



# Australian International School Secondary School Teachers



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Welcome to the Secondary School at AIS.

An AIS 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 and become the best versions of themselves.

It is the goal of the Secondary School at AIS that we seek to produce well-rounded young men and women of character who will go forth and make a positive contribution in this ever changing global society. We believe in the education of the whole student. We want our students to be lifelong learners and have a real passion to want to get better at everything they do. Therefore, the programmes that we offer are diverse and inclusive in nature to allow all our students to experience success. 2021 academically saw the best results in the schools history in the IGCSE and IBDP programmes.

The School offers innovative academic programmes:

- Australian Curriculum Years 6 – 8,
- IGCSE Years 9 and 10,
- IBDP Years 11 and 12,
- HSC Years 11 and 12

Each of these programmes offers excellent preparation for life beyond AIS. They provide outstanding scope and sequence, are well resourced and taught by highly qualified and motivated teachers. The teaching staff engages appropriate pedagogies that promote differentiation

and assessment for learning. Technology is ubiquitous in the programmes of study but is not the only means of delivery. Tried and tested modalities like handwriting, class discussions and questioning are still important components of lessons. Our students are encouraged to collaborate and seek enquiry to enhance their learning journey.

The academic well-being of every student is an essential aspect of the AIS Secondary School. A proactive programme that seeks to provide students with guidelines for life is engaged. Clear expectations for behaviour are articulated and perpetuated by all staff. The STRIVE teacher is the central person in the lives of all students. They will meet with them each day and provide stewardship for each student. The STRIVE 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. We are a school that prides itself on being student focused and solution orientated.

The Secondary School provides students with a superior co-curricular programme. Options that we offer 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 programme 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. The three way relationship between student, school and home is perhaps even more important in the secondary years. 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. 2023 promises to be an exciting time in the Secondary School as we move forward from what can only be described as a challenging 2020-1. 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 and successful future.

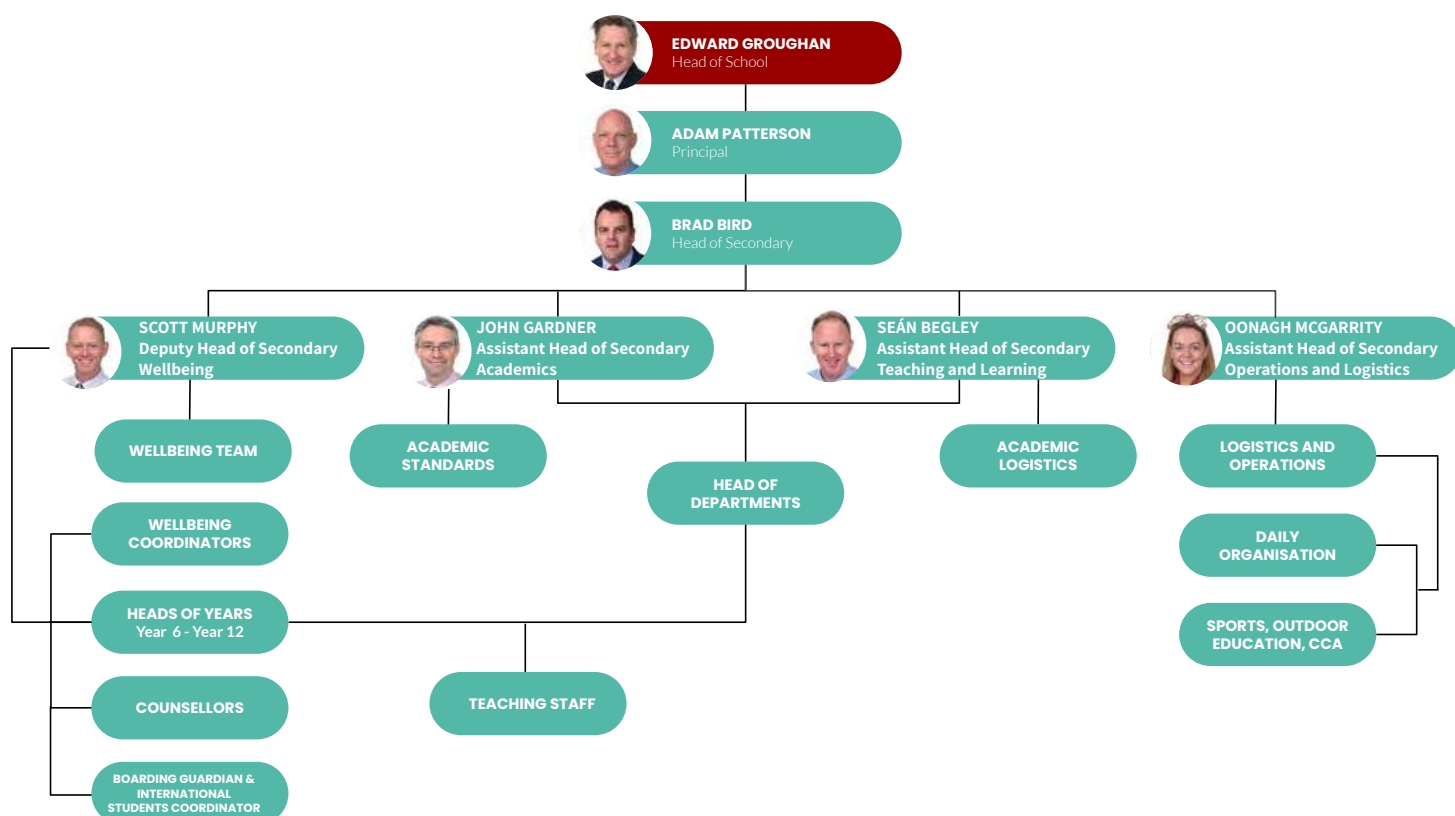
Go Sharks!

