

# Australian International School

## Secondary Handbook

### 2016

Years 6 - 12

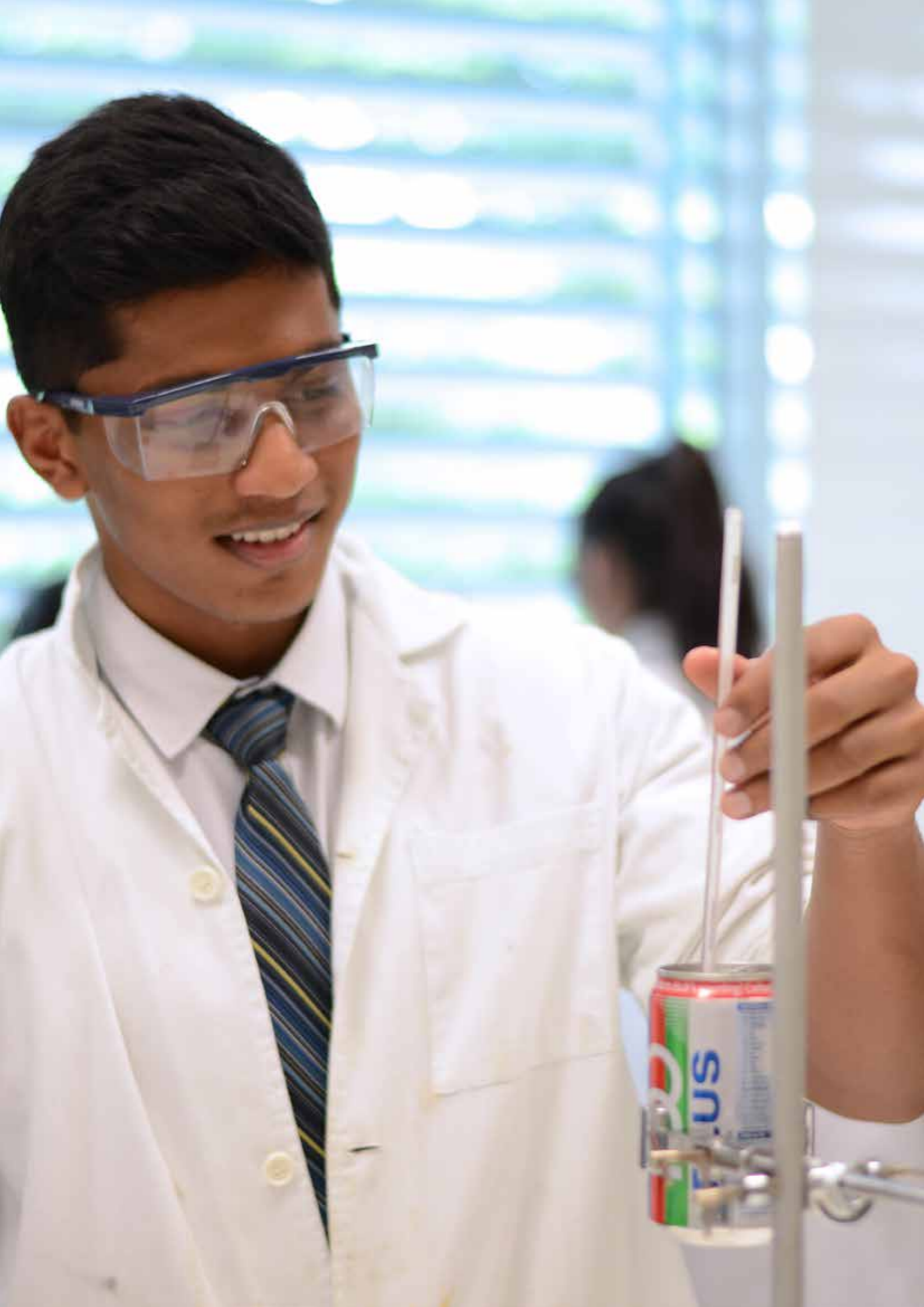


**Australian  
International  
School**

Globally focused,  
distinctly Australian

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# Welcome to the Australian International School Secondary School

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Dear Parents,

Welcome to the Secondary School at the Australian International School (AIS) Singapore.

Secondary Education is the final phase of a student's journey through compulsory schooling. It is a phase of life where the young men and women in our care will move from childhood and into their adult lives. To that end the Secondary School at AIS seeks to produce well-rounded young men and women of character who will go forth and make a positive contribution to the global society. We believe in the education of the whole student. Therefore, the programs that we offer are diverse and inclusive in nature.

The School offers four internationally regarded and innovative academic programs:

- Australian Curriculum Years 6 to 8
- IGCSE Years 9 and 10
- IBDP or HSC Years 11 and 12

Each of these programs offers excellent preparation for life beyond school. They provide outstanding scope and sequence, are well resourced and taught by highly qualified and motivated teachers. The teaching staff engages appropriate pedagogies which promote differentiation and assessment for learning. Technology is ubiquitous in the programs of study but is not the only means of delivery. Tried and tested modalities like hand writing, class discussions and questioning are still important components of lessons.

The well-being of every student is an essential aspect of the AIS Secondary School. A proactive program that seeks to provide students with guidelines for life is engaged. Clear expectations for behaviour are articulated and perpetuated by all staff. The Home Group teacher is the central person in the lives of all students. The Home Group

teacher is supported by appropriate structures that seek to ensure that the young men and women in our care are central to all aspects of school life.

The Secondary School provides students with a superior cocurricular program. Options are diverse and impressive. Students can engage in a variety of options from competitive sport, to community service, to academic activities. The most impressive aspect of this program is that it is inclusive and caters for the needs of our entire community. I urge all students to avail themselves of these wonderful opportunities. It is these activities that will remain etched in the minds of students long after they leave school.

The relationship between school and home is crucial throughout a student's educational journey. However, in the secondary years this is perhaps even more important. It is this phase of life where young men and women are growing in independence and are looking to "test the boundaries". To that end, a positive and united relationship between parents and teachers becomes crucial. I encourage parents to engage with their child's teachers in a partnership to ensure the best for all students.

This year promises to be an exciting time in the Secondary School. As we embark on this exciting journey, I look forward to working with staff, students and parents to move the Secondary School toward an exciting future.

Yours faithfully,

**Fiona Johnston**  
**Head of Secondary School**

# Contact Details

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### Careers Counsellor

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### Secondary School Secretary

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### Counsellors

#### Years 6-9

Telephone: (65) 6319 3748

#### Ms Sheridan Fisher Years 10-12

Telephone: (65) 6319 3756  
Email: sheridan\_fisher@ais.com.sg

### All other Secondary School Staff

All other members of the Secondary School staff (classroom teachers, teacher's assistants, technicians and specialist staff) can be contacted by telephone or email.

For email contact please use the following nomenclature  
firstname\_surname@ais.com.sg.

### School Uniform Shop

Telephone: (65) 6319 3762

### School Uniform Supplier

#### Lim Meng Keng

#02-18 Holland Road Shopping Centre  
211 Holland Avenue, Singapore, 278967  
Telephone: +65 6468 3655

### Bus Transport Office

Telephone: (65) 6517 0255  
Email: aisbus@jtt.com.sg

# Secondary School Leaders

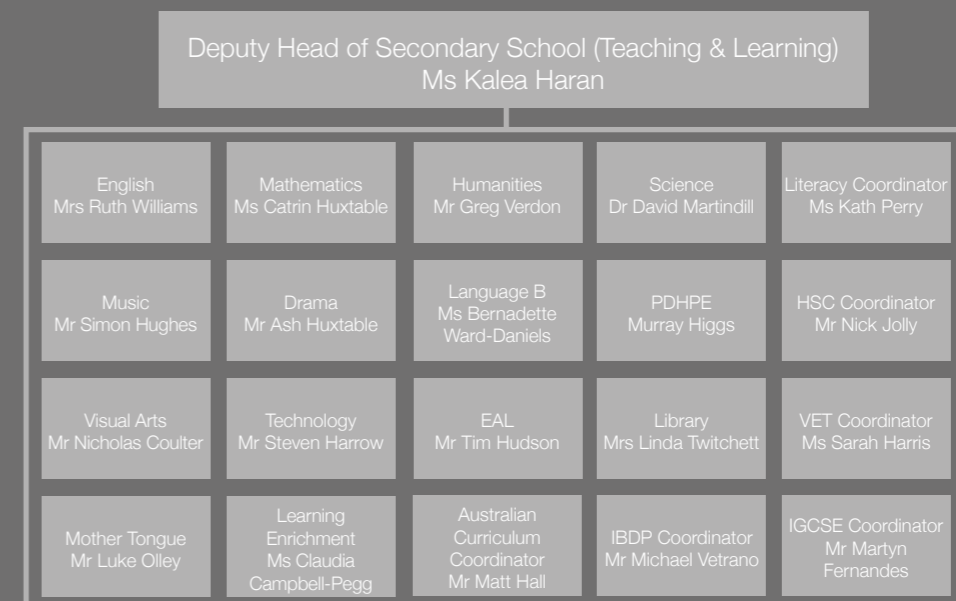
Head of Secondary School	Mrs Fiona Johnston
Deputy Head of Secondary School (Teaching and Learning)	Ms Kalea Haran
Assistant Head of Secondary School (Academic)	Mrs Kimberley Terry
Assistant Head of Secondary School (Operations)	Mr Doug Balzer
Assistant Head of Secondary School (Student Welfare)	Mrs Ardene Mandziy / Mr Keith Rodgers
Data & Development Manager	Mr Matt Hall
Heads of Year 6	Mr Nick Coplin (Positive Education) Mr Garth Sadler (Academic Care)
Heads of Year 7	Ms Loretta Tadic (Positive Education) Mr Peter Hammond (Academic Care)
Heads of Year 8	Mrs Chelsie Yeung (Positive Education) Mr Craig Watson (Academic Care)
Heads of Year 9	Mrs Anne Bhogal (Positive Education) Mr Richard Heazlewood (Academic Care)
Heads of Year 10	Mr Mark Weber (Positive Education) Ms Despina Joannidis (Academic Care)
Heads of Year 11	Mr Bill Brennan (Positive Education) Mrs Katherine Perry (Academic Care)
Heads of Year 12	Ms Sandy Kiehne (Positive Education) Kevin O'Conner (Academic Care)
Australian Curriculum Coordinator (Years 6 – 8)	Mr Matt Hall
IGCSE Coordinator (Years 9 – 10)	Mr Martyn Fernandes
HSC Coordinator (Years 11 – 12)	Mr Nick Jolly
IBDP Coordinator (Years 11 – 12)	Mr Michael Vetrano
Head of Community and Service	Mr Michael Farrell
IBDP CAS Coordinator	Mrs Margaret Agraviador
School Counsellor (Years 10 - 12)	Mrs Sheridan Fischer
School Counsellor (Years 6 – 9)	
Careers Counsellor	Mrs Rhonda Vink
Head of Learning Enrichment	Ms Claudia Campbell-Pegg
Literacy Coordinator	Ms Katherine Perry
Vocational Education Training (VET) Co-ordinator	Ms Sarah Harris

