



Student Handbook

Academic Year 2023-24

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Welcome to OWIS

If you are new to OWIS, we would like to welcome you as a valued member of our school. Whether your child has just joined our school or is transitioning to a new grade, we hope you find this Student Handbook helpful and that it will give you the information you need to thrive as an important role player in our school community.

Starting at a new school is probably one of the most important, and sometimes daunting, moments in a young person's life. Some children may be familiar with the experience if they have moved frequently. To others, it may possibly be the first time they have moved away from the familiar surroundings and people of their home country.

We appreciate your feedback as your family settles into the OWIS community, and we would like to work together as a team to make sure that your children have the best possible experience at our school. Keeping this in mind, please let the class teacher or form tutor know if you have any concerns about your child's settling in. Likewise, we would love to receive positive feedback if all goes smoothly and settling in is a happy and efficient experience.

Our Vision

We aspire to be leaders in providing world-class affordable education to all students with an emphasis on values, collaboration, creativity and service to others.

Our Mission

One World International School aims to develop inquiring, compassionate and reflective lifelong learners who respect all cultures and care for our world. We believe every child should have equitable access to best-in-class future-proofed education.

Our Values and Culture

The IB Learner Profile is at the centre of our learning community, along with the OWIS One World, One Community model, which promotes kindness and compassion. Our core value as a school is centred around kindness, which is demonstrated in many ways:

- We are an internationally minded community of learners with an awareness of their responsibilities as global citizens.
- Every member of our community is valued and has a right to be heard.
- We encourage respect and open communication from everyone within our community.
- We allow students to develop in a safe and caring learning environment.
- We encourage collaboration and cooperation within our community in an inquiring and reflective environment.
- We strive for the personal growth and academic excellence of all members of our community.



Our School

One World International School is a Private Education Institution (PEI) registered by the Committee for Private Education (CPE), Singapore. (Registration number 200800495N)

Under the Private Education Regulations, we are required to issue 'An Advisory Note to Students' together with a copy of the Student Contract. Each academic year, the Student Contract must be signed as an acceptance of a place in our school and our terms and conditions.

School Authorisation

Our Primary School at OWIS Nanyang follows the International Baccalaureate Primary Years Programme (PYP).

Our Secondary School Modified Cambridge curriculum (based on the framework provided by Cambridge Assessment International Education (CAIE)) in Grades 6, 7

and 8 lays the basis for the Cambridge IGCSE (International General Certificate of Secondary Education) in Grades 9 and 10.

We offer the International Baccalaureate Diploma Programme to students in Grades 11 and 12.

School Contact Information

School addresses

Nanyang Campus

21 Jurong West Street 81, Singapore 649075

Suntec Campus

1 Raffles Boulevard, Suntec Convention Center, Level 3, Singapore 039593

School telephone numbers

Main board line: +65 6914 6700 (please select Nanyang campus)

School website

www.owis.org/sq

School email addresses

Nanyang Campus: reception@owis.org

Suntec Campus: reception.suntec@owis.org

Key School Personnel Contact Information

Head of School	James Sweeney	james.sweeney@owis.org
Onboarding & Parent communications-matters	Delia Homan	parentliaison@owis.org
Operations-related matters	Daryl Singh	operations@owis.org
School bus-related matters	Jeffrey S...	schoolbus@owis.org
Admissions-related matters	Sherry Albergaria	sherry.albergaria@owis.org
Finance-related matters	Archana Gowda	finance.sg@owis.org

Academics-Related Matters

Early Childhood	Nur Suhaili (Lyn) Ghapar	nursuhaili.abdulghapar@owis.org
Early Childhood & Primary School	Rashmi Tourani	rashmi.tourani@owis.org
Early Childhood & Primary School - Pastoral	Prem Kumar Rajoo	premkumar.rajoo@owis.org
Early Childhood & Primary School - Teaching and Learning	Ekta Sabharwal	ekta.sabharwal@owis.org
Secondary School (Grades 6 - 12)	David Swanson	david.swanson@owis.org
Secondary School - Pastoral (Grades 6 - 12)	Catherine Adler	catherine.adler@owis.org

Secondary School - Teaching & Learning (Grades 6 - 12)	Angelo Govender	angelo.govender@owis.org
IB Diploma Programme (Grades 11-12)	Sanhita Roy	sanhita.roy@owis.org

For general feedback, please email office@owis.org

School Facebook	School Instagram	School LinkedIn
https://www.facebook.com/owis.org/	@Owis.Singapore	https://www.linkedin.com/company/owis/

Facebook Group for Parents:
<https://www.facebook.com/groups/464634217701909>

The Academic Year

Term Dates and Holidays

Our academic year for 2023-24 commences on 21st August 2023 and comprises four terms and 180 school days. OWIS observes all of Singapore's public holidays.

There are staff professional development and Parent Teacher Consultation days (PTCs), when students are not in attendance at school. The academic calendar is also available on the school website.

<https://owis.org/sg/nanyang/calendar/>

Reporting to Parents

There are a number of planned opportunities to meet with the teachers to find out more about the curriculum, teaching and learning, as well as to discuss achievements, set targets and review students' learning. We share student progress with parents through Parent Teacher Consultations (PTCs) and written school reports.

Term 1:

Parent Orientation – Whole School

An opportunity to hear from our Head of School and the Heads of Stage about the vision, mission, culture and values of the school and to be introduced to the academic staff.

Parent Teacher Consultation – Whole School

An opportunity to discuss your child's progress with their homeroom teacher for Early Childhood and Primary School and specialist teachers for Secondary School.

Term 2:

School Reports – Whole School

Term 3:

Parent Teacher Consultations – Whole School

An opportunity to discuss your child's progress with their homeroom teacher for Early Childhood and Primary School and specialist teachers for Secondary School.

Term 4:

School Reports – Whole School

School Reports

All students receive a Mid-Year Report in Term 2 and an End-of-Year Report in Term 4. Students in Secondary School also receive an update on their progress in Term 1 and Term 3. Each student will have two S.M.A.R.T. targets relating to their progress in each subject.

The Early Childhood and Primary School reports provide parents with clear academic achievement grades against age-related expectations as well as indicators of progress. The student and class teacher work in partnership to develop targets for the next steps of their learning, and these are shared with parents at the PTCs.

The Secondary School reports will include information from all teachers who teach your child. This information is based on teacher assessment during Terms 1 and 3 and will include advice for further development. These reports will also give

an indication of scores on effort. At the end of Term 4, reports are given in the form of statements of achievement and include final scores for two terms along with a description of the material and skills covered.

If a student has been at the school for six weeks or less before the reports are generated, a letter or settling-in report will be generated. This contains information similar to a full report but is not as comprehensive. Likewise, if a student leaves school before reports are issued, then a leaver's report will be provided.

Grading / Marking Appeals

There is an appeals procedure for externally conducted Board Examinations for Cambridge IGCSEs under CAIE and for IB Diploma Programme (when applicable). The guidance for appeals from CAIE can be downloaded from the CAIE website or obtained from the School.

Educational Visits and Residentials

Our educational visits and residentials are planned and used to enhance students' learning. These may be linked directly to promoting knowledge, understanding and skills related to a particular unit of inquiry or to promoting the development of the attributes of the IB Learner Profile. We aim to introduce children to new experiences and make the most of the rich local environment.

Students will be accompanied by the teacher leading the trip and at least one other responsible adult. The exact ratio of students to adults will be determined by

- The age group and needs of the students
- The place visited
- The activities planned

Parents may be asked by the teacher to go on the trip as responsible adults. Expenses relating to transport, entrance fees, etc, for those responsible adults will be included in the cost of the trip.

In order to encourage the students' independence, parents from Grades 1 and above will not be invited to join a trip unless the teacher asks them.

Parents may be invited to join trips taken by our Early Childhood classes. In this case, they will be expected to pay the cost of their visit. Siblings will usually not be allowed to accompany on school trips.

Educational Visits: An educational visit is directly linked to the learning and is considered a necessary part of the learning outcomes. Parents are not expected to pay for the cost of an educational visit, and every student will attend two such visits per academic year.

Residential Visits: A residential visit involves an overnight stay. They are carefully planned with external providers, who organise and facilitate the activities during the trip. OWIS teaching staff accompany students to provide ongoing pastoral care and guidance. The duration of stay and the location will be age appropriate. Any student not attending an organised residential trip will be expected to attend school. Residential visits are organised as per the discretion of the school.

Parental Consent Regarding Educational Visits and Residential

Parents/carers are provided with sufficient information to make an informed decision on whether their children should participate in any off-site activities. Written parental consent must be given before the commencement of any educational visit or residential camp.

The School Day

School Hours

Early Childhood:	9:00 a.m. to 3:30 p.m.
Primary School:	9:00 a.m. to 3:30 p.m.
Secondary School:	8:45 a.m. to 3:30 p.m.
IB DP:	8:45 a.m. to 3:30 p.m.

Attendance

All students are expected to attend school and maintain 95% attendance throughout the academic year in order to successfully cover the learning objectives and programme of each grade.

If a situation arises where absence of one day or longer is unavoidable, parents are requested to complete the following Leave Request Form in advance and to seek authorisation from the relevant authority for such an absence.

Leave Request Form

The Head of School will check the student's absence rate before authorisation for leave is given. Continuous absences resulting in attendance that is less than 95% will be closely monitored by the Head of Stage, who will meet with the student and parents if necessary.

The school also gives clear indicators to parents about when a child should remain at home for the protection of other students and teachers. This includes fever, coughing, vomiting, diarrhoea and other symptoms such as unusual spots and/or rash. If a child has been diagnosed with a contagious disease, the school

may request a medical note to confirm that he/she has been given medical clearance to return to school.

Student/Parent Responsibilities

- Parents should advise the class teacher or form tutor on the first morning of the absence.
- The class teacher will email the office to notify them of the absence or forward the email from the parent.
- If there is no notification, the office will contact Early Childhood and Primary parents after registers have been submitted at 9:45 a.m. and will subsequently notify the Senior Coordinator (Pastoral)/Head of Stage and class teacher of the outcome.
- Students who are absent from school for a week or longer due to illness are requested to provide a medical certificate when they return to school.
- Upon a student's return to school, parents should send an email or evidence outlining the cause of absence to the teacher.
- For some contagious illnesses, the school may require a fit-for-school note before re-admitting a student.

Punctuality is also an expectation at OWIS. Timely arrival at school gives students important time to socialise with their friends and get ready to start learning in a positive way. In the unlikely event that a student is late to school, the following procedures are in place.

Late Arrival

Early Childhood and Primary Students arriving after 9:00 a.m. and Secondary/IB Diploma Students arriving after 8:45 a.m. should report to the office to collect a late slip from Reception. This is not a disciplinary issue but simply ensures that your child is registered as 'Present' after the class attendance registers close. The late slip should be given to the class teacher. If your child arrives late to class without it, they will be redirected to the office.

Please note that parents will receive a phone call from the office to request the reason for their child's unauthorised absence.

Leaving Early

If a parent would like to collect their child early, they must inform the office and collect an early dismissal slip to present to school security. Without this, our security guards will not allow any child to leave the campus.

Late Pick Up

Parents should reach the pick-up area on time to collect their child from school. If you are late, please inform the office and, if possible, the class teacher. Please be aware that there is no student supervision after school.

Getting to/from School

Parents bringing their child to school by private vehicle are more than welcome to drop them at the designated school drop-off area between 8:30 a.m. and 9:00 a.m. Alternatively, parents may use the HDB carpark across the road and accompany their child into the school premises. Please be aware that vehicles are not allowed to wait or park on the school campus.

Early Childhood

EC 1-3 students may arrive at school between 8:30 a.m. and 9 a.m. and all students must go directly to the Early Childhood Block. At the end of the day, students will need to be collected from their classrooms by the designated adult.

Early Childhood and younger Primary students using the school bus will be escorted to and from their classrooms in the morning and afternoon by our teaching assistants. The younger students going home by school bus are directly escorted to the buses to ensure their safe departure.

Please be aware that Early Childhood students must be accompanied to and from school by a parent or designated adult. No Early Childhood students will be permitted to leave school unattended or with an older sibling.

Primary School

Primary students may arrive at school between 8:30 a.m. and 9:00 a.m. All students report directly to their classes to be under the supervision of their teachers. At the end of the school day, all Primary students leave the school in one of the following ways:

School buses

Grade 1 students are escorted to their bus by the teaching assistants.

Grade 2 and above board their bus independently with the assistance of the transport staff and their teacher.

Collection

Parents or a designated adult are requested to collect their child at school dismissal time from the designated parent collection point. Students are not permitted to wait in the lobby or car parking area.

Please be aware that Primary students in Grades 1 and 2 must be accompanied to and from school by a parent, designated adult or by a sibling in our Secondary School at the parent's discretion. Students in Grades 3 to 5 may leave independently, provided we have received a letter of consent with parental permission.

All students and parents should leave the campus quickly and in an orderly manner at the end of the school day as per the pick-up arrangements.

Secondary School / IB Diploma

Secondary students may arrive at school between 8:30 a.m. and 8:40 a.m. Students arriving before 8.40am should make their way to the Multi Purpose Hall for teacher supervision before school starts. Students arriving after 8.40am should go straight to their tutor rooms to start the first session at 8:45 a.m.

IB Diploma students may arrive at school between 8:30 a.m. and 8:40 a.m. and go straight to their tutor rooms to start the first session at 8:45 a.m.

All Secondary and IB Diploma students are permitted to make their way home independently.

All Secondary students should leave the campus by 3:45 p.m. on a normal day or by 4:45 p.m. if they are attending a CCA.

The school campus closes at 5:00 p.m.

Bus Service to and from School

The school provides a door-to-door pickup and drop-off bus service within Singapore. Please complete the registration form on the webpage below to register your child/ren for the school bus service.

<https://owis.org/sg/admissions/school-bus/>

Our Transport Liaison, Jeffrey Seah, will then be in touch regarding the details of the registration. The bus company, Goh Transport, will finalise the details of routes and collection times. Please note the contact details for the bus company:

OWIS Transport Office: +65 69146717

Miss Lyn (Goh Transport Representative) Handphone Number: +65 92979392

Email: GohTransport@owis.org

Should you need to contact the school regarding the school bus service, please email schoolbus@owis.org.

If, for some reason, your child is not travelling home from school on the bus, please inform the transport company and school office before the deadline of 2:00 p.m.

School Routines: Lunch and Snack

OWIS Nanyang has an on-site canteen providing meals and snacks for our students.

The school is a cashless environment and food can be pre-ordered from the school's catering company via a Campus Online web portal. Your child's Campus Online account will be set up, and you will be able to pre-load money into this account. Students will be given an RFID card that can be used at the canteen. You will also receive an email with instructions on how to top up the card and pre-order meals.

Please note that the food served to students from the canteen is not halal and is classified as Asian, Western and Vegetarian.

Parents are requested to pre-order all snacks and meals in advance.

Please place your order at least one week in advance. The deadline for ordering meals for the following week is 4:00 p.m. on Thursday.

Students are not permitted to buy snacks/lunch using cash.

Early Childhood

The Early Childhood day consists of blocks of learning, which may involve whole class or focus group work within a play-based learning environment. These sessions vary in time from half an hour to an hour.

Children in Early Childhood are welcome to bring their own packed lunch from home or pre-order lunch from the canteen.