**Brad Bird**  
**Head of Secondary School**





# SECONDARY ORGANISATIONAL CHART





# SECONDARY SCHOOL STRUCTURE



## BRADLEY BIRD

Head of Secondary

- Shared Vision
- Pedagogical Approach
- Governance
- Staffing
- Academic Wellbeing



## Scott Murphy

Deputy Head of Secondary: Wellbeing

- Academic Wellbeing
- Academic Tracking
- Secondary Pastoral Program (STRIVE)
- School Counsellors
- Boarding and Homestay Program
- Innovative development of policy and approaches to wellbeing
- Academic Admissions
- Designated Safeguarding Lead



## JOHN GARDNER

Assistant Head of Secondary:  
Academics

- Academic Tracking
- Academic Standards
- Benchmark Testing
- Assessment
- Reporting
- Data
- Learning Coordinators



## SEÁN BEGLEY

Assistant Head of Secondary:  
Teaching and Learning

- Teaching and Learning
- Staffing/Probation
- Let's Talk
- Curriculum
- Academic Logistics
- Professional Learning



## OONAGH MCGARRITY

Assistant Head of Secondary:  
Operations and Logistics

- Logistics
- Examinations
- Admissions
- Timetable/Deployment
- Parent Communication
- Staff Mentoring
- General SS Budget
- VTR Approvals



## KELLY SOMERVILLE

Assistant Head of School  
Head of Diversity and  
Development:

- EAL
- Learning Enrichment
- Admissions
- PCS

## Middle Leaders

- Learning Coordinators
- Wellbeing Coordinators
- Heads of Years 6 - 12
- Heads of Departments





# WHO WE ARE

## ‘GLOBALLY FOCUSED, DISTINCTLY AUSTRALIAN’

At AIS, we aspire to be recognised internationally as an institution that represents educational excellence. Our philosophy commits us fully to the notion of a holistic, rounded education, which cherishes the arts and sports and academics essential to each student’s education.

