interventions, the school will extend support and may enrol the student in the school’s Learning Support Programme (LSP) to address persistent learning gaps. Parent-teacher conferences will be scheduled each term to review overall progress and next steps.												

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YEAR 6 (PHASED PROGRAMME ROLLOUT)

Category	Details												
Age	10 years old												
Language	Applicants must achieve a minimum grade of 75 in English from Year 5 level or equivalent to ensure that students possess a foundational level of proficiency in the English language. This proficiency is essential for understanding and succeeding in the HFSE International Education Programme – Year 6 course, where English is the medium of instruction. It helps ensure that students are adequately prepared for more advanced studies and can effectively engage with the curriculum.												
Accreditation	A recognised institution refers to any school that is officially accredited by the relevant educational authorities, such as the Ministry of Education in Singapore, the Department of Education in the Philippines, or equivalent bodies in other countries. This includes both public and private schools authorised to issue certifications for the completion of Year 5 education or equivalent. The following grading legend is based on the Department of Education in the Philippines, which has been adopted by HFSE International School: <table><tr><th>Rating</th><th>Score Range</th></tr><tr><td>Outstanding</td><td>90–100</td></tr><tr><td>Very Satisfactory</td><td>85–89</td></tr><tr><td>Satisfactory</td><td>80–84</td></tr><tr><td>Fairly Satisfactory</td><td>75–79</td></tr><tr><td>Below Minimum Expectations</td><td>Below 75</td></tr></table>	Rating	Score Range	Outstanding	90–100	Very Satisfactory	85–89	Satisfactory	80–84	Fairly Satisfactory	75–79	Below Minimum Expectations	Below 75
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Very Satisfactory	85–89												
Satisfactory	80–84												
Fairly Satisfactory	75–79												
Below Minimum Expectations	Below 75												
Academic Assessment	Applicants will participate in a school-administered paper-and-pencil test, which will be used to gauge focus areas for each student when they join the program, identifying strengths and areas needing support. The passing score required for admission to HFSE International Education Programme – Year 6 is a minimum score of 50% in each assessed subject. The test is designed to assess basic competencies in: • Reading: Understanding and interpreting age-appropriate texts, identifying key details, and making inferences. • Writing: Writing coherent sentences and short paragraphs with correct spelling, grammar, and punctuation. • Comprehension: Responding to questions based on longer passages, demonstrating understanding of main ideas and supporting details. • Numeracy: Solving arithmetic problems involving addition, subtraction, multiplication, and division, and demonstrating an understanding of concepts such as fractions, geometry, and measurement.												
Interview	The purpose of this interview is to assess the student’s ability to participate in more complex conversations with the interviewer. The following are the focus areas of the interview: • Listening Skills: Understanding and following detailed instructions. • Speaking Skills: Expressing ideas and needs using complete sentences and appropriate vocabulary. • Interaction: Engaging in conversations with the interviewer, demonstrating the ability to ask and answer questions, and participate in discussions.												
Learning Support Program (LSP)	For children with additional learning needs, a one-week trial period will be required to help assess their specific requirements. Based on this, a tailored LSP will be developed that includes, but is not limited to, specialised weekly intervention sessions, play-based learning activities, and access to additional resources. Regular check-ins and assessments will ensure that the child is progressing well and receiving the necessary support, which will be closely monitored by the learning support staff.												
Conditional Enrolment	Applicants who score below 50% in any assessed subject may be considered for conditional enrolment. This allows students to join the programme while receiving structured academic support to help them meet expected proficiency levels. The decision to offer conditional enrolment for HFSE International Education Programme – Year 6 will be based on: • Performance in the entrance assessment • Academic records from the applicant’s previous school (if available) • A one-on-one interview with the student or parent(s) to assess academic readiness, motivation, and alignment with the school’s behavioural and learning expectations Students admitted under conditional enrolment are required to attend tuition or learning support classes for at least one semester. Parents must enrol their child in an approved support programme and submit proof of the student’s ongoing participation. Formative assessments will be conducted to monitor progress in subjects under support. If the student achieves at least 75% in the supported subject(s) at the end of two terms, the subject teacher may recommend that the additional tuition be discontinued. This recommendation must be approved by the Primary School Officer-in-Charge (OIC) and endorsed by the Principal. Parents will be formally informed of the decision. If the student continues to struggle despite interventions, the school will extend support and may enrol the student in the school’s Learning Support Programme (LSP) to address persistent learning gaps. Parent-teacher conferences will be scheduled each term to review overall progress and next steps.												