Lunches ordered from the canteen are delivered to individual classrooms. All Early Childhood students eat in their classrooms under the supervision of the teaching assistants before being allowed to play. Students are given an adequate amount of time to eat their food and are encouraged to do so.

Primary School

The Primary School day consists of between four and five 60-minute periods with some 30-minute periods for a snack break and a lunch break. All Grade 1 students eat in their classrooms under the supervision of the teaching assistants before being allowed to play. Grades 2 to 5 eat either the pre-ordered meal or their packed lunch in the canteen.

Secondary and IB Diploma

The Secondary School day and IB Diploma Programme comprises six 50-minute periods along with a snack break and a lunch break.

Packed Lunches

All students opting to bring food from home should bring in a healthy snack and lunch each day. We do not allow candy, chocolate or sodas.

OWIS is a nut-free school.

Please ensure that the lunch is well packed and that lunch boxes, bags and water bottles are clearly labelled with your child's name and class. It is advisable to put the lunch in an insulated bag, preferably with an ice pack. Lunch bags will be stored in air-conditioned classrooms.

We endeavour to foster environmental awareness throughout the school and request you to please minimise the use of disposable packaging. Please do not bring glass bottles or glass lunch boxes to school. Water bottles should contain plain water, not juice or fizzy drinks. We also have water fountains throughout the school.

Assemblies

There are a variety of assemblies organised by the school:

Early Childhood/Primary School/Secondary School Assembly: Early Childhood, Primary School and Secondary School organise their own assemblies with age-appropriate themes. These are typically held once a week and are usually led by the Head of School or other senior staff. Class teachers and specialist teachers will be responsible for the coordination and organisation of some of these assemblies.

Class- or Tutor-led Assemblies: Every class is responsible for at least one assembly per academic year. These assemblies focus on the IB Learner Profile attributes and promote the values and culture of the school. They provide an opportunity for reflection, meditation and consideration of the Learner Profile attributes.

Celebrations

OWIS understands the desire to celebrate special occasions in Early Childhood and Primary School. We prefer that parents do not send birthday cakes and candles. However, children can bring individually packed cupcakes to celebrate their birthday at break time. Please liaise with the class teacher beforehand.

Students may give out party invitations if the whole class is invited. However, if your child prefers to have a smaller party with only a few friends, then we kindly request that parents organise this separately outside of school.

Secondary and IB Diploma students are requested to celebrate special occasions outside of school hours.

Play & Recreation Areas

We are fortunate to have extensive grounds which are for authorised school use only.

To prevent accidents, the playground apparatus and bikes are not to be used before or after school.

Instrumental Tuition Programme

For students interested in learning a specific musical instrument, we offer tuition as part of our elective Instrumental Tuition Programme.

Students can choose from a wide variety of instruments including woodwind (recorder, flute, clarinet, saxophone); brass (cornet, trumpet, trombone, euphonium); piano; violin and guitar (classical, electric and bass) as well as singing. The tutors we engage are experienced — both as performers and as music educators — and deliver a comprehensive programme. The schedule and fees are advertised at the beginning of the academic year.

CCA Programme

Our Co-Curricular Activities (CCA) programme offers a range of experiences and opportunities from sports and drama to dance and robotics and more. Lunchtime student clubs are also available.

Our CCA programme is split into three sessions across the academic year. Each session has approximately ten weeks of activities. Parents are encouraged to read the email announcement, which will inform them about the activities available in that session. Many of our activities are facilitated by external providers.

Sickness and Accident(s) at School

In the event of a medical incident, the school nurse will attend to the students and parents will be contacted, if necessary. If you are asked to collect your child, please do so as soon as possible. Rest assured, however, that we will care for your child until your arrival.

In the case of a medical emergency, the nurse or school may decide to call an ambulance. The school will try to contact you to inform you that an ambulance has been called and to advise you of the admitting hospital. Please ensure that your emergency contact details are accurate and up to date.

If students are on prescribed medicine and have not finished the course when they return to school, please contact the school nurse for advice.

If a student has any type of ailment, it is very important that you inform the class teacher or form tutor and the nurse. Students who suffer from asthma and need to bring inhalers to school must give them to the nurse for safekeeping, together with the instructions for use.

We take all allergies seriously and do our best to protect students with allergies. As we have students with serious nut allergies, we are a NUT-FREE SCHOOL. Should your child have an allergy, it is your responsibility to inform the school. If your child requires an EpiPen, you will be asked to provide one along with a prescription letter from a Singapore-registered medical doctor.

In the case of an outbreak of a highly contagious ailment in school, we will inform all parents of students in that class. If your child has a contagious illness, they can only return to school once you have provided a medical note (stamped by a doctor) indicating that the child can attend school.

It is important that you monitor the health of your child and keep them at home if they are sick. The school also gives clear indicators to parents about when a child should remain at home for the protection of other students and teachers. This includes fever, coughing, vomiting, diarrhoea and other symptoms such as unusual spots and/or rash. If a child has been diagnosed with a contagious

disease, the school can request a medical note to confirm that he/she is given medical clearance to return to school.

Medical Agreements

- Students who are unwell will be sent home if they have a fever or signs and symptoms of influenza, pink eye, head lice, diarrhoea, vomiting or any potentially contagious illness.
- Students with head lice should be kept at home until treated. The nurse will check if the student is clear of infestation before being admitted back to school.
- The school is not responsible for the administration of any medicine except under strict and guided instructions.
- Students should always seek permission from their tutor/subject teacher or teacher on duty before going to the Medical Room.
- In the case of any injury or illness at school, the student will be taken to the Medical Room where first aid and care will be given.
- If the nurse believes that the parents should be contacted, she will inform the Head of School and contact them herself.
- Accidents at the playground: The staff member on duty is responsible for administering immediate first aid to the student. The student is accompanied to the Medical Room by the teacher on duty or the nurse is called in an emergency situation.
- The nurse will record all treatments administered to students for illness and injury in the Treatment Register. Details include the time, nature of illness/injury, treatment given and actions taken, such as parents were called, the student was sent home, etc.
- The nurse is on site from 8:30 a.m. until 4:30 p.m. in line with school supervision timings.
- Should a student have an elevated temperature, parents will be asked to collect their child from school immediately. Please remember a student must be fever-free for 24 hours and/or certified fit for school by a doctor before they are able to return to school.

Promoting Kindness

Promoting kindness is one of our core values, and we have several initiatives that support and encourage kindness at OWIS.

Student Council

- The Student Council is a democratically elected student body that acts on behalf of the students of OWIS.
- The role of the Student Council is to represent the student body, communicate with the wider school community, uphold the values of the school and promote kindness and compassion in line with the school's culture.
- The Secondary Student Council oversees the Secondary School service projects and organises events to raise money and awareness for charitable donations in order to support student-initiated action.

OWIS House Systems

OWIS operates a house system to foster a sense of belonging and cooperation.

Students are assigned to one of four houses: Wisteria (purple); Willow (green); Flame (red); and Acacia (yellow). These houses are named after trees representing different learner profiles. This is a pastoral system, and students who are family members will be allocated the same house.

House points are awarded as an incentive for good behaviour, outstanding academic work and positive choices relating to our school values. Throughout the year, house competitions will be held to encourage healthy competition. Not all tournaments will be sports-based, and house points will also be awarded for other activities and competitions.

Anti-Bullying

In order to provide a safe, secure and positive environment for all students and staff, One World International School has an anti-bullying policy. Our school promotes consideration for self and others and encourages mutual respect among all members of the school community.

Bullying can be defined as behaviour by an individual or group, repeated over time, that consequently hurts another individual or group physically or emotionally. It involves an imbalance of power that leaves someone helpless to prevent it or put a stop to it. Bullying can be physical, verbal or psychological. It can happen face-to-face or over cyberspace.

It is worth noting that bullying is not:

- single episodes of social rejection or dislike
- single acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights

While these actions can cause great distress, they do not fit the definition of bullying, and they are not examples of bullying unless someone is deliberately and repeatedly doing them.

The school takes bullying very seriously and has an active policy to assist students and parents.

Staff are committed to:

- Consistently monitoring the behaviour of all students in their care
- Fostering self-esteem, self-respect and respect for others in all our students
- Demonstrating by example the high standards of personal and social behaviour we expect of our students
- Being alert to signs of distress and other possible indications of bullying
- Listening to children who have been bullied and taking what they say seriously

- Reporting cases of bullying in accordance with specific procedures
- Following up on any complaint by a parent about bullying and reporting back promptly and fully on the action that has been taken
- Adhering to and promoting the school's Anti-Bullying Policy/procedures
- Ensuring they undertake regular training on anti-bullying practices

Students are encouraged to:

- Report all incidents of bullying to a staff member who can assist them in dealing with the situation
- Not bully other students
- Help someone being bullied
- Implement strategies as taught by the teachers
- Accompany students who are being bullied to report the incident
- Ask the bullied student to join their group
- Distract the student who is bullying

Parents are encouraged to:

- Inform a teacher if they suspect bullying
- Advise their son/daughter to tell an adult/staff member if they are bullied or see bullying and to not retaliate
- Be willing to work with the school if their son/daughter is involved in incidents of bullying (either as victim or bully) rather than take personal action

Staff will investigate and take seriously all reported incidents of bullying.

- All confirmed incidents of bullying will be documented and an investigation report will be forwarded to the Head of Stage, who might then involve the Senior Coordinator for Pastoral Care. They will keep an accurate log of all bullying incidents and determine the support needed for the victim as appropriate to their age and level of understanding.
- Any final decision involving exclusion will rest with the Head of School.

Restorative Practices

In both Primary and Secondary School, we strongly believe in the value of restorative practices for conflict resolution and restoring relationships. In any conflict, we bring the stakeholders together and have them discuss what went wrong and the feelings involved. They are asked to reflect on the disagreement, consider how they might have gone about things differently and create a clear path forward.

Nurturing Positive Relationships

Pastoral Care

At the very heart of our pastoral care policy are our core values.

We set out to ensure that our school is a place where all are welcomed with compassion, kindness and respect. Pastoral care at OWIS is about ensuring that every student can reach their full potential and that everything possible is done to remove barriers from learning, to enable each child to flourish and to support students during difficult points in their life.

Our pastoral care covers students while they are at OWIS and extends to the time they are away from OWIS. Class/form teachers provide pastoral care for their students and are responsible for their individual needs.

Our behaviour policy is outlined below:

Creating a Positive Culture

- We use positive reinforcement and class Essential Agreements as a framework to modify students' behaviour.
- We practise "Public Praise - Private Criticism", that is, praise students' behaviour in front of others and address behavioural issues privately.

- We promote kindness to foster a community of respectful and caring students.

Exclusion

Temporary Exclusion

Temporary exclusion is the removal of a child from school for violation of our policies and/or rules. It is a warning sign of unacceptable behaviour that needs to be addressed immediately. A temporary exclusion must be taken seriously as it is a grave disciplinary action in which a student is removed from school for a day or longer.

Members of the Senior Leadership Team with the approval of the Head of School have the authority to temporarily exclude a student. A student can be temporarily excluded for:

- a) Exhibiting the following exceptional behaviours: smoking/vaping or being found with a smoker, fighting and intentional aggression, vandalism, consistent bullying/cyberbullying, activities that endanger others' safety, misuse of the school name or members of the school staff on social media. This list is not exhaustive and other serious behaviour that is not detailed here may be sanctioned at the discretion of the Head of School.
- b) Continued disregard for the school's agreed codes of behaviour, despite internal interventions and/or parent/school partnership and/or pastoral counselling and support.

A temporary exclusion will result in the student not being allowed onto the campus with the exception of scheduled meetings with school officials. The school will, at its discretion, give a 1-day, 3-day or 5-day temporary exclusion depending on the severity of the incident or continued behaviour.

The Head of Stage will telephone the parents to inform them of the intended temporary exclusion and the Head of School will issue a letter clearly stating the period and reason for the temporary exclusion. Following the temporary exclusion, the parents and student will be requested to attend a meeting with the Head of School or Head of Stage to discuss strategies for support.

Permanent Exclusion

A permanent exclusion is the permanent removal of a student from school for violation of school policies and/or code of conduct. A permanent exclusion can follow a temporary suspension.

The school will permanently exclude a student as a last resort after trying to improve the student's behaviour through counselling, pastoral guidance and parental involvement. However, notwithstanding the aforesaid, the school will, in exceptional circumstances, take action to permanently exclude a student for a breach of the school's behaviour policy, including but not limited to smoking/vaping or being found with a smoker; fighting and intentional aggression; possession of weapons; possession of drugs; possession of alcohol; possession of cigarettes; intentional vandalism; consistent bullying/cyberbullying and intentional actions that cause harm to others.

This list is not exhaustive and any other serious behaviour that is not detailed here may be sanctioned at the discretion of the Head of School.

The decision to permanently exclude a student can only be taken by the Head of School and the management. Following this decision, the Head of School will issue a letter of permanent exclusion clearly stating the reasons for the decision. The Head of School will provide the student and the parent/guardian an opportunity to appear in person to challenge the decision. The management will make the final decision after hearing any contentions. Course fees will not be refunded in the case of a temporary or permanent exclusion.

Items Not Permitted at School

- Drugs
- Alcohol (including food which contains alcohol)
- Cigarettes
- Knives and anything else which could cause harm, such as metal corkscrews, laser pointers, etc.

- Pornographic material
- Lighters and matches
- Chewing gum

Electronic Devices and Information Technology

Information technology is an integral part of the curriculum. We have banks of iPads for use in Primary School and Secondary students are allocated individual devices. An interactive screen and audio system is in every classroom.

All Secondary students (or parents on behalf of students) are required to sign an ICT Agreement. All students in Grade 2 and above have school email accounts.

Students are not allowed to bring in personal laptops or tablets unless given permission in special circumstances.

OWIS expects all students above Grade 1 to have access to a computer at home and all parents to have sufficient technology at home to access the internet. If this is a problem, either in the short term or the long term, please inform the class/form teacher.

As a school, we use Google Apps for Education. This is a suite of applications that allows easy access and communication between teachers and students. These applications are available when a student is assigned a school email address and will be used for the entirety of the student's life at school.

Students from Grades 2 to 5 use RFID cards that have been transcribed with the respective student's details. These cards will be kept by the class teachers for safekeeping. All Secondary and IB Diploma students will be responsible for their own RFID cards. Students should tap their card on the card reader in the canteen, where canteen staff will have access to the student's details and information on their pre-ordered meals. The student will then be given their meal accordingly. Teachers and staff will be on hand to support students with this process. If a child misplaces his/her card, they are liable and will need to pay a fee of SGD 10 to the

office for its replacement. Should a student withdraw from the school, he/she should return their card to the office on or before the last day of school. Please note that no refunds can be given on funds that are paid into the canteen account.

Mobile Phones

Students are permitted to bring mobile telephones to school under their parent's supervision and responsibility, and the school accepts no responsibility for them.

Please note: The use of mobile telephones or other personal devices is strictly prohibited on-site while under our supervision. Video or audio recording of lessons, events, activities, other students and staff or any school business on a personal device is strictly prohibited. There are notices in classrooms to remind students of this.

The following agreements are in place at OWIS.

All students are:

- obliged to switch off all mobile phones while on campus
- permitted to switch them on when they leave the last period of the day at 3:30 p.m. (for Primary, Secondary and IB DP students) so that taxis may be called and contact with parents can be established.
- able to request to use a school telephone via the office if they need to make an emergency call.
- at risk of having their mobile phones confiscated if they are found using them against the school agreements.