# Heads of Departments

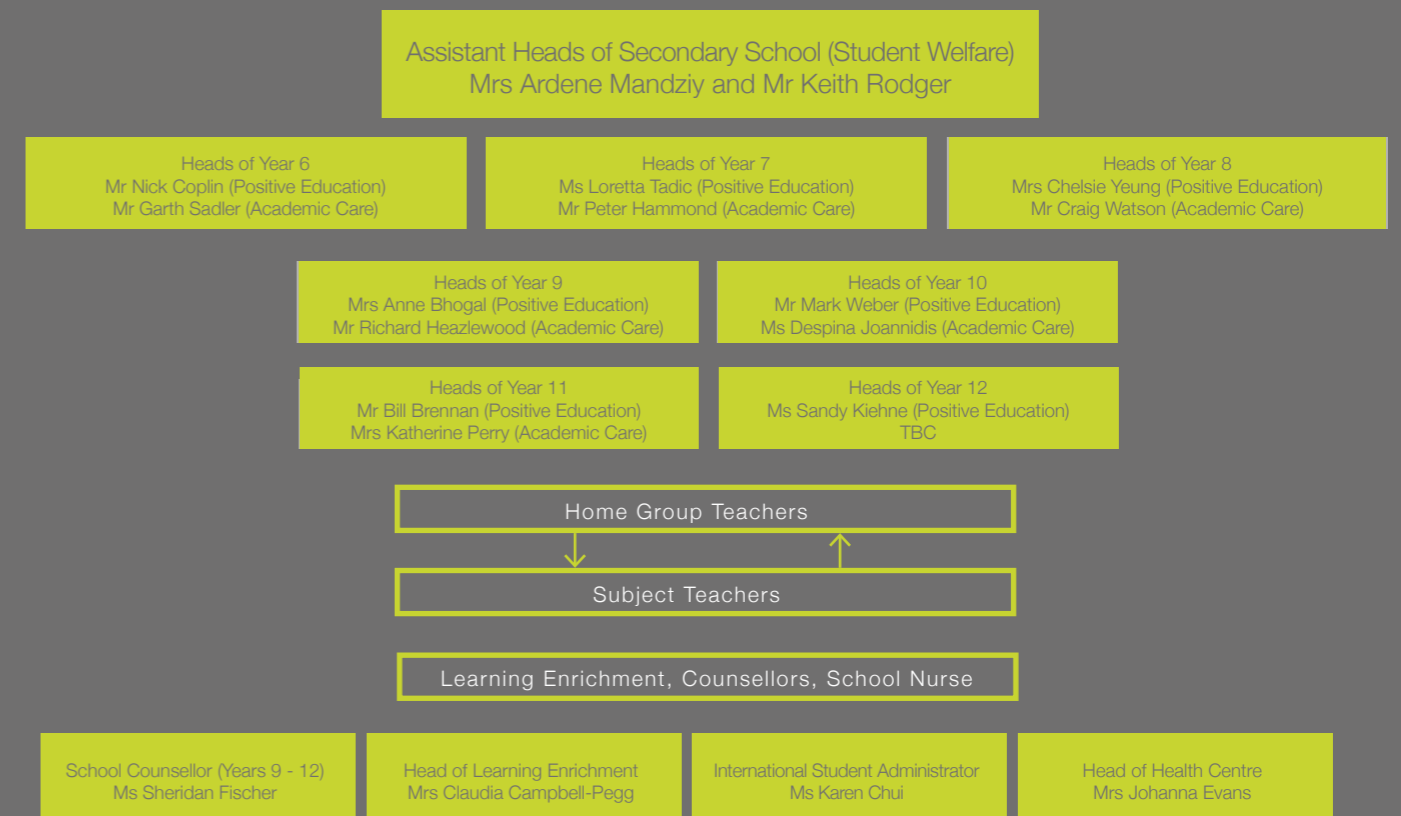
Drama	Mr Ash Huxtable
EAL (English as an Additional Language)	Mr Tim Hudson
Humanities	Mr Greg Verdon
English	Mrs Ruth Williams
Language B	Ms Bernadette Ward-Daniels
Learning Enrichment	Ms Claudia Campbell-Pegg
Library	Mrs Linda Twitchett
Mathematics	Ms Catrin Huxtable
Mother Tongue	Mr Luke Olley
Music	Mr Simon Hughes
PDHPE	Mr Murray Higgs
Science	Dr David Martindill
Sport	Mr Justin Teves
School Carnivals	Mr Ian Forbes
Technology	Mr Steven Harrow
Visual Arts	Mr Nicholas Coulter

# Organisational Charts

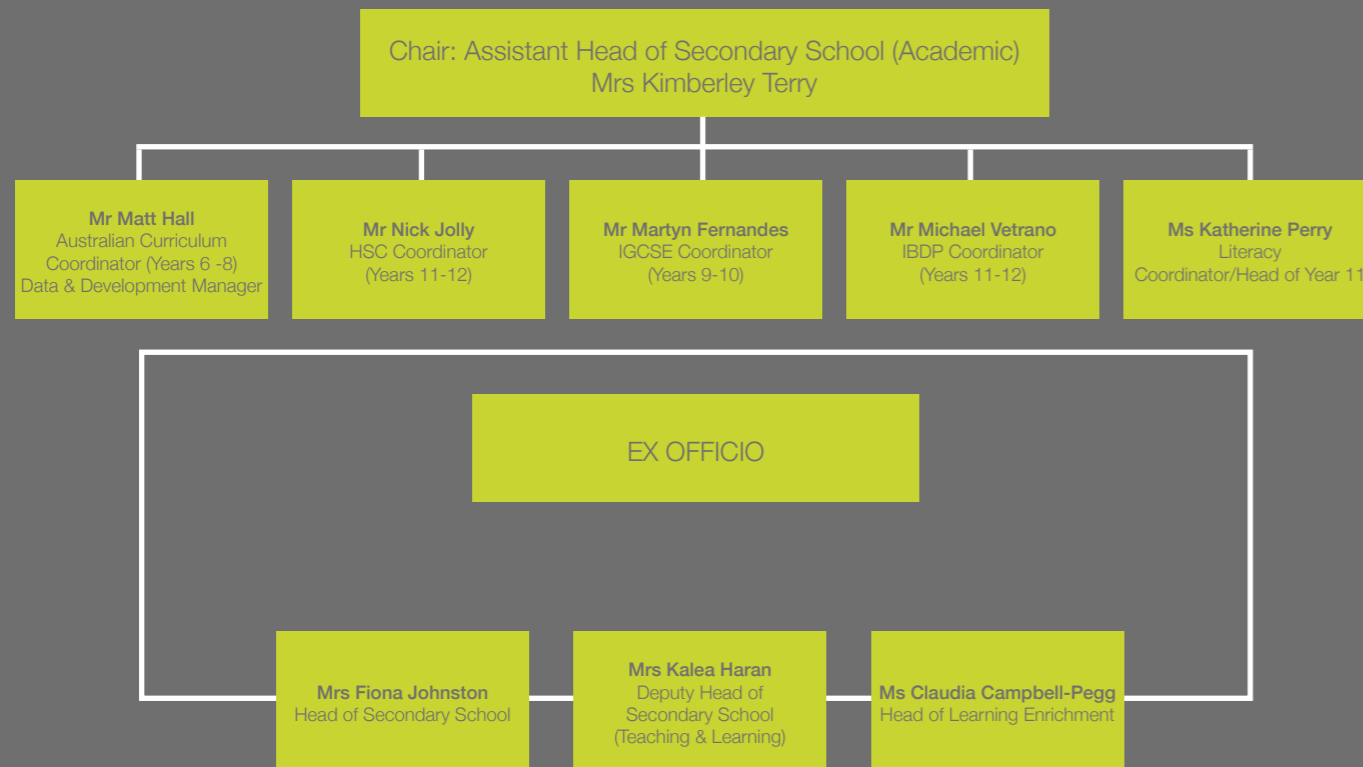
## Curriculum



## Student Welfare



## SECONDARY SCHOOL ACADEMIC STANDARDS COMMITTEE



# AIS Secondary School Guiding Principles

The Secondary School embraces the concept of a school as a community of learners, where the School's values of Respect, Opportunity and Achievement are prevalent in every aspect of our lives.

All members of the Secondary School community can expect to be treated in a dignified manner with equal and shared responsibilities. We seek to develop young adults who are purposeful, resilient and reflective.

Through our programs and dialogue we work towards empowering students to employ democratic practices, engage in leadership roles and take ownership of their lives by enabling them to make informed choices.

The Secondary School focuses on achieving the highest academic standards. Students can expect excellence and encouragement in every endeavour and this in turn is what we ask back of them, both in their academic pursuits as well as their day to day behaviours.

The Secondary School actively encourages community service and care for the environment. It is our aim to develop inquiring, internationally minded, knowledgeable and caring young adults who help to create a better and more peaceful world by establishing, maintaining and building connections with our past, our school community and our global friends through intercultural understanding and respect.

We recognise the diverse range of backgrounds, cultures, talents, needs and skills in our community. We also recognise our own unique identity as a community of diverse individuals. The Secondary School engages purposefully with the rate of growth of global knowledge, with the shift in the scope for networking and with the diverse learning needs of our current and future generations of students.

The Secondary School sees the need for a balance in all things academic, technological, social, physical and environmental. We work towards facilitating

self-managing and interdependent learners who are encouraged to take up every opportunity and learn from mistakes through experimentation and open dialogue. We recognise that teachers facilitate and improve learning. We also support and encourage a community which not only embraces change but creates it and where all of our stakeholders play an important role in the education and wellbeing of our students.

Through engaging in these endeavours as a learning organisation, the Secondary School will continue to strengthen its unique identity in the local community and global environment.

## Advice for Secondary Students

On average each student spends approximately 39 weeks per year at school, about 7 hours per day during a 5-day week. This equates to spending only 16% of their time in Secondary School years actually at school. Taking into account time for sleeping, students spend 55% of their time in the care of their parents, with friends or on their own; well over triple the amount of time spent at school.

Secondary students must enter these years with a clear understanding that they must take on an increasingly greater responsibility for their own learning and their own time. This is a skill which the School develops with them, and it is an essential skill for their continued studies at a tertiary level.

There is a high expectation about what can be achieved at school, and our experience at AIS tells us that an incredible amount can be and is achieved. The key to this success is motivation, drive and passion – from our students as well as our teachers and school community.

It must be understood by all Secondary students that:

- Learning is not just knowledge acquisition – it entails developing thinking skills, analytical skills and skills of enquiry. Therefore, all Secondary students must go beyond their text books and research, and ask widely, discuss widely, and work collaboratively with others in order to gain the most success.
- 7 hours per day is simply not enough time to gain the breadth required for success, especially in the IGCSE, HSC and IBDP. As students progress through their senior years, they need to invest an increasing amount of their own time – in the evenings, during the weekend and during holidays. This extra time must be devoted to practise, to prepare, to create and to extend.
- It is the responsibility of each student to seek the assistance they need both in and out of the classroom. Teachers are very willing to give their

time to students who are dedicated to give up some of their own. More than one teacher is available to assist, so students must be prepared to go beyond their own classroom teacher to gain a wider understanding of concepts covered.

- ‘Doing the right thing’ is the expected norm. Following the correct path of behaviour allows everyone’s focus to remain on the goal.
- No one is on their own; no student should feel they are alone when it comes to their problems – be they academic or social. The key to working through them is establishing at least one good relationship, gaining at least one reliable mentor, making at least one good friend. At AIS, the opportunity exists to make many such relationships and friends - through a balance of study, activity, participation and fun.

# Introduction to AIS

## Brief History

The Australian International School opened on 1 February 1993 at its first campus on Mount Sophia, an area behind Plaza Singapura and the Cathay Building reconstruction. The School started under the leadership of Miss Coral Dixon with 32 students and 7 teachers, with no air-conditioning, uniform or facilities that are now taken for granted. By the end of 1993, there were over 200 students.

The School experienced rapid growth and by the end of 1994, with numbers just over 400, the students moved to Emerald Hill, directly behind Orchard Road. Although the School was bigger and could accommodate more students it still did not have a full-sized gym, pool, theatre and other much needed facilities.

As the School continued to expand it was clear that space was running out at Emerald Hill and by the end of 1997, AIS had moved to Ulu Pandan, near Clementi, the site of the old Singapore American School, which had recently moved to a new site at Woodlands.

The School enjoyed five and a half years at Ulu Pandan during which time it finally secured land to construct a purpose built school at Lorong Chuan, with first class facilities. In February 2002, Mr Peter Bond began as Principal of AIS.

The School moved from Ulu Pandan to its final ‘home’ at Lorong Chuan over the holidays in July 2003, with 1,100 students enrolled.

In October 2007, the School was purchased by the Cognita Group of Schools and in July 2008, a Junior School and Preschool wing were built to house children from Preschool to Year 2 at a purpose-built facility. The campus is a bright, airy and modern building with large pod spaces for group work.

In 2010, a new Senior Building was opened to accommodate Year 10, 11 and 12 students. This wing incorporates private study spaces, 35 classrooms and a new Science and Technology area.

In January 2012, Dr Nick Miller took over as Principal of AIS, and the School moved to a new school structure with two sub-schools: Elementary School and Secondary School.

In November 2014, Mr Andre Casson was appointed the fourth Principal for AIS, and in January 2015, AIS opened a nursery class for two year olds, creating a separate Early Years Centre.

## School Vision, Mission and Values

### Vision

AIS strives to be a globally recognised centre of educational excellence whose students consistently exceed expectations and are committed to addressing the needs of our world.

*‘Globally focused, distinctly Australian’*

### Mission

To enable our students to realise their potential through exceptional opportunities, within a nurturing community which equips them to flourish in life and to make a difference for good.

AIS is a co-educational school for students from Nursery (age 2) to Pre University (Year 12 – age 18+). There are over 50 nationalities represented at the School; however, more than two thirds of the students across the School are Australian citizens. Around 4% of students at AIS are learning English as their second language.

Section of school	Program	Age
Early Years Centre	2, 3 and 4 year old program	Children can commence the day they turn 2 years old
Elementary School	Prep to Year 5 (5 - 11 year olds)	Children commence Prep if turning 5 by 30 April of that year
Secondary School	Years 6 to 12 (12-18 year olds)	Students usually complete High School at age 18

## School Year

The School follows the Australian school holidays as closely as possible. The school year commences in mid-January and includes a four week break mid-year. This is to coordinate with other international schools in Singapore who have a long break in the middle of the year. Singaporean rather than Australian public holidays are celebrated. An annual and term calendar can be viewed on the School's website.