YEAR 7 (PHASED PROGRAMME ROLLOUT)

Category	Details												
Age	11 years old												
Language	Applicants must achieve a minimum grade of 75 in English from the Year 6 level or equivalent to ensure that students possess a foundational level of proficiency in the English language. This proficiency is essential for understanding and succeeding in the HFSE International Education Programme – Year 7 course, where English is the medium of instruction. It helps ensure that students are adequately prepared for more advanced studies and can effectively engage with the curriculum.												
Accreditation	A recognised institution refers to any school that is officially accredited by the relevant educational authorities, such as the Ministry of Education in Singapore, the Department of Education in the Philippines, or equivalent bodies in other countries. This includes both public and private schools authorised to issue certifications for the completion of Year 6 education or equivalent. The following grading legend is based on the Department of Education in the Philippines, which has been adopted by HFSE International School: <table><tr><th>Rating</th><th>Score Range</th></tr><tr><td>Outstanding</td><td>90–100</td></tr><tr><td>Very Satisfactory</td><td>85–89</td></tr><tr><td>Satisfactory</td><td>80–84</td></tr><tr><td>Fairly Satisfactory</td><td>75–79</td></tr><tr><td>Below Minimum Expectations</td><td>Below 75</td></tr></table>	Rating	Score Range	Outstanding	90–100	Very Satisfactory	85–89	Satisfactory	80–84	Fairly Satisfactory	75–79	Below Minimum Expectations	Below 75
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Fairly Satisfactory	75–79												
Below Minimum Expectations	Below 75												
Academic Assessment	Applicants will participate in a school-administered paper-and-pencil test, which will be used to gauge focus areas for each student when they join the program, identifying strengths and areas needing support. The passing score required for admission to HFSE International Education Programme – Year 7 is a minimum score of 50% in each assessed subject. The test is designed to assess basic competencies in: • Reading: Understanding and interpreting age-appropriate texts, identifying key details, and making inferences. • Writing: Writing coherent sentences and short paragraphs with correct spelling, grammar, and punctuation. • Comprehension: Responding to questions based on longer passages, demonstrating understanding of main ideas and supporting details. • Numeracy: Solving arithmetic problems involving addition, subtraction, multiplication, and division, and demonstrating an understanding of concepts such as fractions, geometry, and measurement.												
Interview	The purpose of this interview is to assess the student’s ability to participate in more complex conversations with the interviewer. The following are the focus areas of the interview: • Listening Skills: Understanding and following detailed instructions. • Speaking Skills: Expressing ideas and needs using complete sentences and appropriate vocabulary. • Interaction: Engaging in conversations with the interviewer, demonstrating the ability to ask and answer questions, and participate in discussions.												
Learning Support Program (LSP)	For children with additional learning needs, a one-week trial period will be required to help assess their specific requirements. Based on this, a tailored LSP will be developed that includes, but is not limited to, specialised weekly intervention sessions, play-based learning activities, and access to additional resources. Regular check-ins and assessments will ensure that the child is progressing well and receiving the necessary support, which will be closely monitored by the learning support staff.												