Parents are requested to telephone the office if they need to contact their child during school hours.

There are escalating consequences for misuse as given below:

- The first time it is confiscated, the student may collect the phone from their form tutor/class teacher.
- The second time the phone is confiscated, the student will need to collect it from the Head of School.
- In the case of any subsequent confiscation, the parent will be asked to collect it from the school on each occasion.

Please also note that students are expected to follow OWIS behaviour expectations on their social media accounts and any breaches will be investigated.

Students are strictly prohibited from opening any social media accounts with reference to the school, the school name or school staff.

Parent Involvement

There are many opportunities for parents to be involved at school. Please reach out to the OWIS Parent Committee (OPC) for details on how to become a parent volunteer. There are class/form parent representatives who play an active role in developing the relationship between school and parents. Class representatives are also expected to be members of the OPC.

OWIS Parent Committee (OPC)

The OWIS Parent Committee (OPC) is formed by a group of dedicated parent volunteers. We work to bring students, families and teachers together through social events, school volunteering activities and charity opportunities. OPC aims to help everyone in our community find a way to be engaged, entertained, involved, and connected.

The OPC acts as a source of school event-related information for the WhatsApp groups that are formed for the parents in each class; hosts fundraising opportunities that benefit our students and community; facilitates in-person

parent coffee meets; assists school groups with event and cultural decorations; collects and sells used OWIS school uniforms and many more exciting events.

We welcome all parents to work as volunteers for the OPC. Interested parents can email the id given below. For leadership positions in the OPC, elections are held once a year and this will be communicated at the relevant time to the members of the committee.

E-mail id for the OPC: emailtheopc@gmail.com

Join our Facebook group by searching for “OWIS Parents”.

Communication with Parents

We encourage parents to be involved in their child's learning and activities at school. Parents are able to communicate with teachers through various means.

- **Face-to-face conversations:** If you have a concern that needs addressing or would like to talk to a teacher, please feel free to request an appointment.
- **Email:** Parents are welcome to email teachers as and when necessary. Our school policy is that we will respond within 24 hours.
- **Orientation Day:** An Orientation Day will be held before the start of the academic year to enable parents to find out more about the routines, learning experiences and expectations. The Grade Outline document and the class website are also shared.
- **Parent Teacher Consultations:** These are scheduled throughout the academic year to provide regular feedback on attainment, progress and targets.
- **Toddle and ManageBac:** These are student/teacher/parent portals for EC, Primary and Secondary students and teachers to share home learning, communication updates, events, student targets and student progress. There will be regular weekly updates for parents on these portals.

Additional Needs

Our school values the abilities and achievements of all our students. We are committed to providing optimum learning conditions for every student. Every student enrolled at OWIS will be supported to ensure access to the full range of curriculum experiences through differentiation and a variety of teaching styles. We recognise that students learn at different rates and that there are many factors affecting achievement.

We are committed to working in partnership with parents and other professionals, where necessary, to provide appropriate support and intervention in order for each individual student to fulfil their potential. We accept students who need learning support if we believe we can provide for them without negatively impacting either their education or that of other students.

We accept students who are new to English up to Grade 6 if we believe they have the capacity to learn quickly either through immersion in normal class activities in Early Childhood, or if their parents are willing to support their learning by paying for intensive English lessons and providing general support at home. All students from Grade 7 onwards are required to have sufficient proficiency in English to access the school curriculum.

There is an Additional Needs Department led by the Head of Additional Needs who is responsible for coordinating the school's Additional Needs Programmes, including diagnostic assessments and screening for English as an Additional Language, learning support and recommendations for counselling.

Lost Property

Please ensure all belongings are labelled with the name of the student. The school has a 'lost property' box which is located in the canteen area. Lost property is disposed of after one month.

Complaints and Concerns

If you have any concerns about the education of your child, please discuss them with your child's class teacher/form teacher. If you are not satisfied with their response, please contact the respective Senior Coordinator. In the event that you are still not satisfied, either you or the Senior Coordinator may bring the matter to the Head of School for resolution.

Feedback

We strive to provide the best possible education experience to all our students. Do not hesitate to contact us on office@owis.org if you have any suggestions for improvement or would like to express your appreciation.

Appendix 1: Early Childhood and Primary School

Getting Ready for School

Uniform

All our students are required to wear the school uniform, which is available at:

BIBI & BABA Uniforms Mart

545 Orchard Road #02-28

Far East Shopping Centre

Singapore 238882

Tel: +65 67327022

Email: uniforms@bibibaba.com.sg

- House t-shirts can be worn on a Friday and during any house competition or event.
- Long hair is to be neatly tied back in black, blue, grey or white headbands, ribbons or clips.
- Hats are to be worn during outdoor play or during excursions. This is compulsory for Early Childhood students and can be any hat that is appropriate for outdoor play. OWIS follows a 'No hat, no play' policy.

- Early Childhood children should wear their PE uniform every day to ensure comfort and ease of movement in the environment. The formal uniform may be worn for events like excursions or school photographs.

Early Childhood Uniform

Girls	Boys
Pinafore dress with bloomers	Boy's shirt
	Junior boys' pull-up bermudas
PE shirt	PE shirt
PE shorts	PE shorts
Hooded jacket (optional)	Hooded jacket (optional)
White socks	White socks
Covered training shoes (trainers) should be either white, blue, grey or black.	Covered training shoes (trainers) should be either white, blue, grey or black.

Primary School Uniform (Grade 1 to Grade 5)

Girls	Boys
Girls' shirt	Boys' shirt
Girls' skirt	Junior boys' bermudas
PE shirt	PE shirt
PE shorts	PE shorts
Hooded jacket (optional)	Hooded jacket (optional)
White socks only	White socks only
Covered training shoes (trainers) should be either plain white, blue, grey or black. No patterns or blocks of different colours.	Covered training shoes (trainers) should be either plain white, blue, grey or black. No patterns or blocks of different colours.

Water Play and Additional Clothing

All EC students will have water play in the outdoor environment on a regular basis.

Parents are requested to keep a spare set of clothes in the child's bag in case of accidents.

Frequent handwashing will be implemented.

Essential Agreements in the Event of Rain

- In the event of rain, haze warning or lightning warning, the lightning siren will flash in the main playground and on the field. Students must leave the playground, field or play area immediately.
- During rainy weather, students will eat their snacks and play inside classrooms under the supervision of the class teacher.

- An appropriate number of classrooms can be 'open' within a grade to accommodate the students.
- During rainy weather, Grades 2 to 5 students should remain in the canteen with the supervisors. Grade 1 will eat their lunch in classrooms as usual.
- All students will be asked to return to their designated area/class at the end of the eating period.
- If it starts raining during break, Grades 1 to 5 students should go to the canteen and sit at their designated tables. After lunch, under the supervision of the duty teachers, students will be ushered back to classrooms.
- The duty supervisors will remain with students at all times.

Arriving at School – Morning Arrangements

- Students must arrive during their dedicated time between 8:30 a.m. and 9:00 a.m.
- Upon arrival at school, all students will go directly to their respective classes. Primary students are allowed to play unsupervised until the start of their classes.
- Students arriving by bus will be met by the teaching assistants.
- Primary students should not be playing on the bikes/ scooters or the large play equipment at the beginning of the school day.
- There will be no morning playground supervision.

Transitions

All students from Early Childhood to Grade 4 will be accompanied by the class teacher or teaching assistant when moving around the school. Grade 5 students are permitted to transition between lessons unsupervised. This is a privilege that can be taken away for inappropriate behaviour.

- Class teachers or teaching assistants take their class to PE lessons and collect them at the end of the lesson.

- Students are expected to walk around the school and transition quietly and calmly in an orderly manner at all times. They should walk in a straight line with their class while maintaining social distancing.
- When using the stairs, students should walk on the left side in a single, orderly line.

End of Day Arrangements

- Early Childhood students who are being picked up by parents/carers must be collected from their classrooms in the EC Block.
- Early Childhood students are not allowed to leave school unattended or with a sibling. They may only leave with a designed adult.
- Students using the school bus will be escorted from their classrooms by our teaching assistants at 3:10 p.m.
- Teachers in Grade 1 to 5 will escort students to the covered foyer area next to the office.
- Parents/helpers who are picking up a Primary student will be able to collect them from the covered area near the entrance of the office block. No parents/helpers are allowed beyond this point.
- Class teachers will be on time and supervise the children at all times. They will wait for five minutes.
- If students are not collected on time, teachers will take them back to the classroom. If parents are late for collection, they should report to the office so the receptionist can use the Tannoy to call for the uncollected child.
- Security will stop any Primary student trying to leave the campus unattended. The student will be accompanied to the Reception, and the class teacher will be called to attend.
- Students in Grades 3 to 5 may leave independently provided that teachers have received a letter of consent with parental permission.
- Students in Grades 3 to 5 with permission to leave independently must be wearing a 'Permission to Leave' badge in order to leave the school premises.
- Primary students may leave with an older Secondary sibling at the parent's discretion.

Bus Information

- Grade 1 students who take the bus will be escorted to the buses by their teaching assistant.
- Grades 2 to 5 students who take the bus or have permission to leave by themselves will walk with their teacher to the covered area near the cafeteria and then will be released to the bus area/walking lane when ready. Students will transition independently.
- The EC teaching assistant will ensure that students board the correct bus and that students are under the supervision of the bus monitor.
- All students should be seated at the front of the bus and close to the bus monitor.
- All students are expected to wear seat belts.
- Students taking the bus should have the bus label clearly visible on their school bags.

Behaviour Agreements

At OWIS, we believe:

- Everyone needs to and has the right to feel safe and secure.
- Behaviour is an expression of how we feel and think.
- A respectful environment facilitates the rights of children and teachers to learn and teach.
- Partnership between staff, children and their families is vital.
- Early behaviour intervention is effective in preventing and minimising the development and long-term effects of ongoing challenging behaviours.
- Strategies must address the needs of every child, including those with disabilities, developmental delay, gifted development and emotional needs.
- We share the responsibility for modelling appropriate behaviours and sharing information with each other.

At OWIS, creating a positive culture is important and we do this in the following ways:

- Using positive reinforcement: Always linking behaviour to the Learner Profile.
- Using class Essential Agreements as a framework to modify a student's behaviour.
- Students use positive statements only.
- Practising “Public Praise - Private Criticism”: Praising a student's behaviour in front of others and addressing behavioural issues privately.
- Promoting kindness to foster a community of respectful, caring students

Encouraged Behaviours	Discouraged Behaviours
Language that encourages others	Name calling, teasing
Actions/words that include others	Excluding others
Giving, sharing and taking turns	Threatening others
Positive attitude	Hitting, kicking, punching, biting, spitting, touching inappropriately
Caring and kindness	Throwing objects
Safe/constructive play	Disrespecting others' work or property
Working cooperatively	Avoiding or disrespecting others
Taking responsibility for one's behaviour	Deliberate withdrawal and refusal to participate

Being polite/having good manners	
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Outdoor Environment Essential Agreements

- All students sitting outside must wear a hat during break and lunch. Students with no hat must sit in the canteen.
- The climbing wall is off-limits for students except during a teacher-led activity.
- Students need to stay in the allocated playground area.
- Students should be encouraged to share all play resources, take turns on the scooters and bikes and follow the termly class bike rota. Students should also use age-appropriate bikes.
- Students should always listen to the on-duty teachers.
- Back Playground: Grades 1 and 2 are not to use the large bar equipment. They may use the smaller bars close to Block D.
- No students should be sliding down the concrete slopes in the back playground.
- Students should not lift each other up to reach bars; they should play sensibly at all times.

Our teachers manage unacceptable behaviour in the following ways:

- Giving children the chance to negotiate and resolve their own disputes with appropriate guidance and support.
- Calmly intervening: This involves distracting the child and sometimes offering them an alternative activity.
- Giving children the opportunity to calm down and talk quietly about what has happened.
- Helping children cope with their emotions by naming them — for example, “You look sad”, “You look angry”, etc.
- Reinforcing boundaries: These should be clear and reasonable. Children, where possible, should be consulted regarding what rules or codes of behaviour should be implemented.

- Never humiliating or attacking a child's self-esteem.
- Diverting the child's attention.
- Using appropriate strategies. Allow a child time to respond to requests and for them to comply with any essential agreements or codes of behaviour bearing in mind their age and stage of development. Positively reinforce a change in behaviour using words and gestures, and encourage positive behaviour.
- Letting children know that it is the behaviour that is not liked and that they are still liked and cared for. Offer comfort to children throughout the process.
- Implementing the conflict resolution steps (see below).
- Explaining the rules/essential agreements to children.
- Hurting children is not permitted.
- Avoiding hurting feelings.
- Dealing with any incidents immediately by using active listening skills.
- Being respectful by not talking about the child in front of other adults or children.
- Giving children advance warnings that if a particular behaviour continues, they may be removed from the situation until they calm down under teacher supervision.
- Maintaining appropriate staff-child ratios to enable one-to-one attention at all times.
- Observing persistent behaviour over time to get an insight into possible triggers or patterns.
- Offering follow-up support.

Classroom Essential Agreements

At the beginning of each academic year, each class — both students and the teacher — agrees to a set of rights and responsibilities. These are referred to as 'Essential Agreements'. These rights and responsibilities are created, reviewed and decided upon by the students and teacher. They are displayed in the classroom as reminders of agreed behavioural expectations.

Essential Agreements use positive statements, are linked to the Learner Profile and act as a framework to promote kindness and foster a community of respectful, caring students.

House points are given to students who demonstrate academic progress/attainment/effort. For behaviour that needs to be modified, a levelled behavioural system will be used.

Playground rules are agreed to as a whole school approach.

Working with Parents

It is our policy to work in close collaboration with parents. We recognise and value the role of parents in managing children's behaviour.

Parents are encouraged to tell the teachers of any difficulties they are experiencing at home and to inform them of any situation that might impact a child's behaviour, such as bereavement, illness, relationship breakdown, a new baby, etc.

What to Keep at Home

Students should not bring the following items to school unless specifically requested by their class teacher for a learning engagement: electronic devices, toys, games, swapping cards and game equipment like bats and balls, etc.

Our Curriculum

Our school offers the IB Primary Years Programme (PYP). The PYP is a framework that schools can use while developing their chosen international curriculum. It provides the school with a set of guidelines for creating meaningful learning opportunities for students.

Each Early Childhood grade level has four units of inquiry that correlate to the PYP transdisciplinary themes. Primary Grade levels will have six units of inquiry.

At OWIS, we also use national curricula guidance from a variety of international countries, most notably the English National Curriculum, and our standards and expectations of learning are in line with this internationally recognised curriculum.

Programme of Inquiry

The Programme of Inquiry (POI) applies to Primary School and outlines the agreed central ideas, lines of inquiry and conceptual understandings within each of the six transdisciplinary themes. The six transdisciplinary themes drive the programme and are represented both within each grade (horizontal articulation) and across grades (vertical articulation).

The POI incorporates all related subject areas within the PYP including Language, Science, Social Studies and PSPE (Personal, Social, Physical Education). All learning through the programme should have authentic connections, and therefore, certain areas of Mathematics are learned through the Units of Inquiry. These links are reflected in the programme.