## Daily Routine

School commences at 8.25am for all Secondary School students. Students should arrive at school with time to spare so that they can organise their belongings and prepare themselves for their first lesson.

## Governance and Board Members

The Australian International School is part of Cognita, a world leading international schools group, currently encompassing 64 schools across three continents. Today, you will find Cognita schools in Brazil, Chile, Singapore, Spain, Thailand, the UK and Vietnam. The group employs some 4,000 teaching and support staff in the care and education of around 27,500 pupils from the age of 1 to 18 years.

Since launching in 2004, Cognita has successfully built a group of outstanding schools where no two are the same; each Cognita school retains its own unique ethos and offers a curriculum and range of services tailored to meet the needs of local parents. Wherever you visit a Cognita school, you will find empowered school leaders, committed teachers and pupils who are enthusiastic learners. The School receives no government funding and is funded by school fees and the investment of shareholders. The School has an advisory board who meet quarterly.

# Our Values

## RESPECT - OPPORTUNITY - ACHIEVEMENT

### Respect

We Value:

- Integrity and responsibility
- Acceptance and appreciation of differences
- Care for self, each other, the community and the environment

Therefore we will:

- Develop positive attitudes and a sense of personal and social responsibility
- Build relationships within communities based on mutual respect, trust, acceptance and care
- Foster a community of learners who take responsibility for their choices and actions
- Maximise the learning opportunities for all students through the differentiation of programs and practices
- Embrace and celebrate diversity.

### Opportunity

We Value:

- Confidence
- Creativity and innovation
- Leadership and initiative
- A balanced and well-rounded education.

Therefore we will:

- Provide a broad range of opportunities for the development of well-rounded learners who can make links across curricula, across cultures and across languages

- Develop individuals who have the capacity and aspiration to make a positive contribution to the local and international community
- Provide opportunities for all members of the community to exercise initiative and leadership
- Capitalise on innovation to enrich our programs and practices
- Motivate our students in all endeavours and encourage curiosity in their learning.

### Achievement

We Value:

- The pursuit of individual interests and passions
- Commitment to learning
- Personal excellence
- Perseverance and resilience.

Therefore we will:

- Encourage a passion for learning and a spirit of inquiry
- Celebrate success and achievement across all endeavours
- Support and challenge the members of our community to reach their full potential
- Encourage a culture which rewards initiative, continuous learning and teamwork
- Nurture the capabilities of each individual to strive for personal excellence.



## IBO Mission Statement

The International Baccalaureate Organisation 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 IBO works with schools, governments and international organisations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## Cambridge IGCSE Mission and Vision

### Mission

To provide excellence in education.

### Vision

Cambridge learners become confident, responsible, innovative and engaged:

- Confident in working with information and ideas – their own and those of others
- Responsible for themselves, responsive to and respectful of others
- Innovative and equipped for new and future challenges
- Engaged intellectually and socially, ready to make a difference.

## The Higher School Certificate (HSC) of Study

The purpose of the Higher School Certificate program of study is to:

- Provide a curriculum structure which encourages students to complete secondary education
- Foster the intellectual, social and moral development of students, in particular developing their: knowledge, skills, understanding and attitudes in the fields of study they choose
- Capacity to manage their own learning
- Desire to continue learning in formal or informal settings after school
- Capacity to work together with others
- Respect for the cultural diversity of Australian society
- Provide a flexible structure within which students can prepare for: further education and training, employment, full and active participation as citizens
- Provide formal assessment and certification of students' achievements
- Provide a context within which schools also have the opportunity to foster students' physical and spiritual development.



# Facilities

The Secondary School is housed in two buildings; the original AIS campus built in 2007 and the Peter Bond Senior Building built in 2010.

The Secondary School enjoys excellent ICT facilities with wireless connectivity throughout both buildings. The School also provides students with their own storage space.

A large library is located in the original campus and a smaller library is available in the Peter Bond Senior Building. Both encompass quiet and group study areas and are equipped with a comprehensive range of curriculum and wider reading materials.

Physical Education lessons make use of a number of facilities. There are two air-conditioned gymnasiums, a 25-metre swimming pool, netball and tennis courts, and a large oval which are all utilised throughout the year for our Physical Education and Cocurricular programs. These facilities are also used extensively as part of the AIS sporting program.

Specialist rooms for Visual Art, Performing Arts, Music and Technology are housed on Level 1 of the main campus. Classes move to these areas during their timetabled periods.

## Canteen

The School Canteen is operated by an external provider. It is open from 8.00am to 4.00pm each school day. Students are able to pre-order their lunch using the online ordering system. Please refer to Connect AIS for details.

Students are also able to bring their own meals from home.

## AIS Parent Café

The AIS Parent Café is situated behind the Lower Elementary reception area, opposite the Lower Elementary Canteen. The café is open from 7.00am to 5.00pm and serves a selection of coffees, teas, juices and food items.

The Café is for parents to use throughout the school day, and we ask that children only enter the café when accompanied by an adult. Year 12 students may also use the Café to order items for take away.

## Library

The Central Library is on Level 4 of the main campus building and is open from 8.00am until 6.00pm from Monday to Thursday and from 8.00am until 3.30pm on Friday. The Library also opens for various periods during school holidays.

An additional library is also available for students in Years 10 – 12 in the Peter Bond Senior Building.

Parents should contact the School to clarify specific opening times during holiday periods. Parents are welcome to become members of the library and borrow books.



# The Secondary School Program

## Overview

The Secondary School offers challenging academic programs that focus on holistic education by connecting academic subjects with contextual relevance.

## Year 6 to 8 Curriculum

Year 6 to 8 students follow an AIS curriculum based on the Australian Curriculum. This course is aligned to Australian standards and content.

## Year 9 and 10 Curriculum

Year 9 and 10 students study and complete the Cambridge IGCSE. This two year course is specifically designed to ensure that students have learned all the prerequisite knowledge, skills and understandings to be able to commence the IB Diploma or HSC programs fully prepared to achieve the best possible results. It also mirrors the processes of the IB Diploma and HSC programs by giving the students the experience of sitting external examinations as well as providing an excellent breadth and depth of study.

## Year 11 and 12 Curriculum

Year 11 and 12 students have a choice between pursuing the New South Wales (NSW) Higher School Certificate (HSC) or the IB Diploma Programme (IBDP). Choices between these two programs are offered to Year 10 students during their third term. Students will

be offered counselling by members of the Secondary Leadership Team before they make their final decision to assist them to choose the most appropriate program as well as the most appropriate subjects for their post school destination.

The academic focus for students in the senior phase of learning is on rigour and breadth, making appropriate choices that will open doors to a broad range of opportunities in their tertiary studies. To augment the academic program, an extensive Careers and Tertiary studies program is offered.

The Personal Growth and Development program (PGD) focuses on choices, life skills, study skills, resilience, work experience and leadership, as well as service.

Our aim is to provide ways for students in the Secondary School to remain focused by ensuring that learning is purposeful and intellectually challenging.

## AIS Program's Learner Profiles

The Australian Curriculum seeks to develop seven capabilities that will be part of each of the subjects taught. These capabilities were developed through extensive consultation throughout Australia. They are viewed as key characteristics that will produce well-rounded citizens.

They are:

- Student Centred
- Breadth and Depth of Content
- Continuity and Progression
- Balanced (time provision and subject offering)
- Differentiation
- Relevant Use of Technology
- Use of Relevant Illustrative Materials

Ultimately, the International Baccalaureate Diploma Programme aims to develop characteristics/attributes of students who have empathy and a desire to understand the experiences of others. These are manifested in the Learner Profile and provide students, parents and teachers with a framework for holistic education

- Thinkers
- Communicators
- Risk Takers
- Inquirers
- Principled
- Caring
- Open-Minded
- Balanced
- Reflective
- Knowledgeable

Similarly the Cambridge IGCSE encourages learner-centred and enquiry-based approaches to learning. It develops learners' skills in creative thinking, enquiry and problem solving, giving learners excellent preparation for the next stage in their education. The approach develops learners who are:

- **Confident** in working with information and ideas – their own and those of others
- **Responsible** for themselves, responsive to and respectful of others
- **Innovative** and equipped for new and future challenges
- **Engaged** intellectually and socially, ready to make a difference.



The Secondary School embraces these attributes throughout its culture, curriculum and welfare programs, so that students develop and experience a continuity of culture and behaviours throughout their school life and encourages lifelong learning.

## Homework Time Allocations

Presented below is a general guide to student homework responsibilities. Please note that it is only a guide and these may change at times:

- Year 6** 1 hour per night
  - Years 7 and 8** 1–1 ½ hours per night plus weekend work
  - Years 9 and 10** 2 hours per night plus weekend work
  - Years 11 and 12** 2–3 hours per night plus weekend work
- A homework schedule is given to students in Years 6 to 8

## Study Periods – Year 11 and 12

Year 11 HSC and IBDP students will receive a number of study periods per week. These study periods will be supervised by staff in an allocated room. Students may access the Library, Careers Counsellor or School Counsellor at this time to minimise the disruptions to their learning. The study periods are a most effective tool for maximising performance. The IBDP and HSC Coordinators will have oversight for the students to ensure they are using their time effectively.

## Submission of Assessment Year 6 to Year 8 – Australian Curriculum

Students in Years 6 to 8 are given assessment schedules for each subject each semester. These schedules are collated on assessment calendars, which are available on Connect AIS.

Prior to each summative assessment task, subject teachers will provide students with notice indicating the nature of the task (e.g. project, presentation, investigation, test, practicals). Criteria will also be provided for the student, against which their performance will be assessed. These criteria will be clarified in relation to the specific task the students are being asked to do in a way that should be easily understood by the students. A deadline will also be given for the task.

In most cases it is appropriate for the task itself to be attached to the assessment calendar so that students and parents are clear on what is expected.

### Time, Procedure, Penalties

Some guidelines regarding late submission:

- All assessment tasks (including incomplete tasks) must be submitted and handed in on the due date and time as specified.
- If a student does not submit a summative assessment task on the due date the class teacher will deduct 10% of the total mark possible per day e.g. for a task worth 20 marks the teacher would deduct 2 marks from the student's assessed mark for one day late (14/20 would become 12/20). The teacher would write, -2 due to 1 day late submission, on the assessment task. Weekends will be included as 2 days late.
- Consequences may also include in-school detention and Level 2 Commitment Card for students who are consistently late submitting assessment tasks.
- Parents will be phoned or notified in writing when a summative assessment task is not submitted on time.
- In serious instances/re-occurrences, the AC program coordinator will meet with students and parents

Students seeking a time extension must see their teacher prior to the due date for the assessment task. Students must have a valid reason for application e.g. illness or misadventure. Extensions due to illness will require a note from the parent. A formal request for a time extension must be made in writing by parent/guardian (email is acceptable). Final approval will be given by Head of Department after determination of valid grounds for an extension. If approved, a new date will be set for submission.

## Year 9 and Year 10 – IGCSE

The teaching staff at AIS will devise assessment tasks that provide an opportunity for students to learn whilst being assessed. Assessment tasks should provide for a dual role – assessment for learning and assessment of learning. The internal assessment of students in Year 9 and Year 10 will provide a summative and formative measure of a student's achievement in each course.

### Time, Procedure, Penalties

All work is expected to be submitted on the due date at the time specified on the notification assessment sheet.

- If a student does not submit a summative assessment task on the due date the class teacher will deduct 20% of the total mark possible per day. e.g. for a task worth 20 marks the teacher would deduct 4 marks from the student's assessed mark for one day late (14/20 would become 10/20). The teacher would write, -4 due to 1 day late submission, on the assessment task. Weekends will be included as 2 days late.
- Consequences may also include in-school detention and Level 2 Commitment Card for students who are consistently late submitting assessment tasks.
- Parents will be phoned or notified in writing when a summative assessment task is not submitted on time.
- In serious instances/re-occurrences, the IGCSE program coordinator will meet with students and parents
- For coursework/internal assessments that contribute towards the students final grades, the student will receive a penalty on their AIS Report Card. However, if it is an internal assessment for the final IGCSE/GCSE/O-Level Grade the IGCSE Program Leader will contact parents and arrange for students to complete the task. The student

will receive their full grade for the completed task for the IA & IBDP predicted grade (however, the penalty will be reflected on their AIS Report Card). If the task is still not completed after this, the task will be awarded a ZERO.

Students seeking a time extension must see the IGCSE Coordinator prior to the due date for the assessment task. Students must have a valid reason for application e.g. illness or misadventure. Extensions due to illness will require medical evidence from a doctor. Final approval will be given by the IGCSE Coordinator after he/she has determined whether there are valid grounds for an extension. If approved, a new date will be set for submission.