We are equally committed to teaching our students to have a moral commitment to making our world a better place as reflective, caring, knowledgeable and principled people. Each child is unique. Each is important.

We never forget the inextricable links with the culture and education system of many of our students and staff or our humble origins at our first campus in Singapore 25 years ago.

We are and will always remain non-selective in our admissions policy, confident that it is not intellectual ability alone that determines an individual’s worth or contribution to the advancement of our world. At AIS, we live the principles outlined in our Mission, Vision and Values.

# OUR 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.

# OUR 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.

# OUR VALUES

RESPECT

OPPORTUNITY

ACHIEVEMENT



## High Quality Learning and Teaching

Guided by the AIS Vision, we strive to be a community of learners encompassing both children and adults. We believe in the capacity of each individual to engage in a meaningful, personally challenging learning journey. We believe that a student's ability to become a life-long learner is shaped by their capacity to both develop self-knowledge and contribute meaningfully to the communities in which they live.

At AIS, we believe that learners construct knowledge, skills and understanding through integrating new experiences with their prior learning. We understand that learning is optimised when knowledge is organised around major concepts and that it is best promoted through the use of authentic, collaborative learning experiences.

We believe that effective learning necessitates metacognition, with a focus on helping students to become skillful thinkers supporting the broader educational aim of developing them as resilient, self-directed and independent individuals. We do this through the process of promoting and applying Academic Wellbeing where our students are first happy, healthy, safe and engaged, then they can go on to be the best learners possible.

We understand that such capabilities are enriched when students are challenged to reflect upon ethical and moral viewpoints, while being provided with opportunities to take socially responsible action. To that end we develop global citizens who seek to make a difference for good in our world.

# Our Mission

To deliver a quality curriculum that reaches and exceeds educational standards and expectations, bringing together student wellbeing, academic, teaching and learning and curriculum.



## YEARS 6 - 8

Australian Curriculum

## YEARS 9 & 10

Australian Curriculum

Cambridge International General Certificate of Secondary Education (IGCSE)

## YEARS 11 & 12

Australian NSW Higher School Certificate (HSC)

International Baccalaureate Diploma Programme (IB)



# Academic Wellbeing

At AIS we acknowledge the direct correlation between academics and social, emotional and psychological wellbeing and as such we don't see them as indifferent but are the same component of student learning – academic wellbeing. We know that students with higher levels of psychological and emotional wellbeing show higher levels of academic achievement.

**“To provide our students with an environment where they feel happy, healthy, safe and can be at their best.”**

Our Wellbeing Team is led by highly qualified and experienced educators, and involves a multi-faceted system of support and guidance provided by Heads of Year, Senior Leadership Team, International Students Coordinator, Boarding Guardian, Head of Inclusion, Wellbeing Coordinators, Guidance Counsellors, Positive Education Coordinator, Community Service Coordinator, Learning Enrichment Team and our Health Care Unit.

## THE WELLBEING TEAM



## STRIVE

STRIVE is the name for our pastoral programme.

- Strength
- Thrive
- Resilience
- International Mindedness
- Values
- Enjoyment

These are the core tenants of our wellbeing team's programme. In this structured programme, students cover a multitude of challenging and engaging topics and activities which are designed to broaden their horizons and equip them with skills, strategies and knowledge relevant to their current and future experiences.

The STRIVE programme covers everything from digital citizenship, mental health, sexual health, positive choices, navigating adolescents, first aid and to manage your finances at university.

STRIVE also encompasses our home room system for students to connect with their peers and to foster relationships beyond those they make in their subjects.

STRIVE is designed to support our students in all aspects of their life and provide them with the best possible start in life.