Units of Inquiry

There are six Units of Inquiry (UOI) in each grade level (except in EC 1 and 2 where there are four per year) with each falling under one of the transdisciplinary themes. Each UOI is planned by the class teacher in collaboration with the students as they generate their own questions within the inquiry.

Each UOI is reflected in the Programme of Inquiry in the order of teaching sequence. This sequence allows students to make connections across the transdisciplinary themes as their learning progresses. Each UOI shows links to curriculum subject areas reflecting the PYP relevant strand, the focus of the study and the related concepts. These elements are carefully planned so that the inquiry answers the central idea but is open enough for student-initiated learning. The lines of inquiry, key concepts and related concepts are designed to lead to an enduring understanding of the programme.

Learning at Home Agreements

The following agreements are in place for Early Childhood:

Early Childhood 1

No formal learning at home engagements.

Early Childhood 2 (from Term 3) – Early Childhood 3

Language:

- Learning at home should focus on reading.
- Students should have an on-going colour banded reading book.
- EC2 students take home one home reader until Easter, and then two home readers are sent home every week.
- EC3 reading books should be changed thrice a week: Monday, Wednesday and Friday.

Maths:

- A selection of mathematical engagements/activities should be provided to parents at the beginning of each UOI.
- The focus should be on practical home-based activities that require no marking, such as measuring ingredients to follow a recipe, tallying cars on a journey, etc.
- Learning at home should not take more than 15 minutes per day.

Grade 1

Language:

- Learning at home should focus on reading.
- Students should have an on-going colour banded reading book.
- Grade 1 reading books should be changed thrice a week: Monday, Wednesday and Friday.

Maths:

- A selection of mathematical engagements/activities should be provided to parents at the beginning of each UOI.
- The focus should be on practical home-based activities that require no marking, such as measuring ingredients to follow a recipe, tallying cars on a journey, etc.

- Learning at home should not take more than 15 minutes per day.

Grade 2 – Grade 5

Reading:

- All students should have a regular banded reading book together with a reading record that they take home each day. Students are expected to spend 15 minutes per day on reading activities. Students who are free readers on the PM Benchmark should still have an on-going reading book to share with parents.

Project-based learning:

- The class teacher sets an extended project linked to the UOI. The project clearly outlines the outcome with shared success criteria.
- The project must include reading, writing and mathematical learning and should be linked to the scientific or social studies focus of the UOI.
- Grade 2 and Grade 3 should have a heightened focus on reading skills, guided research and a timeline for organisation.
- Grade 4 and Grade 5 are expected to take responsibility for the organisation and time management of their projects.
- Grade 5 should not have additional learning at home projects during the Exhibition Unit.

The project should aim to provide the following time allowances:

- Grade 2: 30 minutes per week
- Grade 3: 45 minutes per week
- Grade 4: one hour per week
- Grade 5: one and a half hours per week

All learning at home is explained in the Friday update that both parents and students can access on their Toddle account.

How We Assess Progress

In Early Childhood and Primary School, we aim to keep marking meaningful, motivating and manageable.

Meaningful: Marking should serve a single purpose — to advance pupil progress and outcomes. Oral feedback, working with pupils in class, reading their work, etc. — all help teachers understand what pupils can do and understand.

Manageable: The time taken to mark should correlate with successful pupil outcomes. Feedback can take the form of spoken or written marking, peer marking and self assessment.

Motivating: Marking should help motivate pupils to progress. The most important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement and to celebrate progress. Pupils should be taught and encouraged to check their own work by understanding the success criteria — which should be presented in an age-appropriate way — so that their work is of the highest standard.

Assessment takes place in a variety of ways to ensure that all learning styles are recognised and rewarded. Early Childhood and Primary School focuses on formative assessment opportunities during all learning engagements.

There are four points during the academic year for summative assessments to take place. These can include quizzes, oral presentations, written reports, teacher observations or small group tasks. These assessment weeks not only provide opportunities for the teachers to complete summative assessments but also give students the chance to reflect upon their own learning and progress.

During each week, we assess reading, writing, Maths and the skills of the PYP through the Unit of Inquiry and students are awarded grades from our agreed criteria attainment and progress indicators.

All assessments are recorded and reported on associated tracking documents.

Attainment indicators:

1. Excelling
2. Achieving

3. Developing
4. Beginning
5. N/A

Progress Indicators:

1. Excellent
2. Good
3. Satisfactory
4. Not Yet Satisfactory
5. N/A

Keeping Parents Informed

Grade Outlines

The Grade Outline is a comprehensive introduction to each grade level. It includes:

- Welcome letter from the school
- Introductory letter from the class teacher
- Table of contents
- Routines including timetable
- Learning at home agreements
- How Parents can help
- Programme of Inquiry
- Overall outcomes for English, Maths, Science, Social Studies, PSPE, Art, Music and Mandarin.

The Grade Outlines are distributed to parents on Orientation Day at the beginning of each academic year.

Toddle Agreements

Toddle offers parents a personalised window into their child's learning.

From EC1, each student's Toddle account forms their school portfolio capturing assessment opportunities, points of reflection (dynamic pieces) as well as celebrating their ongoing achievements.

Every Friday, class teachers send a weekly update to parents on Toddle.

Parent Overview

At the beginning of each Unit of Inquiry, grade teachers compile a Parent Overview to be uploaded on Toddle.

The Parent Overview provides the parents with a summary of the unit of inquiry, including the central idea, the lines of inquiry, the conceptual understanding and how the unit is transdisciplinary across the primary subjects.

Unit Shares

A unit share is an opportunity for students to share their learning with an invited audience, usually the parents. A unit share can be presented in a variety of ways, including individual presentations, group presentations, a featured debate, a living museum, a science fair, a celebration (party), a 'live' TV programme or a judged competition.

Each grade presents two unit shares in an academic year.

Appendix 2: Secondary School

Getting Ready for School

Uniform

All our students are required to wear Secondary School uniform, which is available from:

BIBI & BABA Uniforms Mart

545 Orchard Road #02-28

Far East Shopping Centre

Singapore 238882

Tel: +65 67327022

Email: uniforms@bibibaba.com.sg

Student Dress Code – Uniform Agreements

- Students are to wear the correct school uniform at all times.
- Students must wear school or sports uniform (depending on what is suited for the type of excursion) whilst on excursions.

Secondary School Uniform

Secondary School polo shirt
Skort or Bermuda Shorts
PE shirt
PE shorts
Sun hat (optional)
Hooded jacket plain black/navy/dark grey only - (optional) <i>Note: Hoods not to be worn in classrooms and assemblies</i>
White socks only
Covered training shoes (trainers) should be either plain white, blue, grey or black.

- House t-shirts are available and can be worn on a Friday and on the day of any appropriate house competition or event. The house t-shirt should be worn with the regular skirt or shorts unless attending a sporting event.
- Only light / modest / discreet / minimal makeup is allowed, although we do not encourage the use of makeup.
- No smart watches or watches with internet access allowed during examinations.
- School hats are optional for Secondary School students and should only be used outside on the playground.
- For Secondary students, the PE uniform should only be worn during PE lessons.

Personal Belongings

Secondary Students are permitted to bring sports balls and games to school for break times but there are clear guidelines on the use of these balls and games.

Stationery List

All students are responsible for bringing the following stationery to school:

- Scientific calculator
- 30cm ruler
- Black, blue, green and red pens
- Highlighters
- HB pencils
- Sharpener
- Eraser
- Set of coloured pencils
- Small scissors
- Pencil case (labelled)
- Compass
- Protractor
- Set Square
- Glue stick
- Refillable water bottle

Personal Lockers

Each student is provided with a locker within the school grounds.

Equipment for Learning at Home

Secondary students need to be able to work independently at home, and they are expected to have the following:

- Access to the internet for their school-provided iPad
- Access to a working colour printer is recommended
- Basic stationery materials including a hole punch and staples

Arriving at School - Morning Arrangements

- Secondary students must arrive at school between 8:30 a.m. and 8:45 a.m. If arriving before 8.40am students must go straight to the Multi Purpose Hall for teacher supervision. If arriving after 8:40am, students must go straight to their tutor rooms in order to start the first session at 8:45 a.m.

Transitioning Around School

- Secondary students will be permitted to use the canteen for break and lunch under supervision.
- There will be two staggered sittings in the canteen — half in the canteen, half in a designated play area outside.
- Use quiet, conversational voices.
- Use appropriate language, recognising that younger pupils and parents and members of our community may be present.
- For health and safety purposes, students should report to their next lesson and then request permission to go to the toilet.

End of Day Arrangements

- Secondary students will be released from the last period at 3:30 p.m. Secondary school teachers will be 'on duty' at public bus stops outside school to encourage respectful behaviour of students.
- Secondary students taking the school bus should ensure that they go directly to their designated bus immediately after dismissal.

Behaviour Agreements

At OWIS, we believe in creating a positive culture in our Secondary School, underpinned by our school values:

- Respect yourself, others and your environment.
- Take active responsibility for your learning.
- Build positive relationships and connections.

- Be truthful and show integrity.
- Be positive for good character, well-being and happiness.
- Be kind and compassionate to everyone.

At OWIS, our teachers:

- Are the main personnel with the 'duty of care' of all students.
- Are responsible for all student behaviour in and out of lessons.
- Recognise positive behaviour and give the necessary reward.
- Apply rewards and consequences consistently to all students.
- Treat all students as unique individuals.
- Document a student's behaviour — both rewards and consequences — on ManageBac.

Outdoor Agreements

- Grades 10 to 12 students may eat packed lunches on the Secondary Terrace or in the Senior Common Area. These areas are covered by the duty timetable. Students are not allowed to run on the stairs and hallways.
- Students should not be playing with balls in the hallways or canteen. Balls are allowed only in the basketball and football fields. In case of infringement, the ball will be immediately confiscated and given to the tutor.
- Students should not be using their iPads or any other form of electronic device during breaks and lunch. Unless doing so as part of a planned study activity, and under teacher supervision.
- Mobile phones are not allowed anywhere on the campus during the school day.
- Students should not be walking in the car park area.
- Teachers on duty are expected to be vigilant, active and walking around the canteen and the main playground areas.

Lunch Agreements in the Event of Rain

- During rainy weather, Grades 6 to 9 students should remain in their tutor room under the supervision of their tutors. Grade 10 students can still make use of the Senior Common Area.
- During lunchtime in rainy weather, all students should remain in the canteen until 2:05 p.m. with the first four duty teachers.
- At 2:05 p.m., Grades 6 to 9 students should go to their tutor room under the supervision of their tutors. The duty teachers will help escort students to

their tutor room and ensure that no students are in the canteen.

- If it starts raining during break/lunch, students will be directed by duty staff to their tutor room.
- At 2:25 p.m., all Grade 10 students should proceed to their classroom.

Classroom Essential Agreements

- If a teacher sees a student bounce or play with a ball around the corridors or within a classroom, it will be confiscated for five days. If it is repeated, parents will need to come to school to collect it. Playing with sports balls is only allowed during break time or recess in the outdoor spaces designated for sports and recreation.
- Students need to be on time for lessons; there will be consequences for students who do not meet this expectation.
- Students will be recognised for positive behaviour with the necessary reward given (see Rewards and Recognition).
- Rewards and consequences will be applied consistently to all students by secondary staff.
- Before a lesson, students need to be lined up quietly outside their subject room until the teacher invites them in.
- Once they have entered the room: At the start of the lesson, students should move to the correct seat as per the seating plan, and they should get out their pencil cases/books etc.
- Students are responsible for going to the toilet before school and during break/lunch time. Students should only go to the toilet during a lesson if it's an emergency. Students have to ask permission from the teacher and not go during the transitioning of lessons.
- Students are responsible for filling their water bottle before school and during break/lunch. Students should not leave a lesson to fill up their bottles.

Rewards and Recognition

We want to celebrate good academic work, high levels of achievement and excellent attitudes in and out of the classroom. If a student performs well at school, they will be recognised for their hard work and levels of achievement and success.

Classroom-Based Behaviour

We believe in promoting respectful behaviour in the classroom and while the students are on campus. Our teachers use restorative practices and kind conversations to get to the root of the issues between students. The form tutor is supported in this regard by the Senior Coordinator for Pastoral Care. Consequences for students, if any, are in line with the severity of the issue.

Zero Tolerance

As a school, we have zero tolerance for the following behaviour. Some of these behaviours may lead to an exclusion.

- Smoking/vaping or being found with a smoker
- Fighting
- Severe disrespect
- Severe rudeness
- Vandalism
- Bullying/cyberbullying
- Stealing
- Misuse of school name or members of OWIS staff on social media

This list is not exhaustive and other serious behaviour which is not detailed here will be sanctioned at the discretion of the Head of School. This can include temporary and permanent exclusion.

Working with Parents

It is our policy to work in partnership with parents. We recognise and value the role of parents in managing children's behaviour.

Parents are encouraged to tell the teachers of any difficulties they are experiencing at home and to inform them of any situation that might impact a child's behaviour, such as bereavement, illness, relationship breakdown, a new baby, etc.

Our Curriculum

Our Modified Cambridge curriculum in Secondary Grades 6 to 8 is based on the Cambridge Lower Secondary Programme by CAIE and adapted to our international context.

OWIS is committed to the IB philosophy of teaching and learning, and our Secondary School programme follows an inquiry-based approach together with planning around integrated themes and developing the attributes of the IB Learner Profile.

The curriculum prepares students in Grades 9 and 10 for the two-year Cambridge International General Certificate of Secondary Education (IGCSE) course.

Learning at Home Agreements

Subject teachers provide opportunities for learning at home to our Secondary students.

These learning at home opportunities are carefully designed by the teachers considering learning outcomes, skill attainment and other factors. All learning at home is assigned to students via ManageBac.

Home Learning Expectations by Year Group

At the start of each academic year, each year group shall be informed of what is expected of them regarding Home Learning. Home Learning shall be set and assessed regularly in accordance with each year group's Home Learning timetable.

- Grade 6/7 - up to 60 minutes per night (5 hours per week on average).
 - Grade 8 - up to 75 minutes per night on average (6.25 hours per week on average).
 - Grade 9 - between 75 and 90 minutes per night (7.5 hours per week on average).
 - Grade 10 - between 90 and 120 minutes per night (up to 10 hours per week).
- Where upcoming examinations require the student to conduct revision,

teachers will reduce the amount of Home Learning set and/or ensure that it aligns with the revision required.

- IB Diploma Programme as appropriate. It is expected that IB DP students will do more self-directed study.

In addition, personal reading for at least 15 minutes every day is expected.

Student Responsibility

- Students are expected to check their ManageBac calendar daily to ensure that they are prepared to complete all learning at home tasks by the set deadline.
- All learning at home is to be completed on time and to the best of the student's ability. If the student feels that they cannot meet the deadlines, they should discuss it with the subject teacher beforehand.
- Should students require colour printing, this should be arranged with the subject teacher prior to the deadline.
- If learning at home cannot be completed for a valid reason, students should try to speak to teachers before the deadline. Where this is unavoidable, parents are asked to email the subject teacher and form tutor. The subject teacher and student will then discuss the matter and decide on a course of action.
- Parents are encouraged to access the calendar and communicate with the form tutor by email, if necessary.
- In the event of non-completion of learning at home, please refer to the policy below.

Non-Completion of Learning at Home

- If a student does not complete a minor piece of work, the subject teacher will log it in their record.