Conditional Enrolment	Applicants who score below 50% in any assessed subject may be considered for conditional enrolment. This allows students to join the programme while receiving structured academic support to help them meet expected proficiency levels. The decision to offer conditional enrolment for HFSE International Education Programme – Year 7 will be based on: • Performance in the entrance assessment • Academic records from the applicant’s previous school (if available) • A one-on-one interview with the student or parent(s) to assess academic readiness, motivation, and alignment with the school’s behavioural and learning expectations Students admitted under conditional enrolment are required to attend tuition or learning support classes for at least one semester. Parents must enrol their child in an approved support programme and submit proof of the student’s ongoing participation. Formative assessments will be conducted to monitor progress in subjects under support. If the student achieves at least 75% in the supported subject(s) at the end of two terms, the subject teacher may recommend that the additional tuition be discontinued. This recommendation must be approved by the Primary School Officer-in-Charge (OIC) and endorsed by the Principal. Parents will be formally informed of the decision. If the student continues to struggle despite interventions, the school will extend support and may enrol the student in the school’s Learning Support Programme (LSP) to address persistent learning gaps. Parent-teacher conferences will be scheduled each term to review overall progress and next steps.												

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Category	Details												
Age	12 years old												
Language	Applicants must have achieved at least a Grade of 75 (fairly satisfactory) or equivalent in English at the Primary Six level from any recognised education certification. The requirement for a minimum grade of 75 in English from primary education is based on the need to ensure students possess a basic level of proficiency in the English language, which is essential for understanding and succeeding in secondary-level courses. This helps ensure that students are adequately prepared for more advanced studies, especially in courses where the medium of instruction is English.												
Accreditation	The term "recognised institution" refers to any institution or school that is officially accredited by the relevant educational authorities, such as the Department of Education (DepEd) in the Philippines or equivalent bodies in other countries. This includes public and private schools that have been authorized to issue certifications for completion of primary education. The following grading legend is based on the Department of Education in the Philippines, which has been adopted by HFSE International School: <table> <tr> <th>Rating</th><th>Score Range</th></tr> <tr> <td>Outstanding</td><td>90–100</td></tr> <tr> <td>Very Satisfactory</td><td>85–89</td></tr> <tr> <td>Satisfactory</td><td>80–84</td></tr> <tr> <td>Fairly Satisfactory</td><td>75–79</td></tr> <tr> <td>Below Minimum Expectations</td><td>Below 75</td></tr> </table>	Rating	Score Range	Outstanding	90–100	Very Satisfactory	85–89	Satisfactory	80–84	Fairly Satisfactory	75–79	Below Minimum Expectations	Below 75
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Academic	Applicants will be required to take a school-administered entrance examination in Mathematics and English. For students applying to the Secondary One course, the entrance examination is aligned with the Primary Six curriculum. The tests consist of multiple-choice and problem-solving questions in Mathematics and comprehension and writing tasks in English. A passing score of 50% or equivalent in both subjects is required for admission.												
Conditional Enrolment	Students must meet the specified academic standards for admission. If a student does not achieve a passing score on the assessment, conditional enrolment may be granted, requiring them to attend additional learning support or tuition. This approach ensures that all students receive the necessary assistance to meet proficiency levels and succeed in their educational journey. Students admitted under conditional enrolment will undergo regular evaluations each term. Based on their progress and performance, they will be informed whether supplementary classes can be discontinued. Eligibility for conditional enrolment is determined through a comprehensive review of academic records from the Primary Six level and the student's performance in entrance examinations. A one-on-one interview with the student and parent(s) is conducted to assess the student's readiness and commitment to meeting the school's academic and behavioral expectations. For conditionally enrolled students, parents and students must agree to a support plan where progress in academic targets is monitored regularly. Students whose scores fall below 50% in any subject are required to attend tuition as a condition of their enrolment. Parents must enrol their child in tuition for at least one semester and submit proof of the student's ongoing participation. This requirement ensures targeted intervention for students to address specific academic gaps and improve their performance in subjects where they underperformed. For students with additional learning needs, a one-week trial period is conducted to assess their specific requirements. Based on the trial results, a tailored Learning Support Program (LSP) is developed, with the frequency of sessions determined by the student's needs. The LSP includes specialized weekly intervention sessions, behavioural therapy, and access to additional learning resources. These measures are designed to help students meet academic expectations and provide them with a supportive environment for success. Conditionally enrolled students undergo regular performance monitoring throughout their first semester. Monthly formative assessments are conducted to track progress in subjects where the student is receiving support, such as tuition. If the student's grades improve to an acceptable level (at least 75%), the subject teacher makes a recommendation to the Secondary School OIC to discontinue the additional support. Upon endorsement by the OIC, the principal approves the recommendation, and parents are formally informed about the discontinuation of tuition. If a student's grades and performance in the supported subject continue to struggle despite interventions, tuition will be required to continue. The school ensures that learning gaps are addressed effectively by tailoring the school's in-house Learning Support Program (LSP) to meet the student's needs and providing targeted assistance. This process guarantees students have the resources needed to achieve their academic goals. In addition to monthly monitoring, rigorous evaluations are conducted at the end of each term. These include mid-term evaluations with a minimum score requirement of 75% for progression, detailed feedback from subject teachers, and termly parent-teacher meetings to discuss the student's overall progress. This structured approach ensures that conditionally enrolled students are supported effectively while maintaining the school's academic integrity.												