## STUDENT WELLBEING

Our wellbeing programme occurs within STRIVE, which exists to provide pastoral and emotional support to our students so that they may develop knowledge, understanding and skills within:

**S**

### **Strengths**

*The use of our skills and character strengths to express our individuality.*

**T**

### **Thrive**

*The ambition to experience success and achieve our personal best.*

**R**

### **Resilience**

*The desire to persevere through challenges and develop resilience.*

**I**

### **International Mindedness**

*The importance of embracing cultures and traditions from around the globe.*

**V**

### **Values**

*The reflection of our core values and what is important to us.*

**E**

### **Enjoyment**

*The desire to live a life with purpose, meaning and happiness.*

## CARES & Academic Care

The Australian International School makes the Academic Wellbeing of our students an absolute priority. One of the many tools we use to support our world class, holistic education is our C.A.R.E.S survey. The data derived from this is used to have informed conversations about students academic wellbeing and provide the appropriate support and interventions where required. C.A.R.E.S is designed so that student voice can shine through about how students are feeling about schooling, relationships and themselves.

## Positive Education

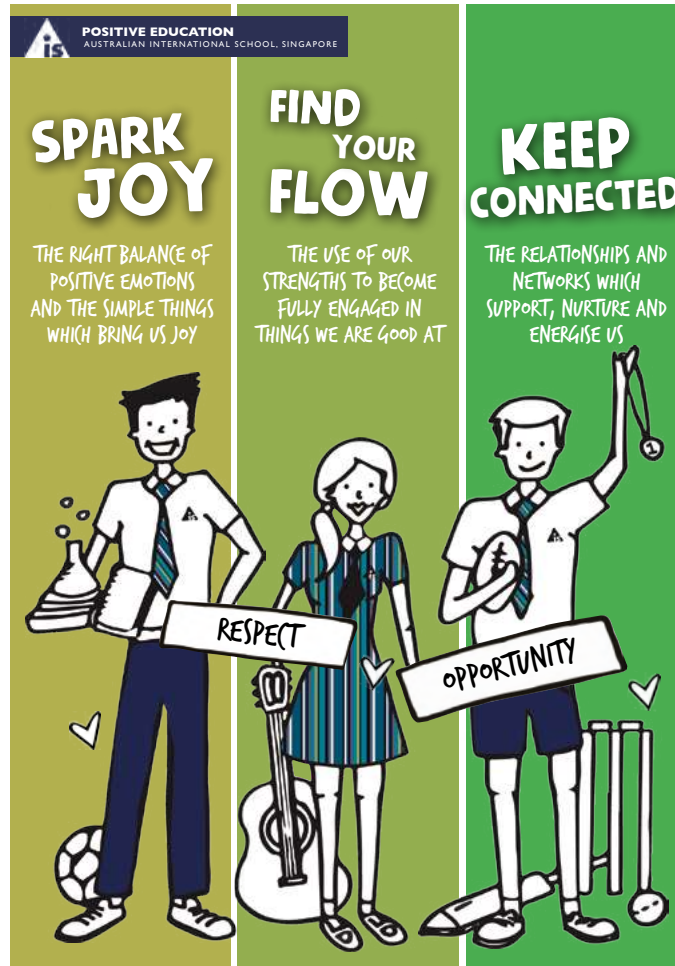
As part of the Australian International School's commitment to supporting our community to flourish and live meaningful lives, we aim to embed wellbeing at the heart of everything we do.

Positive Education at AIS is based on the belief that we are continuously working towards being the best version of ourselves, and in doing so, reflect on the six domains of Martin Seligman's PERMAH framework. This includes reflecting on: our emotions and experiences, the activities we engage in, significant relationships, our health, accomplishments and our contribution to society.

In endeavouring to build the long term wellbeing of students, we continue to cultivate our Positive Education programs to implement intentional wellbeing practices which help children cope with life challenges and thrive as individuals. Understanding how our cognitive, emotional, social, physical and spiritual wellbeing is all interconnected is an important part of our philosophy.

AIS is committed to providing exceptional opportunities; where students experience holistic success whilst developing skills for life, including diversity, identity, respectful relationships, resilience and an understanding of how to make a positive difference in the world.