If a student is absent (ill) on the day work is due he/she must submit the assessment item the following day to the teacher. The task is still to be completed in order to demonstrate an ability to meet the criteria for the task and to meet the requirements of the course.

If a student is absent (ill) from school on the day an assessment task is to be completed in class; he/she must, before attending any classes on their first day back, see their teacher who will organise a time to catch up on the task missed. Failure to follow this procedure could result in the student receiving no credit for the task missed (students will still need to complete the task in order to meet the learning outcomes for the course).

## Year 11 and 12

Students in Years 11 and 12 (HSC) are given assessment booklets at the commencement of each course that outline the planned assessment program for each subject, the general timing of tasks, the form they take and their weightings. The assessment booklet also explains the students' responsibilities in terms of the late submission of work and absences.

Students will be given a minimum of two weeks written notice of assessment tasks. This notice will provide students with specific information about the Board of Studies (BOS) outcomes/IBDP criteria being assessed, the type of task and relative weighting of the task.

### Time, Procedure, Penalties

All work is expected to be submitted on the due date at the time specified on the notification assessment sheet.

- All assessment tasks (including incomplete tasks) must be submitted and handed in on the due date and time as specified on the Assessment Advice notice.
- Assessment tasks must be handed to the relevant teacher or Head of Department. The relevant teacher or Head of Department will record that the assessment task has been submitted.
- Teachers of IBDP students who have not submitted tasks by the due date must immediately inform the Head of Department & IBDP Coordinator. The student will receive a ZERO on their AIS Report Card. If it is an Internal Assessment for the final IBDP Grade the IBDP Coordinator will contact parents and arrange for students to complete the task. The student will receive their Full Grade for the completed task for the IA & IBDP predicted Grade, but a zero on their Report Card. If the task is still not completed after this, the task will be awarded a ZERO.
- HSC assessment tasks not submitted on time will normally be awarded a ZERO. Parents will be notified in writing if an assessment task is not submitted by the due date and time.
- Consequences may also include in-school detention and Level 2 Commitment Card for students who are consistently late submitting assessment tasks.

### Individual Time Extension

- Students seeking a time extension must apply in writing with appropriate notice (Form: 'Application for extension of time for assessment submitted') and see the program coordinator (HSC/DP) prior to the due date for the assessment task. Students must have a valid reason for application (eg. illness/misadventure). Extensions due to illness will require medical evidence from a doctor.
- Final approval will be given by the program coordinator after he/she has determined whether there are valid grounds for an extension.
- If approved, a new date will be set for submission.

### Variations to Assessment Task Dates

- Teachers and Heads of Department may vary dates for assessment tasks in consultation with the program coordinator
- If approved, a new date will be set for the assessment task.
- Students will be notified in writing two weeks in advance of variations to assessment task dates

If a student is absent on the day work is due, he/she must submit the assessment item the following day to the teacher. The task is still to be completed in order to demonstrate an ability to meet the criteria for the task and to meet the requirements of the course.

If a student is absent (ill) from school on the day an assessment task is to be completed in class he/she must, before attending any classes on their first day back, see their teacher who will organise a time to catch up on the task missed. Failure to follow this procedure could result in the student receiving no credit for the task missed (students will still need to complete the task in order to meet the learning outcomes for the course).

## Appeal Process

Any appeal regarding marks, grades or awards are referred to the Assistant Head of Academic Standards. Examination body protocol must be followed for any external grade appeals.

## Report Procedures and Parent Teacher Interviews

Student progress is continually evaluated and reported upon. A regular reporting schedule is in place which, in addition to student feedback, allows parents to remain regularly informed about student progress and development. Teaching staff are available by email and telephone to discuss individual students if necessary and will contact parents directly by email or letter to inform of any changes in class activities or individual requirements.

Full written student reports for all Secondary students are distributed twice a year. Reports include a negotiated target grade for all students as well as individual teacher comments, in relation to student achievement in subject criteria.

In addition to these full written reports Year 6 to 9 and Year 11 students will receive interim reports. These reports will include an alphabetical (numerical for the IBDP) grade summary for each subject, a negotiated target grade for all students, course averages as well as ratings on four affective aspects of student performance – Effort, Engagement, Homework and Progress. Throughout the year, Parent/Teacher Evenings will be scheduled to provide parents with further feedback on their child's progress.

Scheduled parent and teacher interviews are conducted twice a year for each year level and are arranged through Connect AIS. It is an opportunity for parents and teachers to discuss progress, concerns, individualised learning needs and to determine appropriate action or follow-up that is required in order to maximise student learning and growth.

Should parents have any concerns at other times throughout the year, they are strongly encouraged to contact their homeroom or class teacher directly. Teachers will also communicate with parents on a regular basis.

## Standardised Testing

To ensure that the staff are aware of the individual needs of the students, the Secondary School utilises several standardised tests and engages with the data that these tests provide. This facilitates our ability to effectively differentiate our teaching and develop teaching programs better catered to the needs of our students. To assist this process we have employed a Data Development Manager who will have oversight of this information. The tests with which the School engages are:

- NAPLAN
- ACER Progressive Aptitude Tests (PAT)
- Centre for Evaluation and Monitoring at Durham University – Yellis Test
- Centre for Evaluation and Monitoring at Durham University – ALIS Test

These tests have a large sample base and are linked to our various programs of study (Australian Curriculum, IGCSE and IBDP). To that end they are invaluable in setting standards for students and assisting in the evaluation of our teaching programs.

## Elementary to Secondary School Transition

As students continue on their educational journey and move into the Secondary School they may become anxious about leaving the security of the Primary School classroom as they move to a different structure with new teachers in a new environment.

Here at AIS we understand the needs of children moving into the Secondary School. We recognise the need for

a transition from their primary classroom teacher to having many teachers. As a result we have developed a structure with a significant adult (teacher) with whom they will spend more time. This reduces the number of teachers your child will have in the early years of the Secondary School.

To ensure a smooth transition for your child, a program operates in Term 4 which allows Year 5 students the opportunity to become part of the Secondary School for a day. In addition to this, a buddy system is arranged between students in Year 5 and Year 6.

A Parent Information Evening is also held to provide parents and students with an overview of the Secondary School Program.

## Excursions

Excursions provide experiences not possible in the classroom environment and are planned to stimulate, support and extend the classroom learning. Students are offered a wide range of choices to gain experiences in both their curriculum choices as well as their own choices for service, leadership and adventure. Curriculum excursions for individual subjects are designed to fulfil curriculum field work components. It is an expectation that all students participate in excursions as they are an integral component of the curriculum.

## Camps – Year Level and Curricular

The Camp Program at AIS is designed to be diverse and stimulating, building on each student's level of independence as they progress through the School. Because of students' different ages and stages in development, camps are expected to reflect a cohesive approach to building the values and behaviours expected of students at AIS with the purpose of developing well-rounded young adults equipped with the breadth of skills required for becoming valued global citizens. The camps in Years 6, 8 and 10, as well as the curriculum camps listed below, are a compulsory element of the curriculum at AIS and all students in these year levels are expected to participate.

### Year 6 Camp – Loola Adventure Resort, Bintan, Indonesia

Year 6 camp will be held early in Term 2. Students will travel to Camp Loola (Bintan Island, Indonesia) for a four day camp. The camp will focus on team building activities designed to help students develop new friendships as they transition from the Elementary School to the Secondary School.

### Year 8 Camp - Ha Nam, Vietnam

For one week in Term 1, all Year 8 students travel to Ha Nam Province, Vietnam. AIS has established a close relationship with the Kim Bang Social Centre and our students work on projects aimed at maintaining and establishing clean drinking water supplies, buildings and facilities and vegetable gardens. Students develop a strong sense of service to the Kim Bang community and compassion and care for the less fortunate children that live at the Centre. The Year 8 students raise funds and collect donations for their projects prior to their departure to Vietnam.

### Year 9

Year 9 does not have a camp, however an activity/ excursion is planned for each term. These excursions encourage exploration, teamwork, class bonding and community service.

### Year 10 Leadership Camp

Year 10 camp will be held late in Term 4. Students will travel to Camp Loola (Bintan Island, Indonesia) for a four day camp. The camp will focus on developing leadership skills and community service.

### Year 11 – IBDP/HSC Biology, Environmental Systems and Societies, Geography Camp - Tioman

This is a major week-long camp on the island of Tioman off the East coast of Malaysia. It is for Year 11 HSC and IBDP students who study Geography and/or Biology and is a compulsory part of their course work. Biology students have been involved in a longitudinal study of the coral reef and Geography students study the impact of habitation on the natural surroundings.

## Camps – Cocurricular

The following camps are available to students as a cocurricular activity. Students nominate to attend these camps at the start of the Semester 1 CCA program. Please note that cocurricular camps typically take place over the School holidays.

### **Year 9 - NYAA Bronze (National Youth Achievement Award)**

This activity is similar to the Duke of Edinburgh Award, and the Bronze Award is for Year 9 students. All participants join the NYAA Bronze CCA at the start of the year and are engaged in skills training and camp preparation during the year. Students must do community service, learn a skill, an extra sporting activity and an adventurous journey as part of their award. A week-long camp is held during the term 3 holidays. In the past, students have kayaked in Langkawi, Malaysia, trekked in Pahang or chosen other equally challenging activities in a variety of destinations.

### **Year 10 – Cambodia House Building Project**

This is an annual week-long community and service camp for Year 10 students. Students join the Cambodia House Building CCA at the start of the year in order to raise funds, as well as learn about their ultimate destination. During the Term 3 post exams, the students travel with Singapore-based charity Tabitha, to build houses for the needy in rural Cambodia.

### **Year 10 - NYAA Silver (National Youth Achievement Award)**

This activity is similar to the Duke of Edinburgh Award, and the Silver Award is for Year 10 students. All participants join the NYAA Silver CCA at the start of the year and are engaged in skills training and camp preparation during the year. Students must do community service, an extra sporting activity and an adventurous journey as part of their award. A week-long camp is held during the Term 3 post exams. In the past, students have kayaked in Vietnam, trekked in Hong Kong or chosen other equally challenging activities in a variety of destinations.

### **Year 11 - NYAA Gold (National Youth Achievement Award)**

This award is for Year 11 students, many of whom do not complete the award until Year 12. Similar to the Silver Award, students join the CCA at the start of the year. Their adventurous journey is chosen and planned by themselves. In the past, students have climbed Mount Kinabalu in Borneo, trekked the West Coast of Australia, hiked trails in New Zealand, or cycled through Laos. They will also be required to complete a residential project and most students have used the Nepal Schools for Schools Project to fulfil this aspect of the award.

### **Year 11 - India/Nepal Schools for Schools Project**

This community and service camp is for Year 11/12 students and takes place at the end of the year. Students join this CCA at the start of the year to train and gain fitness as well as raise funds to assist schools supported by the project in rural Nepal or India, which they visit by trekking along the base of the Himalayas.

Please note that camps are subject to change throughout the year.

# Celebrating Success

## Assemblies

Full Secondary School Assemblies are held throughout the term to recognise and celebrate student achievement. The assemblies also celebrate special events. They are an opportunity for the entire Secondary School to come together and recognise some of the exceptional activities at AIS. The assemblies are led by staff, students and School Captains. They provide opportunities for musical performances and student presentations.

The weeks when there are not full assemblies will largely be occupied by the STRIVE Program. However, on occasions, Heads of Year may use this time to celebrate the achievement of the students within their cohort with Year Level Assemblies. As with the full assemblies these events will be largely student run. They will also afford opportunities for guests speakers to address smaller groups.

## Awards

In the Secondary School, we believe that it is important to reward student achievement and success. An award system exists which aims to recognise the achievement of individuals who demonstrate the School's values at an outstanding level.

Merit Certificates are awarded by classroom teachers to meritorious students who demonstrate outstanding examples of school values. Merit Certificates should be earned by a student and are not given out en masse to whole groups. These may be awarded at any time throughout the year.

Head of Year Certificates are awarded when a student achieves five Merit Certificates.

The Principal's Award is awarded under 3 different categories:

- Three Head of Year Awards
- Academic Excellence – may be awarded at the end of Semester 1 based on report comments and grades
- Outstanding or meritorious demonstration of a school value(s)

## Presentation Day

The Assistant Head of Secondary School will coordinate the Secondary School Presentation Day (prize giving ceremony) and information will be distributed prior to the event.

Academic Excellence Awards are presented to students at the annual Secondary School Presentation Day at the end of the academic year in the following categories:

The highest achieving 3% of each year level (Year 6 – Year 8) receive a Gold Award

The highest achieving 4-7% of each year level (Year 6 - Year 8) receive a Silver Award

The highest achieving 8-12% of each year level (Year 6 – Year 8) receive a Bronze Award

First place in a subject in Year 9 and 10 IGCSE, Year 11 HSC and in Year 11 IBDP.