- If learning at home is not done on two occasions per term, an email will be sent to parents and will be copied to the form tutor.
- If the situation consistently occurs (2–3 times within a two-week period), the form teacher will send an email to parents and copy all the teachers involved and an intervention will occur.
- If there is still no improvement, the form teacher will invite the parents to school to discuss the situation, along with the teacher/s involved (if required).
- Whilst this process is going on, the form teacher will give extra assistance to the student and provide support and strategies for improvement — for example, daily app checks, helping them find lost books, etc.
- If the final deadline for a major assignment is not met, the teacher will give a one-day grace period and will either email the form tutor or the parents (depending on the subject).
- The teacher can negotiate a new deadline in special circumstances, such as if the student has been ill or if a note from a parent is received (depending on what the note says).
- Marks will not be deducted because the assignment is late — a project that should be given a 6 will not be downgraded to a 5 because it is late.
- Teachers may offer alternative ways of handing in completed work, such as emailing a finished assignment.
- Students with special needs will be given extra support and expectations may be modified.

How We Assess Progress

In Secondary School, we aim to keep marking meaningful, motivating and manageable.

Meaningful: Marking should serve a single purpose — to advance pupil progress and outcomes. Oral feedback, working with pupils in class, reading their work, etc. — all help teachers understand what pupils can do and understand.

Manageable: The time taken to mark should correlate with successful pupil outcomes. Feedback can take the form of spoken or written marking, peer marking and self assessment.

Motivating: Marking should help motivate pupils to progress. The most important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement and to celebrate progress. Pupils should be taught and encouraged to check their own work by understanding the success criteria — which should be presented in an age-appropriate way — so that their work is of the highest standard.

There are four key assessment points during the academic year. During Term 2 and Term 4, subject criteria scores are awarded for the level of understanding, knowledge or skill attained in that specific area and are generated from both teacher assessment and tracking and from examination results. Each subject has its own set of criteria which are based on the Progress Ladders and CAIE IGCSE rubrics/assessment objectives.

In Term 1 and Term 3, teacher assessments are used to check academic progress. These assessments also take the form of mini extended essays and assess effort and study skills. In Terms 2 and 4, examinations are administered.

We use examinations to test, under formal conditions, what knowledge and skills students have learned and retained during the school year. Examinations provide

an additional form of summative assessment to complement the various assessments which already take place, and they give students the opportunity to experience the examination process and to become familiar with it as practice for future external formal assessments.

Full mock exams for Grade 10 and 12 will take place in February/March and will comprise all the papers in a subject.

A schedule for exams, together with revision information, will be uploaded to ManageBac.

Marking Agreements for Grade 10 and 12

All work completed by Secondary students will receive feedback. There are five types of feedback that students can receive:

Type of feedback	Description of feedback
Verbal feedback	<p>Teachers will use well-considered verbal intervention to promote deeper thinking and swiftly address misconceptions. Teachers use effective questioning to clarify or refocus tasks and inquiry, mini plenaries and mid-lesson adjustments.</p> <p>Verbal feedback is given during a 1:1 learning session with a student or on a focus group basis. Students can make note of the feedback in their work books.</p>
Level 1 Written feedback: light touch	Teachers mark work in order to acknowledge and recognise attainment and/or progress, success and/or completion of a student's work. Any inconsistency in a student's presentation of work (as per the presentation policy) will be clearly identified by the teacher to ensure students adhere to these agreements.
Level 2 Written feedback: self & peer	Student-led marking/feedback with developmental comments (WWW/EBI 2 stars and a wish, etc.) is provided based on agreed shared

assessment	success criteria/rubrics. Where self/peer assessment is being completed, students are provided with the rubric used so the student can self-assess against all aspects.
Level 3 Written feedback: diagnostic comments	Teachers will provide comment(s) based on diagnostic assessment of student work in relation to shared success criteria, targeting areas for improvement. Students will respond to the comment(s) in green pen.
Level 4 Written feedback: deep marking	<p>Teachers provide incisive feedback on attainment and success. Teachers provide diagnostic comments, at an appropriate level of challenge, that require a response from the student in green pen. These responses from students are required in order to strengthen the learning and teaching process and to accelerate and deepen learning.</p> <p>Teachers provide overall developmental comments on WWW (What Went Well S.M.A.R.T. comments) and EBI (Even Better If S.M.A.R.T. targets) at the end of the student's work.</p>

Keeping Parents Informed

A programme of study is sent out to parents on a term-by-term basis for every subject area.

ManageBac Agreements

ManageBac is the system that is used by students, teachers and parents in Secondary School. Students and parents will find:

- Detailed step-by-step instructions as to what students need to complete.
- Attachments of any necessary materials to help students to complete learning at home: Google Slides/PowerPoint/KeyNote presentations used in that lesson, instruction sheets, additional reading etc.
- Clear due dates for when the work is expected to be completed: These dates must be adhered to, and there will be appropriate consequences for not doing so as per the school behaviour policy.

Appendix 3: IB Diploma Programme

Getting Ready for School

As an IB Diploma student at OWIS, you are given certain privileges, including the opportunity to choose your own clothes for day-to-day attendance at school. There will be times, such as when representing the school at formal events, when the official OWIS IB Diploma uniform will be required.

On regular school days, you are requested to follow these guidelines and present yourself in a mature and exemplary manner.

Girls:

- Smart trousers, dress capri pants, short-sleeved blouses/shirts or dresses are acceptable.
- Necklines should be modest and clothes should not be tight or revealing. Undergarments should not be visible.
- Skirt/dress length should be no shorter than just above the knee.
- Leggings are acceptable worn underneath a skirt or covered by a tunic top.
- Flat covered shoes are to be worn. Sports shoes may be worn when actively exercising.
- **Please avoid** shorts, denim, yoga wear, t-shirts, cargo pants, tank tops, T-backs, spaghetti straps, bare midriffs, clothing with emblems and logos, Crocs, Texas, flip flops and beach sandals.

Boys:

- Boys are expected to wear full-length trousers with a collared polo shirt tucked in neatly.
- **Please avoid** t-shirts, shorts, denim and cargo pants, clothing with emblems and logos, Crocs, Texas, flip flops and beach sandals.

Student Dress Code – Uniform Agreements

- Students can choose their own clothes for normal daily school attendance.
- Students must wear school or house uniform (depending on what is most suitable for the type of excursion) whilst on excursions.

IB Diploma Programme School Uniform

IB DP polo shirt
Skort or Bermuda Shorts or Pants
P.E shorts
Sun hat (optional)
Hooded jacket plain black/navy/dark grey only - (optional) <i>Note: Hoods not to be worn in classrooms and assemblies</i>
White socks only
Covered training shoes (trainers) should be either plain white, blue, grey or black.

- House t-shirts are available and can be worn on a Friday, any appropriate house competition day or event and when doing CAS experiences. The house shirt should be worn with the regular skirt or pants unless attending a sporting event.
- Only light / modest / discreet / minimal makeup is allowed, although we do not encourage the use of makeup.

- No smart watches or watches with internet access allowed during examinations.

Personal Belongings

Stationery List

All students are responsible for bringing the following stationery to school:

- Graphic Display Calculator
- 15cm ruler
- Black, blue, green and red pens
- Highlighters
- HB pencils
- Sharpener
- Eraser
- Small scissors
- Pencil case (labelled)
- Glue stick
- Folders

School Laptop Provision and Agreements

- All IB Diploma students are issued with a school-owned laptop upon signing the associated Digital Citizenship Contract.
- The laptop is provided by the school as a resource for learning both in the classroom under the teacher's direct guidance and for home learning projects.
- The laptop is school property and no personal downloads or apps should be installed.

- The school Apple ID is not shared with students, and students are not permitted to sign in with their own Apple ID to download games or apps onto the device without the permission of the school.
- The school monitors all downloads under the unique number of the device that is issued to each student.
- Students are permitted to use laptops in the library during breaks and lunch.
- Students should use the school laptop in compliance with our anti-bullying policy and social media agreements.

Personal Lockers

Each student is provided with a locker within the school grounds.

Equipment for Learning at Home

IB Diploma students need to be able to work independently at home and students are expected to have the following:

- Access to the internet for their school provided laptop
- Access to a working colour printer is recommended
- Required stationery supplies

Start of Day Procedures

IB Diploma students must arrive at school between 8:30 a.m. and 8:45 a.m. and go straight to their tutor rooms in order to start the first session at 8:45 a.m.

Transitions

- IB Diploma students will be permitted to use the canteen for break and lunch.
- Use quiet, conversational voices.
- Use appropriate language, recognising that younger pupils and parents

and members of our community may be present.

End of Day Procedures

- IB Diploma students are dismissed directly from their last period by the subject teacher at 3:30 p.m.
- Students taking the bus should ensure that they go directly to the canteen area to catch their bus.
- No student should remain on campus without permission after 4:45 p.m.

Behaviour Agreements

At OWIS, we believe in creating a positive culture in our Secondary School underpinned by our school values:

- Respect yourself, others and your environment.
- Take active responsibility for your learning.
- Build positive relationships and connections.
- Be truthful and show integrity.
- Be positive for good character, well-being and happiness.
- Be kind and compassionate to everyone.

At OWIS, our teachers:

- Are the main personnel with the 'duty of care' of all students.
- Are responsible for all student behaviour in and out of lessons.
- Recognise positive behaviour and give the necessary reward.
- Apply rewards and consequences consistently to all students.
- Treat all students as unique individuals.
- Document a student's behaviour — both rewards and consequences.

Outdoor Agreements

- IB Diploma students may eat lunch on the Secondary Terrace or in the Senior Common Area. These areas are covered by the duty timetable. Students are not allowed to run on the stairs and hallways.
- Students should not be playing with their balls in the hallways or canteen.

Balls are allowed only in the basketball and football fields. In case of infringement, the ball will be immediately confiscated and given to the respective tutor.

- Students should not be using their iPads or any other form of electronic device during breaks and lunch, unless they choose to use the time for study.
- Use of mobile phones is allowed during the school day as part of a planned study activity or under teacher supervision.

Lunch Agreements in the Event of Rain

- During rainy weather, Grade 11 and 12 students can still make use of the Senior Common Area.
- At 2:25 p.m., all Grade 11 and 12 students should proceed to their classroom.

Classroom Essential Agreements

- Students need to be in lessons on time, and there will be consequences for students who do not meet this expectation.
- Students will be recognised for positive behaviour with the necessary reward given (see Rewards and Recognition).
- Rewards and consequences will be applied consistently to all students by all secondary staff.
- Before a lesson, students need to be lined up quietly outside their subject room until the teacher invites them in.
- Once they have entered the room: At the start of the lesson, students should move to the correct seat as per the seating plan, and they should take out their pencil cases/books etc.
- Students are responsible for going to the toilet before school and during break/lunch. Students should only go to the toilet during a lesson if it's an emergency. They have to ask permission of the teacher and not go during the transitioning of lessons.
- Students are responsible for filling their water bottle before school and during break/lunch. Students should not leave a lesson to fill up their bottles.

Rewards and Recognition

We want to celebrate good academic work, high levels of achievement, and excellent attitudes, in and out of the classroom. If a student performs well at school, they will be recognised for their hard work and levels of achievement and success.

Classroom Behaviour

As mentioned above, we believe in promoting respectful behaviour in the classroom and while the students are on campus. Our teachers use restorative practices and kind conversations to get to the root of the issues between students. The homeroom teacher and form tutor are supported in this regard by the Senior Coordinator for Pastoral Care. Consequences for students, if any, are in line with the severity of the issue.

Zero Tolerance

As a school, we have zero tolerance for the following behaviour. Some of these behaviours may lead to an exclusion.

- Smoking/vaping or being found with a smoker
- Fighting
- Severe disrespect
- Severe rudeness
- Vandalism
- Bullying/cyberbullying
- Stealing
- Misuse of school name or members of OWIS staff on social media

This list is not exhaustive and other serious behaviour which is not detailed here will be sanctioned at the discretion of the Head of School. Sanctions can include temporary and permanent exclusion.

Curriculum

Our IB DP curriculum is based on the International Baccalaureate Diploma Programme.

OWIS is committed to the IB philosophy of teaching and learning and follows an inquiry-based approach together with planning around subject-specific concepts.

Learning at Home

Expectations

IB Diploma Programme students are expected to take responsibility for their own learning. Other than the assigned learning at home tasks and assignments, DP students are expected to review their lessons each day and are encouraged to read ahead.

Time Table

All learning at home tasks and assignments are posted on the Managebac calendar, and often shared via email. It is the student's responsibility to be aware of these due dates.

DP students will also have access to the DP Assessment Calendar that is shared on ManageBac. Students should take responsibility to check the assessment submission deadlines.

Learning at Home Recording and Reporting Procedures

Subject teachers should provide opportunities for learning at home to the students on a weekly basis.

These learning at home opportunities will be carefully designed by the teachers considering the assessment objectives, skills attainment and other factors. All learning at home will be assigned to the students via ManageBac.

Student Responsibility

- Students are expected to check their ManageBac calendar daily to ensure that they are prepared to complete all learning at home tasks by the set deadline.
- All learning at home is to be completed on time and to the best of the student's ability. If the student feels that they cannot meet the deadlines, they should discuss it with the subject teacher beforehand.
- If learning at home cannot be completed for a valid reason, students should try to speak to teachers before the deadline. Where this is unavoidable, parents are asked to email the subject teacher and form tutor. The subject teacher and student will then discuss the matter and decide on a course of action.

- Parents are encouraged to access the calendar and communicate with the form tutor by email, if necessary.

Non-Completion of Learning at Home

- If a student does not complete a piece of work, the subject teacher will log it in their record.
- If learning at home is not completed and handed in on two occasions per term, the form tutor will inform the IB Diploma Coordinator who will speak to the student before a formal email is sent to parents.
- If the situation consistently occurs (2-3 times within a two-week period), the form teacher will send an email to the parents along with a copy to all the teachers involved and an intervention will occur.
- If there is still no improvement, the form teacher, in liaison with the IB Diploma Coordinator, will invite the parents to school to discuss the situation, along with the teacher/s involved (if required).
- Whilst this process is going on, the form tutor will give extra assistance to the student and provide support and strategies for improvement — for example, daily ManageBac checks, helping them find lost books, etc.
- Marks will not be deducted because the assignment is late — for example, a project that should be given a 6 will not be downgraded to a 5 because it's late.
- Any incomplete assignments should be reflected as an 'N' in compliance with the IB assessment procedures.
- It is important that teachers keep records of completed assignments so that an accurate grade can be given in the end of term report.
- Teachers can offer alternative ways of handing in completed work, such as emailing a finished assignment.
- Students with special needs should be given extra support and expectations should be modified in line with their ILP.
- Students should not spend all break/lunch times finishing learning at home assignments.
- In the case of official IB internal assessments, students with a valid reason are given a one-day grace period to submit the assessment. A longer

extension is given on a case-by-case basis. Students with no valid reason will be given a 'N', meaning no award of an IB Diploma.

Assessment and Tracking of Progress

In the IB Diploma, we aim to keep marking meaningful, motivating and manageable.

Meaningful: Marking should serve a single purpose — to advance pupil progress and outcomes. Oral feedback, working with pupils in class, reading their work, etc. — all help teachers understand what pupils can do and understand.