## Australian Curriculum (AC)

Students will undertake a diverse range of subjects which will focus on developing key 21st Century skills such as Critical Thinking, Communicating, Researching and Self-management through a conceptualised learning approach. Developing these skills will allow our students to successfully transition from Elementary into the Secondary school and provide them with an appropriate platform to embark upon their studies when they progress into the IGCSE and Australian Curriculum subject offerings in Year 9 and 10.

## Cambridge International General Certificate of Secondary Education (IGCSE)

The IGCSE curriculum gives students the freedom to choose subjects that are right for them, while providing them with a broad knowledge base and lifelong skills.

It develops learner knowledge, understanding and skills in:

- Subject content
- Applying knowledge and understanding to familiar and new situations
- Intellectual enquiry
- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes



## Australian NSW Higher School Certificate (HSC)

The Higher School Certificate (HSC) curriculum allows students either to follow a broad programme or to specialise the focus of their final two years of studies before university. They can, for instance, study all three of the Sciences. They can specialise in Mathematics or English undertaking four 'units' at Year 12. Students can also specialise in the Humanities or in the Arts or in Technology related subjects.



# International Baccalaureate Diploma Programme (IBDP)

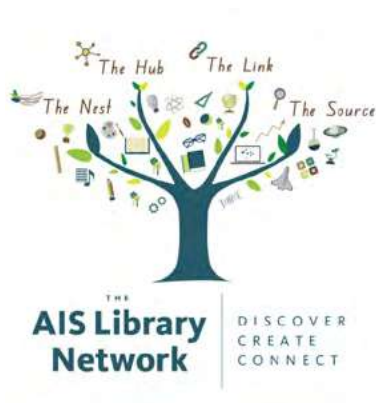
Designed as an accessible and holistic pre-tertiary experience, the IBDP is internationally recognised by leading universities. Students choosing the IBDP are challenged to maintain the study of a broad range of subjects from six curriculum groupings - helping to keep tertiary options open - at least three of these subjects are chosen for higher level study.

The central core of the IBDP is Creativity, Activity, Service (CAS), Theory of Knowledge (TOK) and the Extended Essay (EE). All three components are highly valued by tertiary institutions and employers alike.





# A SELECT OVERVIEW OF WHAT WE DO AT AIS:



## The AIS Library Network

All are welcome at our four library branches:

- **The Nest** - Supporting the Early Learning Village community
- **The Hub** - Supporting our Lower Elementary community
- **The Link** - Supporting our Upper Elementary & Lower Secondary community
- **The Source** - Supporting our Senior Secondary community

## Commerce

The Commerce curriculum at AIS incorporates the IGCSE, IBDP and the HSC programs. It is specifically designed for senior students and is chosen in these pathways by them.

In the IGCSE and IBDP we offer both Business Studies and Economics. In the HSC we offer Business Studies, Economics and Legal Studies. These are very popular subjects with students and traditionally, our students score very well in them. These are two year courses that help develop a better understanding of the world of business incorporating critical thinking and an international outlook.



## Drama

The Drama curriculum at AIS incorporates a range of diverse and exciting opportunities to investigate, explore, create and, of course, perform live theatre. From issue-based topics, through world theatre and numerous performance skills the courses aim to develop confidence, critical thinking and the ability to communicate successfully through dramatic means.

All students in Years 7 & 8 experience Drama as a curriculum subject and many choose to continue their study of Drama as an elective in Years 9/10, and at HSC and IB Diploma level as two year courses developing important life-long skills fostered by an arts education.