Secondary Awards are also presented at Presentation Day for the following:

**Greg Johnson Sportsman of the Year**  
Sportsman and Sportswoman  
Upper and Lower Secondary Awards

**Tim Fischer Award for Citizenship**  
For positive contribution to the School, both inside and outside the classroom  
Upper and Lower Secondary Awards

**Ian Payne Award for Community Service**  
For showing commitment and initiative in community service programs

**Clive Powell Award for Creativity in the Arts**  
For contributing with distinction to the School Arts programmes – Upper and Lower Secondary Awards

**Dr Nick Miller Principal's Award for Best All-Round Student**  
For overall (academic, cultural and sporting) contributions to the School

**Head of Year All-Rounderr Award**  
For the students in each year level that have made an all-round contribution to the life of the School

**Dux in each Year**  
The top performing academic student in each year



# Academic Support

## Faculty Structure

### Year 6 Transition Program

Students in Year 6 will usually have two “significant teachers” who will teach them the core subjects (Maths/ Science and English/Humanities). All other subjects will be taught by specialists. The Year 6 Team is all housed together under the leadership of the Heads of Year 6. This special part of the Secondary School is in place to better meet the transition needs of students from Elementary to Secondary School.

### Years 7 to 12

All subjects from Year 7 in the Secondary School will be taught by subject specialists. This will facilitate the best possible educational outcome for the students. The teachers from each Department will work from the same office to facilitate professional dialogues and support. Moreover, each Department will work within classrooms that are close to their offices. This will mean that these areas will be associated with particular disciplines. This “ownership” of classroom will further enhance the educational experience for the students as the teachers will be able to “decorate” the rooms to suit their area of expertise. Additionally the teachers will be able to display the works of the students from within the class group.

Each Department will be led by a Head of Department (HoD). The HoD will have ultimate responsibility for the teaching and learning within their department.

## Learning Enrichment – Years 6 to 12

Teachers across the Secondary School are responsible for supporting students with a wide range of abilities and needs within their classrooms with assistance from the Learning Enrichment unit. This support ranges from assisting class teachers to modify instructional strategies and content, to the withdrawal of students individually or within a group for intervention.

In consultation with classroom teachers, individual children may at times be observed or screened by the staff of the Learning Enrichment unit. The sole aim of this is to establish each child’s preferred learning style and to gain a greater understanding of areas that may be impacting upon a child’s learning and access to the curriculum. Should we deem it necessary, further assessment by outside professionals or consultation with the School Counsellor may be recommended. Parents will always be contacted prior to students being seen by the School Counsellor or where external assessment is warranted.

Learning Enrichment staff also liaise with outside agencies that provide assessments and/or therapy for students, e.g. Educational Psychologists, Developmental Paediatricians, Speech Therapists, Occupational Therapists, Behavioural Therapists, Vision Therapists and Auditory Therapists. It is important that parents whose children have had an external assessment or who are having therapy or tutoring provide permission for the external agency to speak with the School. The results of these assessments and any recommendations for classroom modifications and teaching strategies can then be employed by AIS teachers to assist with the child’s ongoing learning. Parents should also pass on to the school copies of any reports from these specialists at their enrolment interview so that AIS may meet the individual needs of your child.

In order to centralise and enrich the AIS Learning Enrichment program, we believe that withdrawing students from existing Language B (LOTE) classes is beneficial. Therefore, students in Years 6, 7 and 8 who are identified by the Head of Learning Enrichment, undertake a replacement subject entitled ‘Additional Studies’, in place of learning a second language. In Years 9 and 10 additional support will be offered within the timetable. The introduction of Additional Studies is an important means of providing academic care for our students with individual needs, at a time in their development when their study habits and academic self-esteem need attention.



This program targets:

- Effective time management
- Exam preparation
- Deconstructing of assessment tasks
- Research skills
- Study skills
- Essay writing skills
- Speaking and listening skills
- Reading, comprehending, interpreting and responding to written texts
- Mathematics skills

## Gifted and Talented Program

AIS is aware that there are highly able students in our classrooms who have learning needs that require different responses to those of the majority of their year level cohort. AIS is committed to ensuring that the learning needs of these students are both acknowledged and addressed. The provision for these students will prioritise:

- **Inclusive** over exclusive approaches
- **Flexible** responses over set programs
- **Multiple** identification criteria over single assessments
- **Personalised** support

Teacher observations of specific needs, assisted by a range of further evidence to identify high level skills and abilities, will be used to develop a personalised response that details how the learning needs of each student will be addressed. This will involve greater breadth, depth and/or different models of intervention dependent on the needs identified.

In keeping with the AIS vision and mission of valuing the pursuit of excellence and celebrating diversity within our community, AIS will actively seek out and support learning experiences both within and beyond the school.

These specially targeted learning experiences will aim to meet the developmental needs of those students identified as having highly developed and, in some instances, exceptional skills and abilities.

Discussions about the specific learning and social-emotional needs of individual students will be part of a collaborative process between the School, the parent and the student.

## English as an Additional Language (EAL) – Year 6 to 10

English as an Additional Language (EAL) programs promote and support the English language development of AIS students who arrive from non-English speaking backgrounds. It plays a valuable role in supporting these students' first experiences of life in a new school where English is the medium of instruction.

The EAL Curriculum Leader or Academic Advisor meets all families and tests non-mother tongue English students during the admissions process. Apart from sharing contact details, parents will also be asked to complete a language profile. This provides a language learning background, helping inform the needs of the student upon entry into the School. The student is assessed in all language skills, to ascertain how easily they will be able to participate in the classroom when they commence, hence determining which EAL programs they should be enrolled in.

EAL programs at AIS assists in the development of a student's oral interaction, writing and comprehension skills, aligned with the Language B program and taught in the context of the theories that underpin additional language learning. In order to keep abreast of the intellectual rigour appropriate to the student's age, mother tongue study is also strongly encouraged.

EAL staff provide written reports twice each year, and are present during parent/student/teacher conferences. The EAL staff also play an important role in the welfare of students and families from non-English speaking backgrounds. They actively seek ways to promote respect and connectedness in our school and community. In essence, the goal of the EAL programs at

AIS is to ensure a smooth integration of students into the AIS community and curriculum.

Please note it is expected that students newly enrolling into the Secondary School in Year 10 have a required standard and level of English that can be addressed in one year. EAL support is offered as an elective, and it is expected that all students whose first language is not English will opt for this elective. Students unable to speak, read or write English adequately for the rigors of Year 11 and Year 12 courses are advised to attend an English Language course prior to enrolling for either the HSC or the IBDP and will be subject to testing to confirm readiness.

## Friday Academic Support (FAST)

FAST is a mandatory 2-hour support, held on Friday afternoons from 3.40pm - 5.40pm. The purpose of the Friday Academic Support Time is to promote the completion of student work in a timely and adequate manner in order to advance student learning. If a student does not have an assignment completed or turned in when it is due, the teacher may issue the FAST. FAST is in keeping with the AIS philosophy of Opportunity, Achievement and Respect.

## EAL Senior Studies Preparation Program

The Australian International School offers a two year EAL Senior Studies Preparation Program (ESSPP) for students in Year 9 and Year 10.

This program is for students who:

- a) Joined the AIS Year 8 PMC Program prior to Term 3 in Year 8
- b) Achieved the proficiency score on the AIS EAL entry test

Students who wish to continue at AIS for matriculation (Years 11 + Years 12) at the completion of the ESSPP Program, to study either the Higher School Certificate (HSC) or the International Baccalaureate Diploma Program (IBDP), will need to achieve the courses prerequisites, including English capability.

Minimum requirements exist for the study of both IBDP and HSC courses to ensure that students are properly

prepared for the course of study that they intend to embark upon. Our aim is to ensure that each student is placed on the course most suited to them, and which offers them the best opportunities for academic success. These academically rigorous courses require a level of proficiency in English in the areas of Reading, Writing, Comprehension, Grammar and Speaking. A student's proficiency in these areas will be closely monitored over the two-year program and an expected level of proficiency (determined by AIS) must be evident by the start of Term 4 in Year 10.

All final decisions for continued enrolment into Year 11 and course placement will be made by the Head of EAL and respective Course Coordinators. Appeals can be made to the Assistant Head of Academic Standards. Secondary appeals can be made to the Head of Secondary School, with their decision being final.

## Year 11 and 12 Matriculation Guidelines

There are minimum requirements recommended for students entry into the HSC or IBDP. A copy of the matriculation guidelines can be found on Connect AIS.

## Year 11 and 12 HSC / IBDP English ESL Support

This is not an HSC course, but is offered as an elective to support students whose first language is not English who need to further develop skills and practice in reading, comprehending, interpreting and responding to written texts and subject texts, as well as research, essay writing and examination preparation. The program is primarily to assist students undertaking the English ESL Course.

## Year 11 and 12 HSC Additional Studies (Learning Support)

This is not an HSC course, but is offered as an elective to support HSC students who need to further develop skills in research, essay writing, examination preparation, time management and reading set texts.

## Mother Tongue Support

Language is the means by which we negotiate meaning in our world and communicate with others. Through language we come to understand ourselves and our culture. Through additional language acquisition we strive to understand and have empathy with others.

As a community of learners, AIS recognises and promotes the opportunity to become multilingual and demonstrate international mindedness. The School recognises that learning additional language(s) facilitates cognitive development and encourages internationalism. For these reasons, we include additional language learning and mother tongue support as an integral part of the curriculum.

We value the importance of mother tongue development as it benefits an individual's emotional well-being, enhances academic success and promotes the acquisition of other languages. The School's academic program recognises the need to maintain mother tongue for personal, social and professional benefits, as we are living in a global society.

A Mother Tongue Coordinator (MTC) assists students in the development of this area. The MTC role is to encourage and support students and families to locate courses available in Singapore or by correspondence. The MTC then liaises with students, providers and families.

Students in the Secondary School have the opportunity to study their mother tongue in school or outside school, depending on the year level of the student. Each case is individually decided with the MTC.

Equally, students have the opportunity to study their mother tongue as their Language A for the IBDP, but they should also take English as their Language B subject.

# Sport and Cocurricular Activities (CCAs)

## Overview

Secondary School students enjoy a great range of cocurricular activities. These activities occur either at lunch times or after school. There are opportunities for involvement in a range of sports, music, enrichment and community service activities. There is a charge for some activities, for special materials required and for specialist coaching, tuition or for the use of venues. A choice of activities and times is issued each term. A full list of CCAs is available on Connect AIS.

Year 6 to Year 11 students are expected to enrol in at least one CCA per semester. Year 12 students have the option to focus solely on their studies, but many choose to continue with their chosen CCA.

Students are expected to commit to the activity once enrolled, and attend each week. A participation certificate is issued to all students who complete their CCA, and outstanding students are recognised with Certificates of Excellence at the end of the semester.

Students may also elect to take private Music lessons in an instrument of their choice. These lessons are generally conducted prior to school, during school time and after school. Enrolment forms for Music tuition are available on Connect AIS.

## Competitive Sport

Participation in competitive sport has been shown to have many developmental advantages for students. It promotes team play, communication, resilience and goal setting. To that end the Secondary School has an excellent program that allows students to compete both at an elite and more social level. The program is diverse and involves competition both within Singapore and internationally. Details of the sports offered and the dates of competition can be found on Connect AIS.

AIS competes in a number of sporting associations:

**Athletics Conference of Singapore International Schools (ACSIS)** – This is a league that encompasses the international schools in Singapore.

**Cognita Games** – These are held annually against other Cognita schools from around the region. AIS will host these games as well as travelling overseas to compete. The events will provide both the opportunity for competition as well as cultural exchange.

**Australian International Schools Association (AISA)** – There are two carnivals each year against Australian schools from the region (Hong Kong, Malaysia, Singapore, Thailand, UAE and Vietnam). As these events are against fellow Australian schools, the activities will be with sports well known in Australia. AIS will host these games as well as travelling overseas to compete. The events provide both the opportunity for competition as well as cultural exchange.

**Singapore Schools League (SSL)** – This is a league that pits AIS students against students from local schools. This enhances the competitive sport opportunities as well as facilitating mixing with local students.

**Friendly Fixtures** – In addition to the competitive leagues AIS will participate in a number of “friendly” competitions with local and international schools. Additionally, various carnivals are promoted by AIS and use our facilities as the host school. AIS has had excellent success in the sporting arena over the course of its existence. The program is supported by qualified and committed coaches that seek to educate the student rather than just have a win at all costs.

The School also has access to specialists external coaches through the Basketball, Rugby and Swimming Clubs. These clubs use AIS facilities but utilise external coaching experts.