Manageable: The time taken to mark should correlate with successful pupil outcomes. Feedback can take the form of spoken or written marking, peer marking and self assessment.

Motivating: Marking should help motivate pupils to progress. The most important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement and to celebrate progress. Pupils should be taught and encouraged to check their own work by understanding the success criteria — which is presented in an age-appropriate way — so their work is of the highest standard.

Marking Agreements

All work completed by IB DP students will receive feedback. There are five types of feedback that students can receive:

Type of feedback	Description of feedback
Verbal feedback	Teachers will use well considered verbal intervention to promote deeper thinking and swiftly address misconceptions. Teachers use effective questioning to clarify or refocus tasks and inquiry, mini plenaries and mid-lesson adjustments.

	Verbal feedback is given during a 1:1 learning session with a student or on a focus group basis. Students can make note of the feedback in their work books.
Level 1 Written feedback: light touch	Teachers mark work in order to acknowledge and recognise attainment and/or progress, success and/or completion of a student's work. Any inconsistency in a student's presentation of work will be clearly identified by the teacher to ensure students adhere to these agreements.
Level 2 Written feedback: self & peer assessment	Student-led marking/feedback with developmental comments (WWW/EBI, 2 stars and a wish, etc.) is provided based on agreed shared success criteria/rubrics. Where self/peer assessment is being completed, students are provided with the rubric used so the student can self-assess against all aspects.
Level 3 Written feedback: diagnostic comments	Teachers will provide comment(s) based on the diagnostic assessment of student work in relation to shared success criteria and target areas for improvement. Students will respond to the comment(s) in green pen.
Level 4 Written feedback: deep marking	<p>Teachers provide incisive feedback on attainment and success. Teachers provide diagnostic comments, at an appropriate level of challenge, that require a response from the student in green pen. These responses from students are required in order to strengthen the learning and teaching process and to accelerate and deepen learning.</p> <p>Teachers provide overall developmental comments on WWW (What Went Well S.M.A.R.T. comments) and EBI (Even Better If S.M.A.R.T. targets) at the end of the student's work.</p>

Assessments in the IB DP

Assessment takes place in a variety of ways to ensure that all learning styles are recognised and rewarded. A combination of formative and summative

assessments are conducted and may include a variety of activities such as quizzes, oral presentations, written reports, teacher observation, tests, etc.

The subject criteria scores are awarded for the level of understanding, knowledge or skill attained in that specific area. Each subject has its own set of criteria which are based on the IB Diploma Programme rubrics/assessment objectives.

Grade Descriptors

The IB Diploma Programme Grade Descriptors, based on grades 1 – 7, consists of characteristics of performance at each grade. The descriptors apply to groups of subjects but substantial similarity exists across sets of group grade descriptors. This document is accessible to students on ManageBac.

Examinations

In IB DP, we have the following assessment points within the school:

IB DP 1 (Grade 11) - Mid year assessment point in November; end of year assessment point in May

IB DP 2 (Grade 12) - First mock exam in October; second mock exam in January, final external exam conducted by the IB in April-May.

Objective

- To test, under formal conditions, what knowledge and skills students have learned and retained during the school year.
- To provide an additional form of summative assessment to complement the various existing assessments.
- To give students the opportunity to experience the examination process and to become familiar with it as practice for future external formal assessments.

Process

- Examinations will be marked and results submitted by the deadline provided by the IB Diploma Programme Coordinator.
- Examinations should, where possible, reflect a progression towards IB Diploma Programme examinations.
- The examination period will last around 10 days with no more than 6.5 hours of exam each day.
- All students will sit for teacher produced examinations.
- For students taking the IB DP final exams in May, there will be a complete set of mock exams in January comprising all the papers/subjects that the student is undertaking. The schedule for these exams will be provided by the respective coordinators.

Exam Time Table

The IB Diploma Coordinator will publish an exam time table detailing the examination subject, where it is to take place, duration and who will invigilate.

Examination Feedback

- The teachers provide examination feedback to all students during lessons, and students are expected to make notes on this and find areas of improvement. Specific individual feedback is also given to students outlining areas of strength (WWW: What Went Well — at least two examples) and areas for improvement (EBI: Even Better If — maximum two examples).
- Exam papers that students complete are kept at school.
- After this process, if the student feels that they require further guidance, we ensure that the student is able to seek out the teacher for further clarification.
- Students will receive total marks, percentages and/or lettered grades on their examinations.
- In Grade 11 and 12, students will first receive their diagnostic feedback on performance in the exam, as above (WWW and EBI). Students will then be informed of the marks, percentage and/or lettered grade they have received on the examination. Students will receive this information at the agreed date as outlined by the IB Diploma Programme Coordinator. This is to allow teachers to give specific feedback to students in lessons and to allow students to first engage with the diagnostic feedback.

ManageBac Agreements

ManageBac is the system that is used by students, teachers and parents for academic reports and submission of IB assignments. Students and parents will find:

- Detailed step-by-step instructions as to what students need to complete.
- Attachments of any necessary materials to help students to complete learning at home: Google Slides/PowerPoint/KeyNote presentations used in that lesson, instruction sheets, additional reading etc.
- Clear due dates for when the work is expected to be completed: These dates must be adhered to, and there will be appropriate consequences for not doing so as per the school behaviour policy.

Academic Honesty

- Academic honesty is highly valued in the IB Diploma Programme.
- At the beginning of every academic year, the IB Diploma Coordinator and DP teachers will review and revise the [academic honesty policy](#).
- The revised policy is then shared with DP students in the first week of school. The students will sign the policy, and the document is held by the IB Coordinator.
- Students follow the MLA (Modern Language Association) formatting style for all IB assessments.
- Upon assignment submission, teachers check their students' work for academic dishonesty.
- Academic dishonesty in the IB DP is not acceptable. This may include plagiarism, collusion, duplication of work, unauthorised external help and other such misconduct. Students receive a NA for any academic misconduct. This disqualifies the student from receiving an IB Diploma.

Appendix 4: Student Contract

General Terms and Conditions for Students

1. Payment of School Fees
2. Contact Details
3. Cancellation of School Bus Service
4. Student Pass (For International Students, Where Applicable)
5. MOE Approval – Singapore Citizen below 6 Years
6. Student Withdrawal
7. Adherence to School Policies
8. Cancellation of Admission
9. Confidential Information
10. Use of Data
11. OWIS Transfer, Withdrawal and Deferment Procedures

1. Payment of School Fees

- 1.1. Each academic year consists of three fee instalments. There will be a total of three invoices issued in each academic year (i.e. one invoice for each fee term).

- 1.2. All school fees are to be paid before the due date for payment mentioned in the invoice/Student Contract. Please refer to the school's Fee Schedule (set out on the school's website) for details regarding the school fees. Please refer to Schedule B and Schedule C of the Student Contract for details on the course fees and miscellaneous fees payable.
- 1.3. For payment of school fees beyond the due date for payment mentioned in the invoice/Student Contract, a late payment fee of SGD 100 (excluding GST) as stated in Schedule C of the Student Contract shall be imposed and payable in respect of each month or part thereof for which the school fees remain outstanding.
- 1.4. Except for payment of school fees at the time of enrolment, school fees should be paid by Interbank GIRO. GIRO forms are available from the school's Finance Department as well as the school's website. Signed copies of the GIRO forms shall be submitted to the Admissions/Finance Department at the time of confirmation of admission. Administrative surcharges as set out in clause 1.7 herein below are applicable for non-GIRO payments.
- 1.5. Payment made by cashier's order, cheques or credit/debit cards through online payment gateway will be accepted at the time of admission towards payment of application fees. All cashier's orders and cheques are to be made in favour of "ONE WORLD INTERNATIONAL SCHOOL PTE LTD".
- 1.6. Any cheque/ GIRO payments which are dishonoured shall incur an administrative fee of SGD 100 (excluding GST) for each instance of dishonoured payment without prejudice to other recourse available to the school under applicable laws.
- 1.7. The following additional terms and conditions will be applicable for those making payment of school fees other than by way of GIRO:
 - 1.7.1. Non-GIRO administrative surcharge of SGD 50 (excluding GST) shall be applicable for each non-GIRO payment.

- 1.8. Application fees paid as per the school's fee structure is non-refundable except in the event that a place in school is not offered within the academic year of admission.
- 1.9. School bus fees (where applicable) are based on Zones and two-way commutes. Areas within 3 km distance by road are categorised under Zone 1. Areas between 3 km and 10 km distance by road are categorised under Zone 2. Areas beyond 10 km distance by road are categorised under Zone 3. The school bus does not offer a one-way commute. Please refer to the school fee structure for further details.

2. Contact Details

- 2.1. All parents should provide their particulars to the school for contact purposes.
- 2.2. All parents are required to keep their information/ details updated on their respective MyOWIS accounts at all times.

3. Cancellation of School Bus Service

- 3.1. For the cancellation of the bus service, a notice period is required to be given to the school by the parents. For cancellation dates, refer to the table below. Once the bus service is cancelled, the parent can re-apply for the bus service by paying the bus service re-activation fee as per the school's fee structure.

Bus Term	Cut off date for bus cancellation
For Aug-Nov	25 May

For Dec-March	25 September
For April- July	25 January

- 3.2. The school will not adjust, refund or charge for any mid-term amendment in the bus zone as a result of a change in the residential address.
- 3.3. The cancellation request can be made by email to schoolbus@owis.org. The same will be approved within two working days. Parents are advised not to inform or approach the bus driver or transport contractor directly regarding cancellation requests.

4. Student Pass (For International Students, Where Applicable)

- 4.1. OWIS will render assistance to any student who requires a student pass from the ICA. Such assistance includes providing the student with information on obtaining such a pass, verifying the student's enrolment and immigration status and procuring the student pass on behalf of the student. Please note that OWIS shall not be held responsible under any circumstances in case a student pass is refused by the ICA or other relevant authorities, not issued or delayed or contains incorrect details.
- 4.2. The student pass is not transferable and will expire when the student ceases to be a student of OWIS. OWIS is under obligation to inform the ICA of the student's withdrawal from, or completion of his/her course of study at OWIS. Before the last day of school prior to the withdrawal from or completion of study at OWIS, the student should deliver to OWIS, a copy of the student's passport, student pass and the student identity card, to enable the school to proceed with the cancellation of the student pass with the ICA.

5. MOE Approval – Singapore Citizen

- 5.1. If a child is a Singapore citizen, he/she is required to secure approval from the Ministry of Education (MOE) to enrol for his/her education at OWIS (excluding Early Childhood), irrespective of the class in which he/she intends to study.
- 5.2. Singapore citizens who are enrolled in Early Childhood are not guaranteed continued admission to Grade 1 and are required to seek prior MOE approval for continuing education at OWIS. The child will be allowed to continue his/her education at OWIS only after such approval is obtained.
- 5.3. The application for approval will be forwarded to the MOE via the school, and parents are not encouraged to directly approach the MOE for the same. Parents should approach OWIS in relation to the application.

6. Student Withdrawal

OWIS transfer, withdrawal and deferment policies and procedures:

- 6.1. A student who withdraws from OWIS to enrol with another school (ie. non-OWIS school in Singapore) shall be deemed to have withdrawn from OWIS.
- 6.2. Students desirous of withdrawing are required to apply and obtain approval from the school before the withdrawal cut-off date, shown in the table below.

Tuition Fee Period	Invoice Date	Payment Due Date	Cut off date for withdrawals
Fee Instalment 1/ Aug-Nov	1st June	25th June	31st May
Fee Instalment 2/ Dec-March	1st October	25th October	30th September
Fee Instalment 3/ April- July	1st February	25th February	31st January

- 6.3. School fees will only be refunded as set out in Schedule D of the Student Contract. Details of the school's refund policy can be found in Clause 2 of the Student Contract.
- 6.4. Once the student withdraws from the school, the Student Contract (Student eContract or Manual Student Contract) is deemed as cancelled with effect from the withdrawal date (i.e. last date of school) or earlier as may be agreed by OWIS. Cancellation of the student contract shall not absolve the parents/ guardians of the students from their liability to pay the pending dues (if any).

7. Adherence to School Policies

- 7.1. All students, whether at school or outside the school, have to adhere to all the school rules and regulations at all times and failure to do so may result in the school taking appropriate action including the termination

of the student's admission, cancellation of the Student Contract or any action as per the Student Handbook.

8. Cancellation of Admission

8.1. The student's admission may be deemed cancelled or terminated without notice by OWIS, if:

- 8.1.1. The Student Contract has not been signed by the parent/guardian on behalf of the student. In this case, the Student Contract shall be deemed to not have come into existence, and therefore, there will be no binding contractual relationship between OWIS and the parent;
- 8.1.2. The student or their parent commits breach of the clauses mentioned herein;
- 8.1.3. The student breaches the school's behaviour agreement guidelines as detailed in the Student Handbook. The school reserves the right to amend the behaviour agreement guidelines from time to time as may be deemed appropriate, without notice, and the student and parents/guardians are requested to regularly visit Toddle and Managebac as well as the Student Handbook to keep themselves updated with all such changes;
- 8.1.4. The student or his/her parent/guardian are convicted of an offence involving honour, honesty or public morals and order;
- 8.1.5. The student and/or his/her parent/guardian discourages or attempts to discourage the public in seeking admissions or encourages them to withdraw admissions from the school;
- 8.1.6. The student and/or his/her parent/guardian defames the school or its teachers or management in public or carries out any unlawful activity against the school or its teachers or

discloses false/incorrect information about the school so as to bring ill-repute to the school or the schools' teachers, present employees or the institution as a whole;

- 8.1.7. The student or parent/guardian is discovered to have misled or cheated the school by way of submitting false or fake documents/certificates or made incorrect statements to the school; and/or
- 8.1.8. Student has absented himself/herself from the school without prior permission or notification for more than 15 days.

9. Confidential Information

- 9.1. It is agreed and accepted that the student and their parents/guardian shall maintain absolute confidentiality and secrecy towards the school's confidential and/or secret and/or proprietary information or documents including any information in an electronic format. Unless the school has specifically authorised (in writing) a document to be made public or shared, all other information/documents would be deemed confidential/secret/proprietary and any sharing of such information/documents with the public or unauthorised persons shall be construed as a breach of admissions terms and conditions.
- 9.2. Confidential information/documents whether published, printed or communicated verbally, including minutes of meetings, circulars, learning at home assignments, exam papers, teaching aids on Toddle, Managebac and/or other materials/documents made available are strictly confidential in nature. Sharing them with unauthorised persons would constitute a breach of the school's terms and conditions.
- 9.3. Parents, guardians and students acknowledge that the intellectual property rights for any project, worksheet, information, writing, publication, printed books, industry papers, guides or any documents/data provided by the school to the student, during the course of enrolment at OWIS, shall remain the intellectual property of

OWIS and shall belong exclusively and solely to OWIS in its entirety, and may be used by OWIS for any commercial or non-commercial purposes without any payment to the student, regardless of whether he/she continues to be enrolled at OWIS or not. Similarly, parents agree to OWIS using students' work, photographs and videos of the student and other materials for purposes such as publicising and promoting OWIS and its students' accomplishments.