1. To provide immediate, short term acquisition of sufficient English to ensure a seamless integration into both academic and social school life
2. To strategically assist students to acquire a developed English proficiency to ensure success in the mainstream classroom without EAL support

## English

The AIS English Department commits to setting the conditions for all students to take action to exceed their goals in reading, writing, speaking, and listening skills. To do this we:

- Set wellbeing work-life boundaries for ourselves to ensure sound physical, mental, and emotional health when we teach our students.
- Cultivate a culture of reliability, inclusivity, excellence, and kindness amongst staff and students.
- Instil in our students a desire to love literature, and question meanings made from language and texts as part of their self-actualisation journey.
- Foster an understanding that critical reading is central to an active engagement with international mindedness and democratic principles.
- Create spaces that allow for reading and writing skills to grow
- Identify extension and remediation needs for student literacy through data collection and evaluation.
- Expect high standards for teaching and learning
- Meet accountability requirements to all stakeholders with a spirit of authenticity, curiosity, professionalism, and open and respectful communication to meet the best interests of our students and our community.
- Evaluate all teaching and learning systems and resources on a daily, weekly, and monthly basis to ensure the continued creation of a professional legacy for future teachers and students who will work with our Department.

English is compulsory in all curriculums at AIS and as such has a high emphasis placed upon it for the success of our students not only in English but across all curriculum.

## Humanities

The mission of the Humanities Team at AIS is to provide a quality Humanities education which allows students to think critically and creatively and provides opportunities for students to apply their humanistic knowledge to real world situations so that they are equipped to make the world a better place.

Humanities runs across all Curriculums in Secondary at AIS

- Year 6-8 History and Geography
- Year 9-10 IGCSE History, Geography and Global Perspectives
- Year 11-12 IBDP History, Geography and Psychology
- Year 11-12 HSC Ancient and Modern History, Geography

## **Humanities con't**

'The value of [Humanities] is, indeed, not scientific but moral: by liberalising the mind, by deepening the sympathies...it prepares us to live more humanely in the present and to meet rather than to foretell the future'

- Carl Becker

## **Languages Other Than English/Mother Tongue - LOTE/MT**

The LOTE and Chinese Mother Tongue Department is committed to promote linguistic and cultural literacy while cultivating a life-long appreciation and enthusiasm for languages and the cultures they reflect. We believe that all students can learn a new language and that a global mind-set is a necessity and an asset in today's society.

The study of world languages is an interdisciplinary pursuit and it intrinsically helps students view issues from a global perspective; students gain an increased knowledge of their relationship to the world by developing an appreciation for other viewpoints and a deeper understanding of their own culture and the world at large.

We offer Chinese and French as our main languages with Spanish becoming a priority moving forward.

## **Mathematics**

Mathematics at AIS aims to build strong relationships with various members of the AIS community and foster students with 21st century skills: critical thinking, creativity, collaboration, and communication.

Mathematics is offered across all Curriculum from 6-12.

Aims of Mathematics department align with the aims of the IGCSE, IBDP and the HSC and attempt to:

- develop mathematical knowledge, concepts and principles
- to offer opportunities for students to think mathematically through questioning, communicating, reasoning and reflecting.
- develop logical, critical and creative thinking
- employ and refine their powers of abstraction and generalisation
- promote development of 21st-century knowledge, skills, understanding, values and attitudes and provide challenges.





## Music

From their first days in the early years until they graduate from AIS, our students will embark on a progressive musical journey that will prepare them to enjoy, participate or work in the arts.

Our passionate specialist teachers deliver personalised musical programs to promote the highest standards of artistic excellence that enable students to become an accomplished musician.

Musical talent is celebrated throughout the year at AIS, with events ranging from performances during school assembly times to performing on stage at our annual Music Ensemble evening and at Presentation Day.

Our musicians are frequently invited to represent the school at outside events, recent past examples include ANZAC Day at the Kranji Memorial, a charity Christmas concerts, carols at Raffles Hotel and performing at the ANZA charity ball.

Our annual music ensemble evening is one of the main highlights of the Year, with students preparing for months ahead of performance night. The night brings together singers and instrumentalists from the AIS Upper Elementary and Secondary School, who perform a range of music styles, including vocal performances from our choirs as well as performances by bands, orchestras, wind ensembles, percussion ensembles, chamber ensembles and string ensembles.