## Drama Productions

Each year the students in the Secondary School will produce a drama production. The standard of these productions is impressive, matching many semi-professional troupes. The productions will afford participation from a variety of students with a multitude of roles from acting, musical accompaniment, backstage or promotion.

## Community and Service Activities

Community and service are essential parts of an AIS education. The CCA program offers a variety of opportunities for students to get involved with the local community or international projects. One important aspect of the community and service programs is to move the students from transactional service (donating money to a cause) to transformational service (engaging in an activity that will allow interaction with the community).



# Student Welfare

## Student Management System

The health, safety and welfare of all the people who work or learn at our school are of fundamental importance. It is our aim to provide a safe, secure and pleasant working environment for everyone. Our central aim is to help students develop self-discipline and respect for all members of the school community. The IBO Learner Profile and AIS school values are integral to the way in which staff assist students to develop self-discipline and respect for others. Guidance will be provided to enable students to develop routines, build strong relationships with their teachers and peers and reflect on their learning, behaviour and actions.

Whilst positive and assertive discipline is encouraged, students need to know the consequences of inappropriate behaviour. Staff will be supported through professional development to attain the classroom management skills to effectively manage the welfare of all students. The Student Management Policy is the school-wide framework which is underpinned by each staff member's individual management plans and strategies.

The Australian International School's Student Management Policy is based on the understanding that all students have the right to reach their full potential in a secure and supportive environment, where all members feel safe and valued. The Policy is modeled on a proactive system rather than reactive, to emphasise the positive aspects of communication among all levels of the Australian International School community.

The Student Management policy and procedure is in support of our school mission to enable our students to realise their potential through exceptional opportunities, within a nurturing community which equips them to flourish in life and to make a positive difference.

## Safeguarding

Safeguarding children describes the action we take at AIS to promote the welfare of children and protect them from harm. We believe that safeguarding children is everyone's responsibility and that everyone who comes into contact with children and families has a role to play. Cognita Asia supports the School in this endeavour through providing us with guiding principles and policies.

## Personal Data Protection

The school will collect, use, disclose and process "Personal data", for the purposes of safeguarding and promoting the welfare of your child, and where necessary, for the interests of the School and ensuring that all relevant legal obligations of the school and yourselves are complied with. Parents / Guardians consent to such collection, use and disclosure of personal data for the purposes set out above through the signing of the School's Terms and Conditions at the point of enrolment and during re-enrolment prior to beginning of each school year, provided that at all times any collection, use or disclosure of personal data is done in accordance with the Personal Data Protection Act.

## Student Management Policy and Procedure

	Level 1: Unacceptable Low Level Behaviour	Level 2: Unacceptable Medium Level Behaviour	Level 3: Unacceptable High Level Behaviour	Level 4: Unacceptable Extreme Level Behaviour
	Class Teacher Home Room Teacher	Class Teacher Home Room Teacher Head of Year	Head of Year Assistant Head Secondary Welfare	Assistant Head Secondary Welfare Head of Secondary
<b>Behaviour</b>	Level 1 Bullying or harassment	Consistent pattern of Level 1 behaviours	Consistent pattern of Level 2 behaviours	Consistent pattern of Level 3 behaviours
	Homework not completed	Level 2 Bullying - minor physical or verbal	Level 3 Bullying, verbal or physical harassment of students, staff, or visitors to the School	Level 4 Bullying, verbal or physical harassment of students, staff, or visitors to the School
	No equipment for class	Truancy from a lesson		
	Late for class	Failure to attend detention	Persistent willful disruption or anti-social behaviour	Unlawful behaviour
	Incorrect uniform	Significant anti-social behaviour	Significant or persistent vandalism	Use/possession/sale/distribution of substances (including alcohol, drugs whether prescribed or otherwise, cigarettes etc.)
	Disobeying a reasonable request	Misbehaviour outside of school grounds	Breach of a student management plan or conditional enrolment	Breach of a student management plan or probationary agreement.
	Disruption to student learning	Blatant disobedience or discourtesy	Inappropriate behaviour determined by the Head of Secondary or Assistant Head Welfare to be harmful to one's self, others or the reputation of AIS	Other inappropriate behaviour determined by the Principal or Head of Secondary to be harmful to one's self, others or the reputation of AIS.
Inappropriate language	Failure to comply with School Policy	Fighting		
	Minor vandalism	Truancy from school		
<b>Recommended Consequences</b>	Lunchtime Detention	Head of Year Detention	Friday after school detention	Meeting with parents and Head of Secondary
	Level 1 Commitment Card	Level 2 Commitment Card	Saturday detention	Student Behaviour Agreement
	Parental Notification	Parental notification and meeting	Daily monitoring of behaviour	Conditional enrolment
	Intervention services (Including Counselling)	Parental notification and meeting	Intervention services (including counselling)	Suspension >5 days – (internal or external)
		Intervention services (including counselling)	Student Behaviour Agreement (conditional enrolment)	Expulsion
		Suspension 1-5 days – (internal or external)		

## Welcoming New Students

In their first week, all new students will be assigned to a “buddy” whose job it is to help new students settle in, find their way, and introduce them to the School. If new students to the School have any questions or concerns, they should see their Home Group teacher. The Home Group teacher will contact all students’ parents via Connect AIS in the first week to introduce themselves and to open lines of communication. A follow up email will come to new students’ parents during Week 6 to determine how the student is settling into AIS.

## STRIVE

As students continue on their educational journey and move into the Secondary School they will sense a different culture with different expectations and opportunities. Students are expected to take responsibility for their own learning, actions and choices. They are also expected to take ownership of their environment by looking after it responsibly as well as supporting everyone else to look after it. This program is an integral component of the Home Group time and enables age specific issues to be covered in depth. Bullying, Resilience, Goal Setting, Cyber Safety, Sexual Education and Organisation skills are examples of concepts covered throughout this program. Positive psychology underpins all aspects of our STRIVE Program.

## Counselling

AIS believes that sound education involves the development of the whole student. This includes the social, emotional, intellectual, and physical aspects of a student’s life. Counselling services are accessible to all students and their families of the School. The Secondary School counsellors provide support to students, teachers and parents through both individual contacts and group meetings. The counsellors facilitate the development of social and emotional competencies

through classroom lessons, as well as meeting with students individually and in small groups to enhance social skills and self-esteem or to deal with issues such as behaviour management, anxiety and family relocation.

Parenting workshops are also offered throughout the School year and the counsellors are available to meet with parents on an individual basis.

## Careers Counselling

Students in Years 10 to 12 work through a comprehensive program to assist them in making informed choices in regard to short and long term school, tertiary and career pathway goals.

In Year 10 students gain a broad base of subject knowledge and skills, and near the end of their academic year they are matched with an employer of their choice for a week of work experience. Before commencing Years 11 and 12 students are guided with advice about the program (IBDP/HSC) most appropriate to their post school aspiration, subject choices, tertiary courses and prerequisites, as well as provided with opportunities to learn skills in interview techniques, CV writing and presentation skills. The Careers Counsellor is able to advise students, parents and teachers on subject and career choices as they move through the Secondary School and onto tertiary education and/or into their chosen field. There will be scheduled class time for Careers in Year 11 and 12 students’ timetables.

The annual Careers Expo also provides a forum for students to gain relevant and up-to-date information about tertiary courses and pathways. Liaison personnel from Universities around the world visit the School on a regular basis.

## International Students

Students who live in Singapore with a guardian or in a homestay are referred to as International Students. It is recognised that a student’s success at school is dependent on a nurturing and supportive home environment as well as a structured and supportive program of study.

As much as possible, it is the aim of the School to ensure that all students are afforded the same advantages that reflect best practice at home and at school. It is also recognised that a balanced program of study, leisure and social interaction is conducive to success. Every student is expected to take full advantage of the opportunities provided at this school and the family and home environment should play an active role in support of these opportunities. The School supports the rights of every student to have adult supervision and care at all times. All students are required to have an adult who will take charge of all legal and ethical responsibilities, someone who looks after their growing and nurturing needs, and someone who will be fully engaged and conversant with all activities they are engaged in both within and outside the School.

It is therefore a requirement that upon enrolment the parent of every International Student is present at the pre-admission interview with the International Student Coordinator (ISC). The ISC is responsible for the welfare of all International Students and is available to provide assistance as required.

AIS has an affiliation with ACS Oldham Hall, an excellent student boarding school in Singapore. Some homestay students are strongly recommended to secure a place in Oldham Hall in order to be accepted to AIS.

## Houses

There are four Houses across the school.



Derwent  
Storm (Blue)



Fitzroy  
Dragons (Green)



Lachlan  
Devils (Red)



Murray  
Lions (Yellow)

# Student Leadership

## Overview

The leadership structure in the Secondary School consists of 15 Captains elected from Year 11 students in Term 3, prior to entry into Year 12. The Captains meet weekly in the School Board Room with the Head of Secondary.

In addition to the Captains, the Student Action Group is another opportunity to promote the student voice. This team of students is elected from each of the Year 6-12 Home Groups. The Student Action Group meets weekly with the Assistant Heads of Secondary School – Student Welfare and a group of staff mentors.

## Captains

The position of Captain is the pinnacle of student leadership in the School. All Captains work for and with the Secondary School student body. Captains are leaders, independent and reliable. They are able to inspire others and they enjoy the confidence and respect of students and teachers.

The **School Captains** represent the whole school and are role models for its vision and for its values. There are two School Captains. They work with the team of Captains and act as official spokespersons at school and student events.

The **Principal's Captain** meets weekly with the Principal to discuss student issues. The Principal's Captain is also a member of the Student Action Group.

The **House Captains** lead each house and promote a sense of connectedness to their house via a series of events and activities. There are four House Captains.

The **Creative Arts Captains** promote and raise the profile of school-wide events in the areas of Visual Art, Drama and Music. There are two Creative Arts Captains.

The **International Captains** promote and support diverse national identities and provide opportunities through planned activities to foster and encourage connectedness within the school community. There are two International Captains.

The **Community Service Captains** actively highlight the school community's responsibility to care for one's neighbour, and through planned activities, provide opportunities for the school community to give service. There are two Community Service Captains.

The **Academic Captains** promote and support the School's academic improvement agenda. They serve as role models for students through their academic endeavours.

Together, the team of Captains works on a variety of activities throughout Year 12. These include organising and hosting school assemblies, Secondary School socials, mufti days, Valentine's Day, fund raising, International Cultural Experience (ICE), House events and supporting the Student Action Group on the Student Voice.

The School Captains are overseen by the Heads of School.

## Student Action Group

The Student Action Group develops leaders who display enthusiasm, commitment and responsibility. These students have gained the respect of their fellow students and teachers and are able to demonstrate and sustain an exceptional behaviour record and commitment to the School through academic and cultural involvement. Each year four students from each year level representing our House System are elected to the Student Action Group. Members of Student Action meet weekly with their Heads of Year.

# Expectations of Our Secondary School Students

## Attendance and Absenteeism

Illness is the only accepted reason for a student's absence. Frequent absences from school can interrupt a student's learning and the development of good working habits and social relationships. Parents should always endeavour to make medical, dental and other appointments out of school hours. Family holidays should coincide with school vacations and only in extraordinary circumstances should holidays be arranged during school terms. Permission for any student to be absent for any reason other than illness must be requested in writing from the Assistant Head of Secondary School (Welfare).

A minimum level of attendance is required in order to successfully complete any course of study or academic year at AIS. The minimum student attendance required by AIS is 90% of the allocated time for a course. Students on Student Study Visas must also maintain a 90% attendance record.

If your child is ill parents/guardians must contact the Secondary School Secretary via **secondary\_secretary@ais.com.sg** between 8.00am and 8.30am to advise that your child will not be attending school. Medical Certificates are required if a student misses an examination/test/assessment task due to illness, or if a student is absent from school for more than two days due to illness. Medical Certificates should be handed in to the Secondary School Secretary. Students who miss lessons because of illness, an excursion, a special event or rehearsals are expected to catch up on the work missed.

## Late to School

If a student arrives late to school an email must be sent to the Secondary Secretary indicating the lateness prior to the student's arrival at AIS. If this is not possible the student should present a note from parent/guardian on arrival to the Secretary indicating the reason for lateness.

Students should not arrive late without an explanation from parent/guardian.

## Leaving School During the Day

If a student is applying for school leave beyond 3 days, the student will need to seek permission from the Assistant Head of Secondary (Student Welfare). If a student is unwell, parents must inform the class teacher or email **secondary\_secretary@ais.com.sg**. Students should also report to the nurse. Students are not to contact parents to pick them up from school. The nurse will assess the student and contact parents. Parents are not permitted to pick their child up from school without the School being informed prior by email or phone call. A leaving slip will be prepared by the Secondary Secretary in advance and students will need to collect this and may be required to show security as they leave the School.