Conditional Enrolment	Applicants who score below 50% in any assessed subject may be considered for conditional enrolment. This allows students to join the programme while receiving structured academic support to help them meet expected proficiency levels. The decision to offer conditional enrolment for HFSE International Education Programme – Year 7 will be based on: • Performance in the entrance assessment • Academic records from the applicant's previous school (if available) • A one-on-one interview with the student or parent(s) to assess academic readiness, motivation, and alignment with the school's behavioural and learning expectations Students admitted under conditional enrolment are required to attend tuition or learning support classes for at least one semester. Parents must enrol their child in an approved support programme and submit proof of the student's ongoing participation. Formative assessments will be conducted to monitor progress in subjects under support. If the student achieves at least 75% in the supported subject(s) at the end of two terms, the subject teacher may recommend that the additional tuition be discontinued. This recommendation must be approved by the Primary School Officer-in-Charge (OIC) and endorsed by the Principal. Parents will be formally informed of the decision. If the student continues to struggle despite interventions, the school will extend support and may enrol the student in the school's Learning Support Programme (LSP) to address persistent learning gaps. Parent-teacher conferences will be scheduled each term to review overall progress and next steps.												

Category	Details												
Age	13 years old												
Language	Applicants must have achieved at least a Grade of 75 (fairly satisfactory) or equivalent in English at the Secondary One level from any recognised education certification. The requirement for a minimum grade of 75 in English from the Secondary One level is based on the need to ensure students possess a basic level of proficiency in the English language, which is essential for understanding and succeeding in secondary-level courses. This helps ensure that students are adequately prepared for more advanced studies, especially in courses where the medium of instruction is English.												
Accreditation	The term "recognised institution" refers to any institution or school that is officially accredited by the relevant educational authorities, such as the Department of Education (DepEd) in the Philippines or equivalent bodies in other countries. This includes public and private schools that have been authorized to issue certifications for the completion of secondary one course. The following grading legend is based on the Department of Education in the Philippines, which has been adopted by HFSE International School: <table><tr><th>Rating</th><th>Score Range</th></tr><tr><td>Outstanding</td><td>90–100</td></tr><tr><td>Very Satisfactory</td><td>85–89</td></tr><tr><td>Satisfactory</td><td>80–84</td></tr><tr><td>Fairly Satisfactory</td><td>75–79</td></tr><tr><td>Below Minimum Expectations</td><td>Below 75</td></tr></table>	Rating	Score Range	Outstanding	90–100	Very Satisfactory	85–89	Satisfactory	80–84	Fairly Satisfactory	75–79	Below Minimum Expectations	Below 75
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Outstanding	90–100												
Very Satisfactory	85–89												
Satisfactory	80–84												
Fairly Satisfactory	75–79												
Below Minimum Expectations	Below 75												
Academic	Applicants will be required to take a school-administered entrance examination in Mathematics and English. For students applying to the Secondary Two course, the entrance examination is aligned with the Secondary One curriculum. The tests consist of multiple-choice and problem-solving questions in Mathematics and comprehension and writing tasks in English. A passing score of 50% or equivalent in both subjects is required.												