## Personal Development/Health/Physical Education - PDHPE

Faculty Vision: To deliver an exceptionally high quality Physical Education, Health and Athlete Development programmes that are relevant for adolescents in today's ever changing and challenging world.

Faculty Mission: To empower, enable and equip adolescents to enhance their own and others health, safety and wellbeing through knowledge, skills and attributes.

PDHPE is offered across all Years at AIS, students specialise in PE at Year 9 IGCSE level and it is offered as

elective in the IBDP and HSC programmes.

AIS also has an Athlete Development Programme that starts in Year 7 for aspiring athletes to learn about how to best prepare themselves for a life of sport.

## Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives.

Science at AIS runs through all Curriculums from Year 6-12 and is extremely popular with senior students where many offers are available in the IGCSE, IBDP and HSC programmes.

Science at AIS aims to develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.zz

## **Technology / Vocational Educational & Training**

### **Technology**

The Technologies Department at AIS delivers a wide range of programmes across the fields of Computing, Food, Design, Textiles and Construction from Years 7 to 12. Delivering courses through the Australian Curriculum, IGCSE, HSC, IB and New South Wales vocational education programmes we have a wide range of options to suit everybody's interests and needs.

Our department is extremely well resourced with collections of modern and traditional tools across both design and making. Using project based learning methodologies our programmes are engaging and interactive, leading students from exploring key questions about why things happen through to how can I solve that problem. No matter the material chosen, our students follow individual projects through a process of investigation, ideation, development and delivery, whilst also exploring the impact that designing has on the world around them.

Suited to individuals who love creating and problem solving, our units include woodwork and plastics, food, fashion and interiors, and developing and coding computing based projects. Choices of tools used across the year groups include traditional hand tools or laser cutters, 3D Printers and CNC machines, robots and drones, plastics recycling and forming opportunities, domestic and industrial kitchen tools and appliances, as well as sewing machines, sublimation printers and digital embroidery machines.

### **Vocational Education and Training**

The Vocational Education Training (VET) suite of subjects offer a speciality course leading to Certificate Level 1 and 2 provided by TAFE New South Wales, Australia as well as contributing to the standard Higher School Certificate. This specialist training is delivered through our normal timetable and provides students with an extensive range of experiences in a competency based curriculum, including work experience and service based learning.

Learning to plan and deliver their own cafes and host functions within school, the Hospitality subject provides learners with experiences ready for work in the Hospitality industry outside of school.

AIS also delivers the Construction Certificate 1 & 2 and Construction Pathways programme to introduce students to skills in the construction industry. Learning to plan and build items of furniture and large items, including cubby houses or paving recreational areas around school, this service learning is for those who love working with their hands and being outside.





## Visual Arts

AIS Secondary Visual Arts delivers a rich and dynamic programme to our students from Years 6 to Year 12. Our Visual Arts Department is extremely well resourced, and we are able to provide our students with a wide scope of artistic experiences. The Secondary Visual Art programmes course has been designed for students who engage in project based learning, are creative thinkers, problem solvers and promote an awareness and interest in the Visual Arts. Each unit of work is designed around a concept, an area of investigation, encouraging students to develop their critical and creative thinking. Students will study artworks and artists from ancient times to the traditional period, the modern and postmodern periods up to contemporary practice.

This course enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and to understand and write about their world. Common themes connect the practical and theory work and the students have the flexibility of trying different artmaking approaches that they have never experienced before. Due to the excellent facilities in our Visual Arts Department, students have the opportunity to produce a wide variety of artworks in mediums such as drawing, painting, printmaking, ceramics, film, animation, photography, graphic design and sculpture.



## Outdoor Education

AIS adopts a holistic approach to learning, which aims to develop the ‘whole student’ by nurturing their individual talents, both in and outside of the classroom, helping them to discover their unique pathway in life. The AIS Outdoor Education Program is an essential part of this approach extending learning well beyond the classroom and into natural environments.