## Safety on Buses

When our students travel on the school bus, they are under the care of the bus driver and bus amah (bus auntie). Students are required to behave appropriately on the school bus. Bus rules are on display in all school buses. Students are to wear the installed seatbelts at all times and no eating or drinking on the school bus is permitted.

Consequences of inappropriate behaviour on the bus:

- Parents and the bus company may report bus issues
- When deemed appropriate, the Head of Year or Assistant Head of Secondary School will investigate issues
- Parents will be notified
- Removal from the bus for a period of time or permanently

## Expectations of our Secondary School Students (Continued)

### Responsible Use of Technology

Handphones must be locked in student lockers by 8.25am. Students are not permitted to carry handphones around school. Students are permitted to check their phones at break times only and this must be in the immediate vicinity of their locker. If students need to contact parents for any urgent reason during the day, the Secondary School Secretary can call parents on their behalf, or they are able to seek permission to use the phone at the Main Reception desk.

If parents need to contact their child, they can do so through the Secondary School Secretary. Any infringement of handphone use will result in a Friday afternoon detention. Students will lose the right to have a handphone at school if they are found to be using it inappropriately.

Staff and students are expected to use technology resources, including BYOD devices in an appropriate manner which is consistent with the School's Acceptable Use Policy and recognises the rights and feelings of others. Consideration must be given at all times to the possible effect of one's actions when using technology at school or at home. Students are expected to keep their technology devices safely stored when not in use, in their lockers which must be locked. The School is not responsible for lost or stolen devices.

### Uniform

All students are expected to wear school uniform at all times. Students are required to follow the School Dress Code and present themselves appropriately. Students who have the incorrect uniform for the day must get a Uniform Pass from their Head of Year.

Only garments purchased through the AIS Uniform Shop/AIS Uniform Supplier are regulation uniform. The AIS approved Uniform Supplier is Lim Meng Keng, located at #02-18 Holland Road Shopping Centre, 211 Holland Avenue, Singapore 278967. Contact +65 6468 3655.

Lim Meng Keng is able to offer three flexible service options for families:

1. Visit Lim Meng Keng Department Store direct to fit and purchase AIS uniform items on the day;
  2. Fit and order at the AIS Uniform Shop on the school campus, and then pick up and pay at Lim Meng Keng Department Store direct when the order is ready for collection; or
  3. Fit and order at the AIS Uniform Shop on the school campus, and then return to the AIS Uniform Shop to collect from Lim Meng Keng and make payment (Lim's will visit AIS every Monday during term time between 2pm to 4pm to facilitate this service).
- nb. Sale of Representative Sports uniforms (as used by AIS representative sports team players) will only be sold at the AIS Uniform Shop and will not be available at Lim Meng Keng Department Store

### School Dress Code

	BOYS	GIRLS
Shirt	White Secondary School shirt with striped trim, tucked in at all times	
Dress*		Navy striped school dress with white collar and tie, worn at the knee
Pants	Long navy trousers, worn on or above the hips	
Shorts**	Navy formal school shorts may be worn in Years 6 – 10 only. Must be worn on or above the hips	
Belts	Plain black school belt with AIS logo worn appropriately on the hips	
Socks	Ankle length standard white AIS school socks with Navy AIS logo to be worn with shorts Ankle length standard black AIS school socks with white AIS logo to be worn with navy trousers	Ankle length standard white AIS school socks with Navy AIS logo to be worn with logo visible (not folded over)
Shoes	Regulation plain black leather school shoes must be worn. They must be clean and polished. Black runners are not permitted as school shoes. Girls can wear black leather Mary Jane school shoes.	
Ties ***	Striped school tie must be worn at all times	Navy school tie must be worn at all times
Hats	Only the school navy bucket-style hat or PE cap may be worn. All students are encouraged to wear a hat while outside and during PE lessons	
Jumper	Navy knit school jumper. Students are not permitted to wear the jumper around their waist.	
PE	The school PE uniform is to be worn for all PE lessons. House shirts may be worn for PE lessons, as advised by PE staff, at all school carnival events. Appropriate running shoes must be worn, not skater shoes e.g. Vans or Converse	
Hair	<ul style="list-style-type: none"> <li>• Neat and tidy hair - short hair, no ponytails</li> <li>• Above collar length</li> <li>• Fringe clearly out of face, not tucked behind the ears</li> <li>• Only natural hair tones accepted</li> <li>• No extreme hairstyles</li> <li>• Limited use of hair product</li> <li>• Facial hair (beard, moustache) not acceptable</li> </ul>	<ul style="list-style-type: none"> <li>• Neat and tidy hair cut</li> <li>• Fully tied back if shoulder length</li> <li>• Fringe clearly out of face</li> <li>• Hair ties, headbands and clips must be navy, black or white in colour</li> <li>• Only natural hair tones accepted</li> <li>• No extreme hairstyles</li> <li>• Limited use of hair product</li> </ul>
Jewellery / make-up	Only the following items are permitted: <ul style="list-style-type: none"> <li>• Watch</li> <li>• Medical alerts</li> <li>• Earrings are not to be worn</li> </ul>	Only the following items are permitted: <ul style="list-style-type: none"> <li>• Earrings are to be plain small round gold/silver studs or small round sleeper earrings (one per ear lobe). No additional plastic earrings to be worn.</li> <li>• Watch</li> <li>• Medical alerts</li> <li>• No make-up or nail polish to be worn</li> </ul>
Confiscated Jewellery	Teachers have the right to confiscate jewellery that does not meet the AIS Dress Code. It will only be returned at the end of each term. Students will need to collect this from the Secondary Secretary	
School Bag	Navy AIS School Bag only to be used. Bags must be free from graffiti.	
Mufti	Each year the school has several mufti days which often follow a theme. Regulations and themes are variable, but students are required to dress appropriately (no singlets, midriff tops, short skirts or shorts). Enclosed shoes must be worn for all practical classes	

\* Senior Jerseys can be purchased by Year 12 students during their final year. However, these are not an official part of the school and are not to be worn with the school uniform

\*\* School approved badges may be worn with the school uniform.

# Laptop Provision

## Overview

All students in the Secondary School are required to have a MacBook (Air or Pro). Parents may lease the laptops through the School or may BYO device. The Secondary School is wireless throughout and provides on-site technical assistance and back-up. Students and parents are expected to sign an 'acceptable use' policy before taking possession of the laptop.

The strategy is a radical change in pedagogy – what we teach and how we teach it, interactions, networking, resourcing, communicating, assessing and use of on-line applications. The future focus for technology is a fundamental shift in the way we facilitate learning.

The Secondary School emphasises that laptops (and the internet) do not replace the need for research skills and the use of text references, particularly in the HSC and IBDP courses. The Secondary School also understands that laptops should not replace teaching but are accepted tools for facilitating learning in our rapidly changing environment.

## ICT Three Strikes Policy

All Secondary School students are expected to adhere to the AIS ICT 1-1 Laptop Agreement and AIS ICT Responsible Use Agreement at all times. Any actions by students which are not in support of these agreements will be recorded by the School. A '3 –strike' policy is in place whereby if students have been recorded as using ICT unethically on three occasions, they will be required to return their laptop to the ICT department for a determined period of time. Students will be placed on an interim program where they are provided with a Corrections laptop which they will be required to collect from the ICT department (level B3) each morning and return each afternoon. The Corrections laptop will be identified using a coloured contact top and will be locked down (limitations will be placed on it).

An ICT infringement is an incident where a student uses ICT in ways that do not support the AIS ICT 1-1 Laptop Agreement or AIS ICT Responsible Use Agreement. This is considered to be unethical behavior. In order to promote and develop responsible use of information and communication technology (ICT), students are expected to adhere to the rules and guidelines outlined in these agreements, which each student and his/her parent/ guardian signed in order to use the school-provided ICT.

# Communication Between School and Home

## Overview

The relationship between the home and the School plays a very important part in a child's education. We cannot overestimate the critical role that parents play in successful learning. They contribute much to their child's development and are among the most important influences on the way in which the child approaches learning.

Three-way communication is a critical factor in the partnership between parents and the School. Where a partnership exists, it is easier for parents to solve problems and to feel confident about the teaching and learning taking place in the classroom. The School expects parents to accept and to support the shared responsibility for the discipline and education of the students. This includes notifying the School of any changes in routine that may have an effect on the behaviour of their children, supporting the School Management policies and staff in the implementation of these policies and ensuring consistency of expectations between school and home.

## Protocols for Parents

In order to maintain a professional relationship between staff and parents at all times, we would ask all parents to be aware of and to follow the protocols below in communicating with staff:

- Parents are encouraged to address all questions, comments, complaints or concerns regarding any aspect of their child's education or experience at school directly to the child's Home Group teacher in the first instance or directly with the subject teacher if it is an issue concerning a specific subject.

- In the event that the situation is not adequately resolved, either the parent or the teacher (or both) may choose to take the matter to a more senior member of the School's staff. In the Secondary School, this would initially be the Head of Year, or the Head of Department if it is a curriculum related issue.
- If the concern or issue remains unresolved, parents are asked to contact the relevant Program Coordinator (AC, IGCSE, IBDP or HSC) on curriculum related issues or the Assistant Head of Secondary School – Student Welfare on all other issues.
- The Head of Secondary School may also be involved by either party, should it be appropriate.
- The Principal, as appointed by the School's Governing Body, has the final responsibility for resolving any situation. It may also be appropriate for other staff members who have particular expertise in the area under discussion (e.g. the School Counsellor, the Learning Support staff, the Head of Individual Needs) to be invited to become involved at this point.
- Appointments are required to see any member of staff. This ensures that a mutually suitable time can be set aside, as well as allowing time for the teacher to gather any additional information that may be useful in your discussions. Parents are requested not to make an appointment with a Secondary member of staff prior to discussing the problem directly with the Homeroom or subject teacher and to follow the accepted protocols in the appropriate order should further clarification or resolution be considered necessary.



## Protocols for Parents (Continued)

- All communication should be based on mutual respect and as such etiquette with regard to tone and nature of emails should be maintained on all occasions.

Parents are encouraged to talk to their child's teacher whenever they feel there is a need. Email is generally the best way to communicate with your child's teacher; however, if the issue requires a discussion, please contact the teacher by phone or email to make an appointment.

## Connect AIS

Connect AIS is the school's online learning environment. This password protected website is a place for parents, students and teachers to engage with the learning that is happening at AIS every day. Our vision for Connect AIS is to allow parents immediate access to information and communication with the School as and when they would like to access it, rather than waiting for updates from teachers. In this way, Connect AIS enhances existing communication channels within the School, and paves the way for a strong partnership between school and home.

Passwords for Connect AIS are provided upon admission to the School and when logging into Connect AIS parents will be taken to a personalised landing page which shows their children and the classes they are enrolled in. From here parents have access to general school life information, newsletters, updates from the Principal and Leadership teams and contact details for all staff.

In one click from the personalised homepage, parents of the Secondary School will be able to view pages linked to their child's classes, which will include homework tasks and work conducted in each subject class. Secondary School parents can also access curriculum information, resources and welfare information relevant to their child's year level.

<https://connect.ais.com.sg>

## Customer Experience and Parent Helpdesk

AIS is committed to understanding and meeting our parent and student needs and ensuring that our students leave with a positive impression that will stay with them for the rest of their lives. AIS has a dedicated Customer Experience and Parent Helpdesk Manager who acts as the first point of contact for parents who have feedback for the School or who need assistance. To provide feedback or seek support, parents may email on [help\\_us\\_grow@ais.com.sg](mailto:help_us_grow@ais.com.sg).

## Help Us Grow

The School also has a structured survey program to allow parents to tell the school - openly and honestly - what it is going well and what they believe the School can do better. The Help Us Grow program supports the School's commitment to continuous improvement – a key value of the School and the Cognita Group. It enables the School to work in partnership with parents in order to improve the whole school experience. Through the program, the School will regularly survey parents to gain feedback on their day-to-day experience, and of specific aspects of school life. The feedback will help the School to identify the changes that need to be made to delight parents, earn their loyalty and encourage their recommendation.

## Student Organiser

Students in Years 6-8 will be issued with a Student organiser. Students in Years 9-12 will be encouraged to use a Microsoft Outlook Calendar. Although laptops can provide an electronic means of recording calendar and scheduled events, the Student Organiser is a means of communication between school and home if a teacher wants a signed confirmation of news reaching home. All students are expected to record their daily homework in their student organiser. It has a section detailing school rules, history, daily routine and pages for writing homework. It also allows parents to monitor homework and to send messages to teachers concerning issues or absences.

Parents are asked to read and sign the Student Organiser regularly as Home Group teachers will check them periodically.

## School Newsletter

The Newsletter is a vital source of information for parents and it is important that it is read each week as dates and information relevant to the current week and the week ahead can be found. The Newsletter can be found on Connect AIS.