Conditional Enrolment	Students must meet the specified academic standards for admission. If a student does not achieve a passing score on the assessment, conditional enrolment may be granted, requiring them to attend additional learning support or tuition. This approach ensures that all students receive the necessary assistance to meet proficiency levels and succeed in their educational journey. Students admitted under conditional enrolment will undergo regular evaluations each term. Based on their progress and performance, they will be informed whether supplementary classes can be discontinued. Eligibility for conditional enrolment is determined through a comprehensive review of academic records from the Secondary One level and the student’s performance in entrance examinations. A one-on-one interview with the student and parent(s) is conducted to assess the student’s readiness and commitment to meeting the school’s academic and behavioral expectations. For conditionally enrolled students, parents and students must agree to a support plan where progress in academic targets is monitored regularly. Students whose scores fall below 50% in any subject are required to attend tuition as a condition of their enrolment. Parents must enrol their child in tuition for at least one semester and submit proof of the student’s ongoing participation. This requirement ensures targeted intervention for students to address specific academic gaps and improve their performance in subjects where they underperformed. For students with additional learning needs, a one-week trial period is conducted to assess their specific requirements. Based on the trial results, a tailored Learning Support Program (LSP) is developed, with the frequency of sessions determined by the student's needs. The LSP includes specialized weekly intervention sessions, behavioural therapy, and access to additional learning resources. These measures are designed to help students meet academic expectations and provide them with a supportive environment for success. Conditionally enrolled students undergo regular performance monitoring throughout their first semester. Monthly formative assessments are conducted to track progress in subjects where the student is receiving support, such as tuition. If the student's grades improve to an acceptable level (at least 75%), the subject teacher makes a recommendation to the Secondary School OIC to discontinue the additional support. Upon endorsement by the OIC, the principal approves the recommendation, and parents are formally informed about the discontinuation of tuition. If a student’s grades and performance in the supported subject continue to struggle despite interventions, tuition will be required to continue. The school ensures that learning gaps are addressed effectively by tailoring the school’s in-house Learning Support Program (LSP) to meet the student’s needs and providing ongoing targeted assistance. This process guarantees students have the resources needed to achieve their academic goals. In addition to monthly monitoring, rigorous evaluations are conducted at the end of each term. These include mid-term evaluations with a minimum score requirement of 75% for progression, detailed feedback from subject teachers, and termly parent-teacher meetings to discuss the student’s overall progress. This structured approach ensures that conditionally enrolled students are supported effectively while maintaining the school’s academic integrity.												

Category	Details												
Age	14 years old												
Language	Applicants must have achieved at least a Grade of 75 (fairly satisfactory) or equivalent in English at the Secondary Two (Cambridge Year 9 or equivalent) from any recognised education certification. The requirement for a minimum grade of 75 in English from the Secondary Two level is based on the need to ensure students possess a basic level of proficiency in the English language, which is essential for understanding and succeeding in secondary-level courses. This helps ensure that students are adequately prepared for more advanced studies, especially in courses where the medium of instruction is English.												
Accreditation	The term "recognised institution" refers to any institution or school that is officially accredited by the relevant educational authorities, such as the Department of Education (DepEd) in the Philippines or equivalent bodies in other countries. This includes public and private schools that have been authorized to issue certifications for the completion of the secondary three course. The following grading legend is based on the Department of Education in the Philippines, which has been adopted by HFSE International School: <table><tr><th>Rating</th><th>Score Range</th></tr><tr><td>Outstanding</td><td>90–100</td></tr><tr><td>Very Satisfactory</td><td>85–89</td></tr><tr><td>Satisfactory</td><td>80–84</td></tr><tr><td>Fairly Satisfactory</td><td>75–79</td></tr><tr><td>Below Minimum Expectations</td><td>Below 75</td></tr></table>	Rating	Score Range	Outstanding	90–100	Very Satisfactory	85–89	Satisfactory	80–84	Fairly Satisfactory	75–79	Below Minimum Expectations	Below 75
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Outstanding	90–100												
Very Satisfactory	85–89												
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Academic	Applicants will be required to take a school-administered entrance examination in Mathematics and English. For students applying to this course, the entrance examination is aligned with the Secondary Two curriculum. The tests consist of multiple-choice and problem-solving questions in Mathematics and comprehension and writing tasks in English. A passing score of 50% or equivalent in both subjects is required for regular enrolment.												