- 9.4. The students or parents or guardians of students are strictly prohibited from disclosing to unauthorised users the contents of the school's intranet which may include parents' and students' contact information, telephone numbers and email addresses. If the student or parents discloses to any other unauthorised person or person not related to or employed by the school or to any third party which may use the information for their commercial or personal benefit, the school reserves the right to take legal action against the students or their parents/ guardians who are found to be responsible for passing on such information or with whose help such information was acquired by the third party. The school also reserves the right to take legal action against such third parties for illegally using or acquiring the school's confidential information.
- 9.5. Provided always that should the school of its own volition disclose such information and make it available to the general public, the student or parent/guardian shall no longer be restricted but only as regards the public domain information disclosed by the school. Any information disclosed by the school to its students or other employees shall not be regarded as information in the area of public domain.
- 9.6. Upon withdrawal of the student for any reason whatsoever, the student has to return, without demand, all documents and electronic data (whether in printed or machine-readable form) provided by the school to the student.

10. Use of Data

- 10.1. OWIS will process personal data provided in accordance with the personal data protection standards required by applicable law.
- 10.2. During OWIS events, photographs, video/film recordings and/or audio recordings of participants (including students and/or parents/guardians) may be taken by OWIS or OWIS appointed vendors for the purposes of post-event publicity, marketing or promotional purposes relating to OWIS and may be published in official OWIS school communication channels such as school publications, magazines, website, intranet portal and/or social media. Students and/or parents/guardians agree and consent to being photographed and/or recorded at such OWIS events for such purposes and to their photographs and/or video/film/audio recordings being published in such official OWIS school communication channels.
- 10.3. Please note that parents are allowed to take photographs and video/film recordings of their children while they are at school, if they are invited to do so during school events etc. If these photographs or video/film recordings include other children, parents are not to share or circulate these images/recordings.

Pre-Course Counselling & Information

Before submitting the online application form for admission to OWIS, parents are asked to confirm that they have been given information on each of the following:

School Information:

1. The OWIS Vision, Mission and Culture
2. Infrastructure, Facilities and Campuses
3. School Timings
4. Course Information – Certification Body, Course Details
5. Admissions Process
6. CCA Information

7. Student Support Services
8. EAL/LS Details (If Required)
9. Progression and Award Criteria
10. Information on Communication with Parents
11. Attendance Policy
12. Information on Transport
13. Feedback Mechanism

Information on Fees:

1. Course Fee Details
2. Payment Methods
3. Withdrawal and Refund Policy

Information on EduTrust:

1. FPS Scheme
2. Student Contract and seven Days of Cooling Period

Draft Student Contract

At OWIS we issue electronic Student Contracts which need to be signed and submitted via our secure portal MyOWIS. These eContracts have been audited and approved by the Committee of Private Education, the regulatory body here in Singapore. Please ensure that all data submitted is accurate and updated on the portal.

Your child's enrolment is only completed once the Student eContract has been submitted via MyOWIS.

A sample Student Contract can be found below:

[OWIS Student Contract](#)

Damage or Loss of School Property

Parents will be liable for any damage or loss to resources used by the student at a borrowed facility. School library books incur a replacement charge of the cost of the book, including any shipping charges that may be accrued. Non-payment of the charge might result in borrowing privileges being suspended.

Damage or loss of iPads issued under the IT contract to students will be charged at the replacement cost. A copy of the IT contract can be obtained from the school office.

Grievances and Dispute Resolution

The school aims to resolve all disputes, whether financial or otherwise, involving the school and the students in a just and amicable manner. Due consideration would be given to all the facts before any solutions are recommended.

- A dispute is recognised as such if the school and a student or parent does not agree to a decision of the school.
- The dispute resolution mechanism has three structural components which shall be followed sequentially:
 - Resolution by a staff member or a team appointed by the Head of School
 - Resolution by the Head of School
 - Resolution by reference to a third party like CPE or a small claims tribunal
- All disputes shall be filed in writing by the parent and should clearly state the issue, the facts and the area of disagreement.
- Modes of receiving formal feedback:
 - Email
 - office@owis.org for general school feedback
 - finance.sg@owis.org for fees related queries and feedback.

- gohtransport@owis.org and schoolbus@owis.org for bus transport related feedback.
- All written feedback shall be acknowledged by the school within three working days. Some feedback may require additional steps subsequent to the first response and shall be communicated to the parents.
- At the first instance, the Head of School shall ask a staff member or a team of staff (concerned teacher or administrative staff may also be included) to investigate the facts and recommend resolution options. These shall be discussed with the parents and an agreement shall be attempted.
- If necessary, parents may be invited for a face-to-face meeting with the Head of School to discuss the possible solutions and reach closure.
- In case of continued disagreement, the matter shall be taken up by the Head of School who, in consultation with the senior leadership team, shall explore the matter further.
- In the event of disagreement after this stage, the school shall advise the parents to refer the matter to third party mediation.
- Every effort will be made to resolve complaints within 21 days of having received written notification from a parent, provided no third-party intervention occurs.
- All feedback/complaints are considered resolved and closed by the school if the school does not receive any more correspondence from the parent relating to the feedback after seven working days from the date of resolution (written reply from the school on its decision).
- Transport-related feedback cases are responded to by the transport contractor. The school shall, however, monitor the contractor's responsiveness to and resolution of all complaints.

Third Party Mediation: (As Per CPE Guidelines)

In the event that the student and the school are unable to resolve a dispute, they may refer the dispute to the Singapore Mediation Centre (SMC) or Singapore Institute of Arbitrators (SIArb) through the CPE Student Services Centre for mediation prior to instituting any legal action. The student and the school agree to such procedures and to pay such fees as the SMC or SIArb may prescribe from time to time for the purpose of resolving their dispute.

- Students may approach the Committee of Private Education for problems with the school or if the school is unable to resolve the problem.
- The CPE shall investigate issues that have contravened the Private Education Act or its regulations and shall take appropriate action.
- For issues involving school administrative matters and service quality issues, the student is advised to resolve the conflict with the school. Should the issue not be satisfactorily resolved, the student may seek redress through:
 - CPE Mediation-Arbitration scheme OR
 - Small claims tribunal (SCT) for clear cut fee refund issues of SGD 10,000 or less, or if both parties agree in writing, for issues relation to a sum up to SGD 20,000 OR
 - Legal counsel

More information on the CPE Mediation-Arbitration Scheme may be found on the Committee of Private Education website at:

<https://www.cpe.gov.sg/student-services/dispute-resolution>

Appendix 5: Academic Honesty Policy

Policy number- ACH May 2018 V1

Updated - MRE June 2022

Rationale

We are in a century where information is ubiquitous and can be accessed at our fingertips. In such an era, in order to help students navigate the seas of information and knowledge with transparency and academic integrity, we at One World International School aim to develop the attributes of being principled and transparent thinking with this academic honesty policy.

This document also clarifies the roles and responsibilities of different stakeholders in promoting and nurturing academic honesty at OWIS and the actions that must be taken in case there are transgressions.

General Requirements

1. This academic honesty policy will be disseminated to all the DP students at the time of enrolment to Grade 11 or Grade 12 (in case of transfer from other institution) by the admissions officer and/ or IB DP Coordinator.
2. The policy will also be posted on the school website for access to a larger school community.

3. All the DP students, teachers and parents are expected to read this policy.
4. The students, teachers and parents need to sign a declaration (see Appendix) that they have understood the policy and shall abide by it.
5. The students at OWIS are expected to uphold the highest academic honesty standards at all times by citing and referencing all external sources of information.

What constitutes academic dishonesty?

Academic honesty is a set of skills to duly and appropriately acknowledge the work of others. Academically honest pupils are principled and exhibit the highest professional ethos.

Academic dishonesty is a malpractice by which a candidate gains an unfair advantage in any assignment by the means of :

Plagiarism: Copying others' work, without appropriately acknowledging the sources of information.

Collusion: Allowing others to copy or submit whole or a part of your work as their own.

Collusion should not be confused with Collaboration.

Collaboration is working together for a common objective, it can result in the same data collection, but the final product submitted should be the students' own work. For example, during a Psychology Internal Assessment, the students

are collaborating and will have the same data from a single experiment on which they collaborated, but each student must record his own data and not share the results of their partner in the project. The final report, which includes the introduction, design of the experiment, discussion, data collected, conclusion etc. as sub parts, must be the student's own work and cannot be the same as any other student's. If two students have the same introduction or discussion, etc., it is considered Collusion, which is a misconduct, and not Collaboration.

Duplication of work: Presentation of the same work for different assignments.

Any other misconduct such as copying in external examinations, falsifying or fabricating data in an investigation or experiment, trying to obtain the contents of the examination, storing information in the memory of the calculators, taking notes in any form in an examination, altering the contents of a report card or teachers' feedback on an examination etc.

Unauthorised External Help: Any unauthorised person such as a tutor, an alumni, a parent, a friend or any other person should not be completing or editing the work of students.

Responsibility of the School

A student generally doesn't aim to plagiarise. Malpractice occurs under the following circumstances:

1. The student doesn't understand academic honesty or is unaware about the consequences of malpractice.

2. The student has less time for the assignment. It is common to be stressed under such circumstances.
3. The student doesn't know how to appropriately acknowledge the work of others. This can be due to a lack of practice sessions.

All of the aforesaid cases can be controlled to a large extent by the school. It is crucial to create awareness about the role academic honesty plays in developing transparent thinking in our pupils. This can be done by proper reinforcement as mentioned in the section "Responsibilities of the Teachers" as well as by holding school-wide events, such as School Assemblies on Academic Honesty or age-appropriate competitions, such as plays, poster or film competitions. OWIS will strive to provide multiple opportunities throughout the year to its students to help them grow in an academically honest culture.

It is the responsibility of the School to clarify to its students, teachers and parents what constitutes good academic honest practices and why it is essential to be academically honest.

The school shall also clearly communicate the procedures and consequences in case there are transgressions. In order to achieve this objective, the school is responsible for conducting orientation and training for the students, parents and teacher. This training will be differentiated as per the needs of the various stakeholders, and the frequency of these training workshops will be decided on a need basis.

Responsibilities of the Students

The students are expected to exhibit the highest academic honesty standards and ethics at all times. The detailed responsibilities of the students are mentioned herewith:

1. The students must attend all the orientation, seminars, presentations or any other kind of information provided by the school related to academic honesty.
2. The students must read all the written materials supplied to them by any authorised individual in relation to academic honesty.
3. It is the responsibility of the student to seek help from his/her teachers or IB DP Coordinator in case he/ she has missed any information on academic honesty due to absence from school for any reason.
4. The students should also seek one-on-one or group advice from the teachers or IB DP Coordinator in case he/she is not clear about any aspects related to academic honesty policy, such as citations, paraphrasing, bibliography etc.
5. The student has to sign a declaration at the beginning of each academic year (Appendix 5.1a) confirming that they have understood the academic honesty policy and shall abide by it at all times, that all the work produced by the student would be authentic, and all external information used by the student will be appropriately acknowledged.
6. The student should be prepared to face any consequence as decided by the school or International Baccalaureate Organisation in case there are transgressions.

Responsibility of Parents

1. Engage in a conversation about the benefits of being academically honest with your child.
2. Encourage your child to plan in advance and organise his time well for all assignments.
3. Remind your child from time to time about keeping notes for all the sources used during completion of an assignment.
4. Establish good communication with the school and teachers to understand the requirements of the challenging Diploma Programme.
5. Discuss with your child the methods to research, take notes and for referencing.
6. If your child is stressed or finds a task difficult, encourage him to seek help from their teachers.
7. Refrain from completing the child's assignment yourself or seeking an external person, like a tutor or a friend, to complete the assignments for your child.

Responsibilities of the Teachers

1. All the teachers as well as support staff, such as assistant teachers, librarian and laboratory staff, are expected to attend all the staff training on academic honesty. In case of absence from this training due to any reason, it is the responsibility of the teachers to understand the contents of the missed training. A declaration (Appendix 5.1c) should be signed by all the teachers to state that they have understood the importance of academic honesty, the procedures to be used in fostering academic honesty, and the consequences students shall undergo in case of transgression.

2. The teachers should seek help from other teachers, department heads, EE Coordinator or IB DP Coordinator in case they are unclear about the implementation of the policy or any other matter related to academic honesty.
3. The teachers are the best judge to identify cases of malpractice as they are well versed with the students' writing styles. They are therefore expected to be vigilant for collusion or plagiarism. Any suspected cases should be discussed by the teachers with the student to understand more about the sources of information and the thought process used by the student in completion of the assignment. Any unresolved cases should be checked with plagiarism detection software and brought to the notice of department heads, IB DP Coordinator and Head of School.
4. The teachers are strongly encouraged to design assignments that make plagiarism less likely, such as use of problem solving questions, drawing comparisons, analysis and evaluation.
5. When using inquiry based assignments, teachers should include a section on Bibliography to cite all the sources used by the student during completion of the assignment.
6. A significant percentage (10%-15%) should be attributed to academic honesty in all the rubrics used by the teachers to judge the performance of the students. These rubrics should be shared with the students so that they are aware of all the rubric requirements.
7. The teachers should encourage the students to cite their sources (orally or on a slide) even in the case of an oral presentation or performance by the student. Similarly, sports teachers should encourage the students to acknowledge the collaboration of other team members during a sports activity.
8. The homeroom teachers will collect an academic honesty declaration (Appendix 5.1a) signed by the students at the beginning of each academic year and provide this to the IB DP Coordinator.

9. Every month as per the “Academic Honesty Reinforcement Schedule”, each teacher is advised to discuss the following points with their students:

- ✓ Check the understanding of the student about academic honesty. (It might be easier to find out what students think constitutes academic dishonesty.)
- ✓ Why students think it is essential to be academic honest.
- ✓ Design some related assignment to check if students correctly understand how to cite, insert a footnote and create a bibliography for a variety of sources such as a book, a journal, a website, an image etc.
- ✓ Discussion on some good practices for note keeping and research skills about the vast amount of sources that a student encounters.
- ✓ End with a formative assessment.
- ✓ Report progress of the students about academic honesty to the department heads or IB DP Coordinator in the Teacher Reflection Form.

This reinforcement schedule will be provided to the teachers by their department heads. Each teacher is expected to conduct this session with each of their classes at least once during the academic year. Nevertheless, this is just the minimum requirement; this discussion and practice session should be reinforced to the students whenever there is a major assignment given or if the need arises, with all the students or a smaller number of students. Some students might need more practice than others.

10. As teachers act as role models for students, the teachers are very strongly encouraged to cite all the information they use themselves during the teaching and learning process.
11. The teachers will provide support to the school for building a culture of academic honesty from which students will imbibe professional values and

ethics by role modelling, preparing students for various school wide competitions on academic honesty.

Role and responsibilities of the administrators (IB PYP Coordinator, Head of Secondary School, IB DP Coordinator)

1. It is the foremost responsibility of the IB PYP Coordinator, Head of Secondary School as well as the IB DP Coordinator to initiate the discussion with students as well as teachers in an attempt to foster an academically honest culture at OWIS.
2. All the administrators will conduct an introductory session at the start of each academic year for students, teachers as well as parents. These sessions should be differentiated as per the needs of the audience.
3. The administrators will be working throughout the year with teachers of Grade 5 and upwards on a “Monthly Academic Honesty Reinforcement” schedule to continuously reinforce the consequences of misconduct and to check the students’ understanding and skills for effective citations and referencing.
4. The administrators should provide support and encourage the school community to participate in events related to academic honesty e.g. school assemblies, various competitions etc.
5. For the IB DP students, after the first introductory session on academic honesty by the IB DP Coordinator, they will be trained under the guidance of

IB DP Coordinator as well as EE Coordinator. These workshops will focus on developing citation, foot-notes, end-notes, research, note taking and other key skills essential for academic writing.