The email address to which the Newsletter is emailed is the one supplied by parents at enrolment. If changes are required, please contact our Records Administration on +65 6883 5155 or email [records@ais.com.sg](mailto:records@ais.com.sg).

## School Yearbook

The School Yearbook (The Endeavour) is produced and distributed at the end of each school year. Students collect the Yearbook in the last week of the School year in class groups. One Yearbook is issued per family and is given to the youngest member of the family.

## School Publications

The School will provide a variety of specific publications from time to time that address specific areas of the School program (e.g. Curriculum Guides, CCA Program Guides, Assessment Guides, etc.). All publications can be accessed via Connect AIS.

## Information Evenings, Term 1

At the start of the year, Back to School Nights are held for Year 6-9 and 11 students during which parents follow their child's timetable and get information regarding courses of study and assessments.

Evenings are also held for parents of students in Years 10 and 12 who are in the second year of a two year course.

A range of information evenings are held throughout the school year to provide information on school programs, camps and activities. Details are shared with parents through the School newsletter and on Connect AIS.

# Student Health & Medical Services

## Health Centre

Two clinics are accessible by students and parents – one is located at the front of the Main Campus near Reception (Nurses Room) and the other is located at the back of the gymnasium complex, next to the Lower Elementary School undercroft (Health Centre). Nurses are on duty during the School day to attend to First Aid and to assess students who become unwell at school and to provide support to parents and students.

Parents are encouraged to keep unwell students away from school. If a student attends school and is not well enough to participate or is at risk of spreading infection, the nurses will contact parents to collect the student.

### Opening Hours: Health Centre

Monday – Thursday	7.00am – 5.00pm
Friday	7.00am – 3.30pm

### Opening Hours: Nurses Room

Monday – Thursday	8.00am – 4.00pm
Friday	8.00am – 3.30pm

## Medical Information

All families new to the School are required to complete a Medical Information and Consent Form. This should be completed and returned to the Admissions Department on Level 4 of the Lower Elementary School building as soon as possible (prior to the student's commencement at the School). This information is recorded and used as a reference when your child attends the nurse.

Teaching staff will be informed of special health needs. If there are any changes in a child's health status, it is the responsibility of parents to inform the School.

## Medications at School

No child is to self-medicate at school. Exceptions are older children with allergies, asthma or diabetes that are known to the School. Parents whose children require occasional or regular medication at school need to deliver the medication and the Request to Administer Medication Form to the nurses. This form is available from the Health Centre, the Nurses Room or on Connect AIS.

If a child presents to a nurse and has been assessed as requiring pain relief, with your consent, nurses can administer paracetamol. Consent is given on the Medical Information and Consent form.

## Emergency Contacts

Accidents do occur. In any emergency the student will be the primary consideration. Parents will be contacted as soon as possible. If a parent cannot be contacted, the School acts in loco parentis. To avoid delay in contacting parents it is essential that the School be notified of any changes of address or telephone numbers. This information needs to be forwarded to Records Administration via email to [records@ais.com.sg](mailto:records@ais.com.sg).

It is of critical importance that we have reliable up-to-date information. If both parents are away from Singapore for any length of time (even as little as overnight), and the children are under the care of a temporary guardian please notify your child's Home Group teacher, the Nurses and the Secondary School Secretary of the emergency contact details during your period of absence.

## Specific Health Needs

The School is not responsible for the management of medical conditions; it gives support to students and families so that children with specific health needs achieve the same educational opportunities as their peers. If a specific health need is identified on the Medical Examination Form you will need to meet with the nursing staff for a Health Needs Assessment. It is best to have all health needs attended to prior to their commencement date at the School. Relevant information will be forwarded to teaching staff.

## Asthma and Allergy Needs

Parents of children who have asthma or known allergies are required to arrange to see the nurses. A Health Needs Assessment will provide the information that will assist in compiling a school specific Emergency Response Plan (ERP).

These assessments provide us with detailed information relating to the child's current treatment, symptoms, triggers, maintenance treatment, and emergency treatment. With parents' permission, the ERP will be displayed in areas according to need. The ERP will be reviewed annually. Parents may be asked to provide the School with medication. All medication should be clearly labelled and in original containers and it is the parent's responsibility to maintain in-date supplies. The School requires each child prescribed with an EpiPen to have two pens for use at school.

The Allergy & Anaphylaxis Support Group is a voluntary parent group who provide support not only to parents but who also provide education for staff and students in the AIS community. For further details, please visit the Health Centre or Connect AIS.

## Nut Minimisation

The School has a Nut Minimisation Policy. Nuts and nut-based products, or products which may contain nuts are not to be brought to school - this includes peanut butter and Nutella.

## Immunisations

It is a requirement by the Ministry of Education in Singapore that students must be immunised prior to entering a school in Singapore. You are required to provide your child's full immunisation record at the time of enrolment. Parents are expected to continue the immunisation schedule for their country of origin. The School does not provide these services.

## No Smoking

AIS has a strict 'No Smoking' policy. Parents, staff and visitors are not permitted to smoke within the School grounds.

# General Information

## Access to the School

The School has three main entry gates. Gate 1 accesses the Main School Building, Gate 2 the Peter Bond Senior School and Gate 3 the Lower Elementary School and Preschool. Gates 1 and 2 lead directly off Lorong Chuan; Gate 3 is accessed from Chuan Lane.

Gate 2 is the main bus access and is closed to student, staff and parent access from 8am to 4pm daily. During the day, parents and students are asked to access the Secondary and Upper Elementary Schools through Gate 1 and the Lower Elementary School and Preschool through Gate 3.

The School's main reception is located at the front of the Main School Building at Gate 1. The School's Admissions Department is located at the Lower Elementary School building at Gate 3.

The School is open to parents during school hours, however, for security reasons, if there is a need to see a student or staff member we ask that you report to the main receptionist (Gate 1) who will direct you to the most appropriate sub school secretary. The School is also open in the afternoon for co-curricular activities and in the evenings for school events. The School is generally closed during school holidays and on weekends unless a prearranged appointment has been made with a member of staff. The Uniform Shop is open at selected times during the school holidays and parents may enter to purchase uniforms during these times.

## AIS Parents' Association

The Australian International School Parents Association (AISPA) represents a community that brings together parents and guardians of children attending AIS. As a group, AISPA strives to fulfil four objectives:

- To promote community spirit in the Australian International School and to encourage parents to be active in the school community
- To support the fund-raising activities of AIS students and assist generally in matters concerning the welfare of students at AIS
- To provide a forum for the free exchange of views and ideas between parents and the Leadership Team
- To act as a link between the business community and the School

These objectives are only made possible with the support of Parents, the school and community members.

AISPA strives to create a sense of belonging for all AIS Parents in Singapore, providing information, assistance and friendship for newcomers as they transition into the AIS community. They have an active Class Representative program to welcome all newcomers and to establish a contact person on a yearly basis between each class and home. AISPA events are a focal point throughout the year to draw families together at the School for fantastic fun. AISPA pinpoints areas of special needs and interests within their community and groups are growing to support these. AISPA also have a thriving second hand uniform shop that not only provides good quality second hand uniforms but takes all donations and sends them to charity organisations within Asia.

Supporting these representatives is the AIS Parents' Association Class Parent Coordinator. Teachers are aware of the role of Class Contacts and value them as a link between the School and parents.

The role of Class Contact is a voluntary position with the aim of fostering community spirit. It is not expected to be a go-between between the class teacher and individual parents. Should there be any individual concerns, these should be raised with the class teacher directly.

For further information about the AIS Parents' Association or the dates of specific parent events is available on Connect AIS.

## Classroom Materials

A stationary pack is supplied for all new students in the Secondary School. All students are also provided with exercise books and the required textbooks.

## Dogs and Pets on School Grounds

Dogs are not permitted to enter school grounds. Parents are advised not to bring pets into the School grounds.

## Drugs and Alcohol

In keeping with the view of the strict enforcement of drug abuse laws in Singapore and other South East Asian countries, it is essential to adopt drug abuse policies and procedures which protect and support all members of the student body.

Students must be made aware it is mandatory to report drug use and that a family may lose its employment pass and need to leave the country if this is found to be evident.

Any student proven to be in possession of drugs at school or selling drugs will be immediately excluded from the School. Students found smoking or to have possession of, or be under the influence of alcohol will be suspended from school.

## Emergency Evacuation Procedures

Students and staff carry out evacuation drills at regular intervals throughout the year. Any parent who is on-site during an emergency evacuation is requested to follow the directions of AIS staff and/or to leave the building through the designated exit, not to collect children and leave.

## Exit Forms

Upon withdrawal from the School, all families are issued with an Exit Form. This form must be completed by various departments and returned to the relevant Heads of Year. Parents will be billed for any items borrowed from the School such as sporting or musical equipment, library books, audio visual equipment or text books that are not returned to the School.

## Fee Payment

The school fee includes Course Material fee, Fee Protection Scheme Insurance Fee, Medical Insurance Fee and Parent's Association membership. Tuition fees are payable before the student joins the School and then prior to the start of each semester.

Accounts are billed on a semester basis and payment of fees is expected by the due date. Payment information can be found on Connect AIS.

## Lockers

Lockers are provided for all students in the Secondary School. These are located in the corridor areas outside Homerooms. All lockers are clearly labelled with the student's name and it is expected that students will keep their belongings tidy within their lockers at all times. Students must ensure that they purchase a strong dependable lock and keep their lockers locked at all times.

Students are asked not to bring items of significant value to school; however, if the need arises these are to be kept in their lockers. There is sufficient room in each locker to store bags, books and laptops.

## Travel to and From School

### Bikes, Scooters and Skate Boards

Students in the Secondary School are permitted to ride bikes, scooters and skateboards to school. Students must wear a helmet travelling to and from school. Bikes, scooters and skateboards are not to be ridden within the school grounds. All students, staff and parents must dismount at

the School gate and walk bikes, scooters and skateboards to the appropriate bike racks where they must be securely locked. There are bicycle racks at the main front entrance, in the car park at the Lower Elementary School, by the Lower Elementary School undercroft and outside the Secondary School.

### Car

Parents driving their children to school may park in the front car park of the School through Gate 1. This car park has limited spaces. It is preferred that students are dropped at the main reception to the School and make their own way to their designated areas. Parents who drive their children to school must ensure they obtain a car decal for the front windscreen of their vehicle. This can be collected from either the Main School or Elementary School Reception. This identifies the vehicle as belonging to a parent at the School and therefore admissible into the school complex.

### School Buses

The School oversees a bus service, run by an external company (Johnson Transport & Trading Pte Ltd (JTT)) which transports students to and from school each day. In addition to the driver, a bus auntie travels on the bus with the students. The bus coordinator can be contacted via the School on +65 6319 3766. All students are made aware of the bus code of behaviour that is expected of all children. Issues of concern that relate to the behaviour of students on buses should be addressed to the Assistant Head of Secondary School.

### Notice of Withdrawal

ALS conducts a two semester academic year. Course fees are charged on a per semester basis and are to be paid in advance of the semester commencement.

Upon the provision of notice of withdrawal, on or before 19 October in relation to students due to commence during Semester 1 (January to June); or on or before 13 April for students due to commence in Semester 2 (July to December), there is a maximum refund of 100% of that semester's course fees already paid. For withdrawal after commencement of a semester, there is no refund of any portion of that semester's course fees, regardless of when the notice of withdrawal is given.

For further details on the AIS Withdrawal Policy, please refer to the Finance pages on Connect AIS.

### Pre-Loved Uniform Shop

The Pre-Loved Uniform Shop accepts school uniforms and sportswear, including external provider sportswear, footwear and equipment for sale. All items offered for sale must be clean, pressed and in good condition. When you are leaving the School, should you wish to donate items for sale, these will be readily accepted. All funds raised are allocated to the AIS Parents' Association funds and distributed accordingly at the end of the year.

### Smartcard

The Smartcard system used at the School acts as a form of identification for students as well as staff. Its bar code is used to access library resources and text books. It also allows parents to order their child's lunches online as well as to pay for excursions. Students need to visit the Library to have their Smartcard issued and parents will be provided with details to access their online account. For full information visit Connect AIS.

### Visitor Pass

The wearing of visitor passes is compulsory for contractors and visitors to the School (other than parents). Visitors must sign in at the guard house with a recognised proof of identification (e.g. drivers licence, passport etc) and obtain a visitor pass before entering the School. This must be returned before departing the premises.

AIS families are issued with two parent security passes which must be worn when visiting the campus. Car decals are also provided for families who drive onto campus. Parents who forget their parent pass will be treated as a visitor and will need to sign in at the guard house.

Parents are asked to support this security measure, which assists the guards in knowing who is located on the grounds at any one time.





**Australian  
International  
School**

**Globally focused, distinctly Australian**

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