Conditional Enrolment	Students must meet the specified academic standards for admission. If a student does not achieve a passing score on the assessment, conditional enrolment may be granted, requiring them to attend additional learning support or tuition. This approach ensures that all students receive the necessary assistance to meet proficiency levels and succeed in their educational journey. Students admitted under conditional enrolment will undergo regular evaluations each term. Based on their progress and performance, they will be informed whether supplementary classes can be discontinued. Eligibility for conditional enrolment is determined through a comprehensive review of academic records from the Secondary Two level and the student’s performance in entrance examinations. A one-on-one interview with the student and parent(s) is conducted to assess the student’s readiness and commitment to meeting the school’s academic and behavioral expectations. For conditionally enrolled students, parents and students must agree to a support plan where progress in academic targets is monitored regularly. Students whose scores fall below 50% in any subject are required to attend tuition as a condition of their enrolment. Parents must enrol their child in tuition for at least one semester and submit proof of the student’s ongoing participation. This requirement ensures targeted intervention for students to address specific academic gaps and improve their performance in subjects where they underperformed. For students with additional learning needs, a one-week trial period is conducted to assess their specific requirements. Based on the trial results, a tailored Learning Support Program (LSP) is developed, with the frequency of sessions determined by the student's needs. The LSP includes specialized weekly intervention sessions, behavioural therapy, and access to additional learning resources. These measures are designed to help students meet academic expectations and provide them with a supportive environment for success. Conditionally enrolled students undergo regular performance monitoring throughout their first semester. Monthly formative assessments are conducted to track progress in subjects where the student is receiving support, such as tuition. If the student's grades improve to an acceptable level (at least 75%), the subject teacher makes a recommendation to the Secondary School OIC to discontinue the additional support. Upon endorsement by the OIC, the principal approves the recommendation, and parents are formally informed about the discontinuation of tuition. If a student’s grades and performance in the supported subject continue to struggle despite interventions, tuition will be required to continue. The school ensures that learning gaps are addressed effectively by tailoring the school’s in-house Learning Support Program (LSP) to meet the student’s needs and providing ongoing targeted assistance. This process guarantees students have the resources needed to achieve their academic goals. In addition to monthly monitoring, rigorous evaluations are conducted at the end of each term. These include mid-term evaluations with a minimum score requirement of 75% for progression, detailed feedback from subject teachers, and termly parent-teacher meetings to discuss the student’s overall progress. This structured approach ensures that conditionally enrolled students are supported effectively while maintaining the school’s academic integrity.												

A-LEVELS

Category	Details
Age	16 years old
Language	Applicants must demonstrate English proficiency sufficient to participate effectively in an academically rigorous programme conducted in English. Applicants should have achieved a minimum of Grade 80 (Satisfactory) or equivalent in English at the secondary level or possess an equivalent recognised qualification.
Academic	Applicants must have successfully completed a recognised secondary education qualification equivalent to Cambridge IGCSE / Grade 10 or equivalent. Applicants are expected to have achieved appropriate academic results in relevant subjects related to their intended A Level subject combination. Subject-specific requirements may apply depending on the selected elective subjects.
Assessment	Applicants may be required to take a school-administered placement assessment in English and Mathematics. Additional assessments may be conducted for selected subjects to determine academic readiness.
Conditional Enrolment	Students who do not fully meet the admission requirements may be considered for conditional enrolment based on a review of academic records, entrance assessment results, and an interview with the student and parent(s). Students under conditional enrolment will receive additional academic support and undergo regular progress monitoring. Continuation of enrolment is subject to satisfactory academic progress and meeting the school's academic expectations.

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