6. The administrators will keep a record of any cases of academic misconduct, discuss the same with the teachers, head of department, School Head and IBO if the need arises.
7. The administrators will keep secure the declaration signed by the students to confirm that the work submitted is the students' original work.
8. The administrators will keep secure the declaration signed by the teachers confirming their understanding of the academic honesty policy.
9. The administrators will keep central records of all the evidence of misconduct that might take place. They will conduct proper investigations into the reasons for misconduct and rectify the problem.

How to Cite

Often, the students find how to cite a hard task. In order to make this easier for the student, MLA style of citation will be used school wide. In this citation style, the author's name and page number should appear in parenthesis in the text and the full reference from where the quotation or the paraphrase has been taken appears in the Works Cited or Bibliography section. Details about how to cite correctly using MLA style can be found in our school's Citation Policy. All the

students must have a soft or a hard copy of the citation policy with them at all times. For this style of citation, the students are advised to take notes in the following format while they encounter any external information which they plan to use in their works.

This will be scaffolded and practised with the students in the various monthly reinforcement sessions conducted by the teachers.

Whenever obtaining information from any external source, the students should keep notes about the source of information in the following format to be able to cite effectively.

- Author (surname first, followed by first name)
- Title of the article /chapter/ image/ video etc.
- Title of the container- Title of the book /title of the journal or periodical/ title of the website etc.
- Publication details (City of Publication, Publisher, Publication Date, pages in case of a periodical or journal, issue, volume)

1) Book Format

The author's name or a book with a single author's name appears in last name, first name format. The basic form for a book citation is:

Author last Name, Author first Name. *Title of Book*. City of Publication, Publisher, Publication Date.

a) Book citation with a single author

Example

Tragakes, Ellie. *Economics in a Nutshell*. Greece, Noema Press, 2015.

b) Book citation with two authors

When a book has multiple authors, order the authors in the same way they are presented in the book. The first given name appears in last name, first name format; subsequent author names appear in first name last name format.

Example

Kim, W. Chan and Renee Mauborgne. *Blue Ocean Strategy*. New York, Hachette Books, 2017.

2) Information from Periodicals (Newspapers, Magazines)

The basic format for citing information from a periodical is as follows:

Author last name, Author first name. "Title of Article." *Title of Periodical*, Day Month Year, pages.

Example

Lam, Lydia. "Donald Trump to meet Kim Jong Un in Singapore: What you need to know about the historic summit." *The Strait Times*, 12 May 2018, 01.

3) Information from Journal

The basic format for citing information from periodical is as follows:

Author last name, Author first name. "Title of Article." *Title of Journal*, Volume , Issue, Year, pages.

Example

Blau, G. "Testing for a Four-Dimensional Structure of Occupational Commitment."
Journal of Occupational and Organizational Psychology, Vol 76, 2003, 469-488.

4) Information from an Online Journal

The basic format for citing information from an online journal is as follows:

Author last name, Author first name. "Title of Article." *Title of Journal*, Volume, Issue, Year, pages. *Title of the website*. URL (remove https://). Accessed date month year.

Example

Shadreck, Mandina. "School Based Factors and the Dropout Phenomenon: A Study of Zhomba Cluster Secondary Schools in Gokwe District of Zimbabwe." *Journal of Education and Social Research*, Vol.3, 1, January 2013. citeseerx.ist.psu.edu. Accessed 23rd May 2018.

5) Information from a website

The basic format for citing information from a website is as follows:

Author last name, Author first name. "Title of Page." *Title of Website*, Publisher (only include if different from the website name), Date published, URL (remove https://). Access date month year

Example

Gardner, Amanda. "Could you have Type 2? 10 Diabetes Symptoms." *Health*, 26 January 2016, health.com. Accessed 23rd May 2018

6) Videos found online

The basic format for citing information from a video is as follows:

Uploaders last name, Uploaders first name or username. "Title of the Video." *Title of Website*, Publisher (only include if different from the website name), Date published, URL (remove https://). Access date month year

Example

Jodiecongirl. "Microeconomics versus Macroeconomics." *Youtube*, 12 Sep 2011, youtube.com. Accessed 23rd May 2018

7) Digital Image

The basic format for citing information from a digital image is as follows:

Creator's last name (if available), Creator's first name (if available). "Title of the Image or Description." *Title of Website*, Publisher (only include if different from the website name), Date published, URL (remove https://). Access date month year

Example

“Diversity.” *Diversity training*, mooreessentials.com. Accessed 23rd May 2011

Good practice — recommendations for students

1. “Ensure that all sources you have consulted are acknowledged in your work using the referencing style agreed with your teacher.
2. Make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography.
3. Use quotation marks or indentation to show all text that is someone else’s exact words and do not forget to show whose words they are.
4. Cite your sources so that readers can find them; if you cannot state the origin of the source it is probably better not to use it”. (Academic Honesty in the Diploma Program 1)

Interventions

At OWIS, we aim to create an environment for the students where they envisage academic honesty as a part of their lives and not something they have to adhere to for a particular assignment, exhibition or academic paper.

With this aim, we have carefully designed strategies by the use of structured intervention in each stage of a student’s life. These deliberate interventions are progressive in nature which keep accumulating from one grade level to another.

For example, in Grade 4, along with focusing on effectively using Google for research and practice on note taking, the teacher will first check the understanding of the student on plagiarism and why we should not plagiarise, which was covered in the previous grade level.

Grade 1 to 3

English class

- ✓ What is plagiarism?
- ✓ Why should we not plagiarise?

Grade 4

English, Uol classes

- ✓ How to effectively research using Google
- ✓ How to take notes (index card method) while researching
- ✓ How to cite information from a website and book with the help of a citation notebook

Grade 5

English, Uol classes

- ✓ How to cite a book, online website and an image using a citation notebook
- ✓ How to create a bibliography

Grade 6 to 12

Academic honesty intervention spans across all the classes. Note taking topic distribution and schedule of monthly reinforcement should be provided to the teachers by the Department Heads.

Following methods of note taking while researching are recommended:

- ✓ Cornell note taking method
- ✓ Mind maps
- ✓ Outlining method
- ✓ Charting method

Students are trained on effectively citing a book, an online book, a periodical, a website and an image with and without online tools.

Students are trained on creating a table of contents, bibliography, footnotes and endnotes.

Procedure for investigating transgression

The teachers are familiar with the writing style as well as abilities of the students. While marking assessments or during coursework, they are hence expected to be vigilant for cases of plagiarism or collusion.

1. Up to Grade 9, all major summative assessments (specially inquiry based) to be checked with Turnitin by the respective teachers.
2. For Grades 10 to 12, along with major summative assessment, any work submitted to the external examination authority (Cambridge IGCSE or

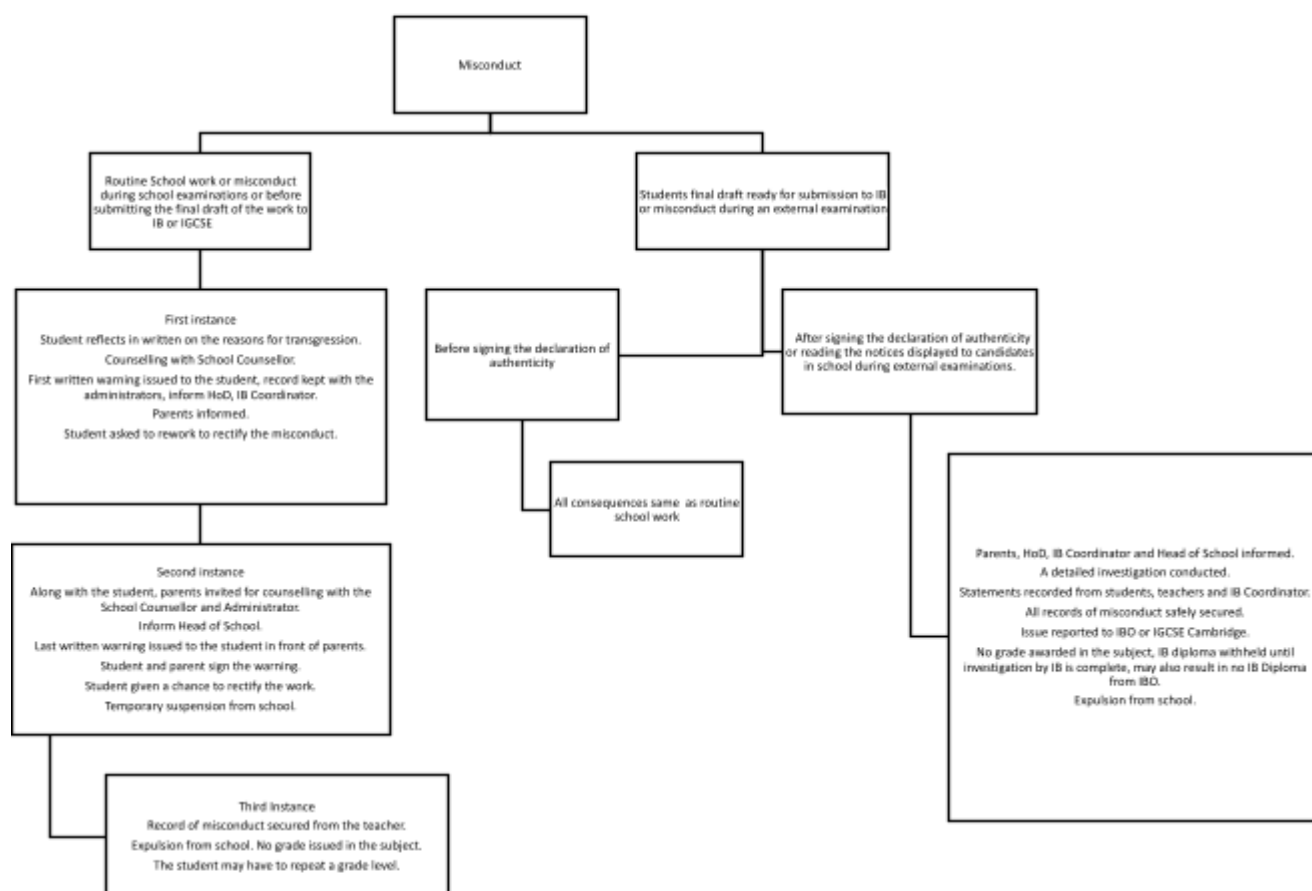
International Baccalaureate) must undergo Turnitin check by the respective teachers.

Procedure for reporting misconduct

Any case of misconduct suspected or identified by the teacher must be immediately brought to the notice of the respective Head of Department, who along with the teacher, will conduct an investigation, collect evidence and obtain a student reflection statement.

The teacher and Head of Department should then approach the IB DP Coordinator with full evidence; this evidence and any other supporting documents must be secured with the Coordinator.

Consequences in case of transgression



Rights of the students

Once suspected, the student has a right to explain their case by means of an oral or a written statement to the individuals conducting the investigation.

The student has a right to object to the allegation of misconduct. They can make use of evidence to prove they are not guilty of academic misconduct.

The student has a right to have a parent accompany them to the discussion, in case the consequences involve suspension, expulsion or any further investigation by IBO or Cambridge examinations.

Upon investigation by the IB or IGCSE, the student has a right to provide a written statement.

Frequently asked Questions

1. Do I need to cite everything?

The answer is “not always”. If the information is common knowledge, such as “Einstein’s theory of Relativity” or “Statue of Liberty is situated in New York” etc., a citation is not needed. However, if you are in doubt about something, it is better to cite the information. Secondly, if large chunks of information are taken from a textbook or any other source, then it should be placed in a quote and referenced.

2. How will I be made aware of how to cite?

Students at OWIS will be provided multiple structured practice sessions across the school years to cite appropriately. It is the student's responsibility to read and adhere to the academic honesty and citation policy. If, for any reason, you have missed these training sessions, it is still your responsibility to take initiative for seeking help from your teachers and Coordinator.

3. By mistake, I submitted a draft work, will I be given a chance to rectify the mistake?

The answer is No, the students must ensure that the work submitted for marking to the examiner is the student's final draft. You are also required to sign a declaration form stating that this is your final work. It is a good practice to save your work by dates in the file name to prevent an older version from submission.

For example, you can save your files in the following format to differentiate the final draft from a previous one.

Peter_BM IA_01.04.2018

Peter_BM IA_20.04.2018

Through this method, you can easily distinguish your latest work.

4. I forgot to cite a source, is it still considered malpractice?

The answer is Yes. Examiners are unable to distinguish between intentional and unintentional misconduct.

5. Do I need to cite an image or a visual?

The answer is Yes. Please refer to the section “How to cite” or read your Citation Policy for further details on how to cite an image or a visual.

6. What about citing the ideas that come after interacting with people?

You need to acknowledge the people who have helped you with the ideas.

You can do this by placing in quotes “After conversation with Mr XYZ, I interpreted that.....”, then in the acknowledgements you must mention who the conversation was with and when.

7. Do I need to cite even after paraphrasing?

The answer is Yes. Even after paraphrasing the main idea is someone’s else’s, you need to place the text in a quote and reference it.

8. My friend and I conducted the Psychology experiment together, is it ok to share the results?

The answer to this is to some extent. Even though the same experiment or investigation was used to generate data, each student

must record their own data. As long as each student designed their own results table by recording the data themselves, it will not be considered a malpractice. Please read “Collaboration vs Collusion” for further clarification.

Revision to the policy

This policy shall be reviewed after every two academic years, by the undersigned, unless the revision is essential before the review date.

Review Date : 1st June 2024

Review by : Deputy Head of School in consultation with Head of School

Current Policy number : ACH May 2018 V1

References

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“St Joseph’s Institution International High School, Singapore, Academic Honesty.”
St. Joseph’s Institution International School,
https://www.sji-international.com.sg/ckeditor_assets/About%20us%20files/SJII_Academic_Honesty_Policy.pdf. Accessed 20th April 2018.

Appendix 5.1a

Declaration to confirm your understanding of the Academic Honesty Policy (Student)

Here, I declare that I have read and understood all the sections of the Academic Honesty Policy (ACH May 2018 V1). I confirm to abide by the policy under all circumstances. In the case of misconduct, both intentional as well as unintentional, I agree to bear any consequences as decided by the school or IBO.

Signature of the student

Name of the Student

Grade

Place

Date

Appendix 5.1b

**Declaration to confirm your understanding of the Academic Honesty Policy
(Parent)**

Here, I declare that I have read and understood all the sections of the Academic Honesty Policy (ACH May 2018 V1). I confirm to abide by the policy under all circumstances. I will support the school in implementation of this policy. In case of misconduct by my child, I agree to bear any consequences as decided by the school or any external examining organisation.

Signature of the Parent

Name of the Parent

Name of your child

Grade level

Place

Date

Appendix 5.1c

**Declaration to confirm your understanding of the Academic Honesty Policy
(Teacher)**

Here, I declare that I have read and understood all the sections of the Academic Honesty Policy (ACH May 2018 V1). I confirm to abide by the policy under all circumstances. I will support the school in implementation of this policy. I will encourage the students to follow academically honest practices at all times.

Signature of the Teacher

Place

Date