Our Outdoor Education Programme offers a progressive age-appropriate experience that begins at Prep and continues to Year 10, with each year building on the skills acquired and challenges faced in the previous years.

|                |          |  |
|----------------|----------|--|
| Year 6 (5D4N)  | Malaysia | The introduction of expedition skills through these skill-focused activities will equip the students with the confidence and self-esteem in handling future adversity with a positive attitude.  |
| Year 7 (5D4N)  | Malaysia | This 5-day journey aims to extend the students physically, socially and emotionally, allowing every student the opportunity to step outside their comfort zones and face new challenges – the wisdom gained will be invaluable and life changing.                            |
| Year 8 (6D5N)  | Malaysia | On the west coast of Malaysia, the students will embark on a 6-day programme where they will be tested by the natural environment and the activities to come together as one in order to succeed and bring about self – awareness and growth as an individual and as a team. |
| Year 9 (6D5N)  | Malaysia | On the west coast of Malaysia, the students will embark on a 6-day programme where they will be tested by the natural environment and the activities to come together as one in order to succeed and bring about self – awareness and growth as an individual and as a team. |
| Year 10 (7D6N) | Thailand | In the northern jungle and valleys of Thailand, the students will put their outdoor skills to the test while immersing in Chiang Mai’s beautiful nature from above and below as they hike through the jungle, climb cliffs and descend through caves.                        |

## Careers

The AIS Careers programme advocates a student-centred and three stage approach to career development:

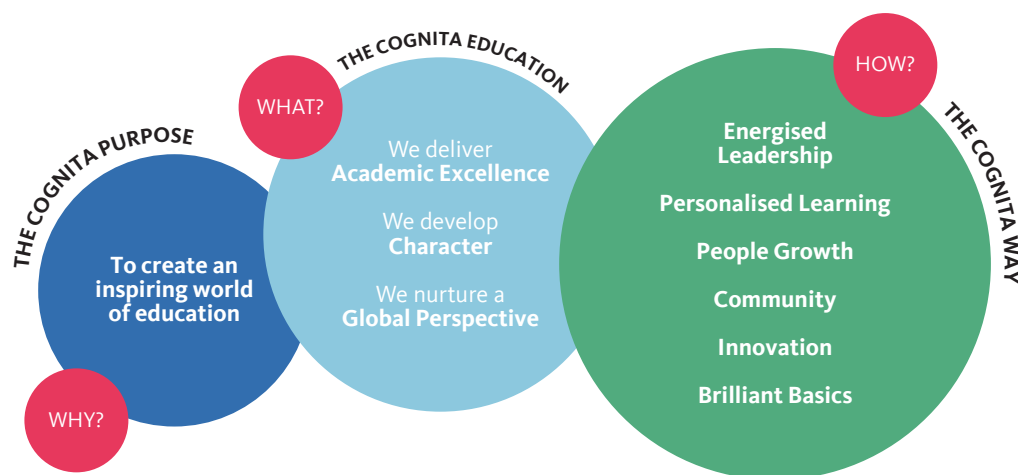
1. Self-Knowledge: understanding individual aptitudes, interests, values and personal style.
2. Career Exploration: exploring career opportunities in a rapidly changing world of work
3. Career Management: developing the skills to engage in lifelong learning and to sustain career success.

We offer career education, counselling and support for students in Years 9, 10, 11 and 12.





## Our Cognita Family



AIS is proud to be part of the global Cognita family of schools. Cognita is an extraordinary group of diverse yet connected schools joining forces in an inspiring world of education with one common purpose: building self-belief and empowering individuals to succeed.

With some 85+ schools in Europe, Latin America, Asia and Middle East, we employ across 12 countries, 10,000 teaching and support staff in the care and education of more than 58,000 students. Together, our schools ensure that each student receives a rounded Cognita Education:

- We deliver academic excellence
- We develop character
- We nurture a global perspective





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