

Student Handbook - OWIS Digital Campus

ACADEMIC YEAR 2025-26



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Welcome to One World International School Digital Campus

If you are new to One World International School (OWIS), we would like to warmly welcome you as a valued member of our school community. Whether your child has just joined us or is transitioning to a new grade, we hope you find this Student Handbook helpful and that it provides you with the information needed to thrive as an integral part of our community.

Starting at a new school is one of the most significant, and sometimes daunting, moments in a young person's life. Some children may be familiar with this experience if they have moved frequently, while for others, it may be the first time they have left the familiar surroundings and people of their home country.

We appreciate your feedback as your family settles into the OWIS community, and we aim to work together as a team to ensure that your children have the best possible experience at our school. With 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 the transition is smooth and your child's 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

OWIS 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 the 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 personal growth and academic excellence for all members of our community.

Our School

OWIS is a Private Education Institution (PEI) registered by the Committee for Private Education (CPE) in 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

Early Childhood 1 to Grade 5: International Baccalaureate (IB) Primary Years Programme

Grades 6 to 8: Modified Cambridge Lower Secondary Programme (CLSP)

Grades 9 to 10: International General Certificate of Secondary Education (IGCSE)

Grades 11 to 12: IB Diploma Programme

School Contact Information

School Address

#01-02, Global Campus Village, 27 Punggol Field Walk, Singapore 828649

School Website

www.owis.org/sg/punggol-digital-campus

School Email Address

cs2pg.owis@globalschools.com

Key School Personnel Contact Information

Head of School	James Morris hosp@owissin@globalschools.com
Head of Early Childhood and Primary School	Adrian Deller vppg@owissin@globalschools.com
Secondary School Senior Coordinator	Wong Chi-Wen vppg@owissin@globalschools.com
IBDP Coordinator	Jane Lim jane.lim@globalschools.com
Primary School Coordinator	Asmita Sharma cdrpyppg@owissin@globalschools.com
Attendance	cs2pg@owis@globalschools.com
Parent Liaison	helpdesk.owis.sg@globalschools.com
Operations	helpdesk.owis.sg@globalschools.com
Bus	transport1pg@owissin@globalschools.com transportpg@owissin@globalschools.com
Admissions	admissions.sg@owis.org
Finance	financepg@owissin@globalschools.com

Nurse	helpdesk.owis.sg@globalschools.com
Student Support Centre (SSC)	helpdesk.owis.sg@globalschools.com
Canteen	helpdesk.owis.sg@globalschools.com
General Feedback	helpdesk.owis.sg@globalschools.com

Social Media Platforms

LinkedIn	https://www.linkedin.com/company/owis/
Facebook	https://www.facebook.com/OWISdigitalcampus
Instagram	https://www.instagram.com/owis.digitalcampus/
YouTube	https://www.youtube.com/@OWIS.Singapore

The Academic Calendar

Our academic year for 2025-26 commences on 13th August 2025 and comprises 2 semesters 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/punggol-digital-campus/calendar/>

Digital Literacy

Digital literacy is an integral part of the curriculum. We educate students to use their devices safely and responsibly. Students must ensure the security of their devices at all times, and the school will not accept responsibility for loss or damage to these often expensive items.

We use a shared iPad model approach for EC to Grade 3. Students in Grade 3 are provided with a school email account which provides a yearlong transition to personal devices.

Grades 4 to 12 students are required to purchase a device directly from the school. Personal devices are not allowed. The devices can be ordered using e-consent on MyOWIS portal. Students and their parents must sign an ICT Agreement.

As a school, we use Google Apps for Education. This suite of applications 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 enrollment at school.

Electronic Equipment

Note: The school is not responsible for any loss of students' electronic or charging equipment.

EC to Grade 12

To maintain an environment conducive to learning, except for show and tell/show and share, students should leave toys, games, swapping cards, and valuables at home. Grade 1 and above students are advised to lock electronic equipment in lockers.

- Students are not allowed to use mobile phones, smart watches, or any other electronic equipment during the school day unless directly related to a learning objective endorsed and understood by the teacher.
- Gaming is prohibited at school unless directed by a teacher for a specific learning purpose.
- Students are permitted to use electronic devices at the end of the school day to confirm pick-up arrangements.

Please note: Video or audio recording of lessons, events, activities, students and staff, or any school business on a personal device is strictly prohibited.

Parents are requested to telephone the reception if they need to contact their child during school hours. Please do not call, text, or email your child during school hours.

There are escalating consequences for misuse of electronic equipment, as given below:

- The first time the student is reminded of the rule and asked to put the electronic equipment in their locker.
- The second time it is confiscated, the student may collect the device from their class teacher at the end of the school day.
- The third time the device is confiscated, the student must 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 the OWIS code of conduct 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.

Lost Property

Please ensure all belongings are labelled with the name of the student. The school has lost property boxes located in the canteen area. Lost property may be disposed of after one month.

Student Support and Wellbeing

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 various teaching styles. We recognise that students learn at different rates and that there are many factors affecting achievement.

There is an Additional Needs Department that is responsible for coordinating the

school's Additional Needs Programmes, including assessments and screening for English as an Additional Language, Learning Support and recommendations for Counselling/Pastoral care.

Learning Support

We are committed to working in partnership with parents and other professionals, where necessary, to provide a level of appropriate learning support and intervention for each 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 the education of other students.

Grades 1 to 8 English as an Additional Language (EAL)

We will accept students who are not proficient in English up to and including Grade 8 if we believe the student has the capacity to learn and adapt. In Grades 1 to 8, support is provided through specific EAL classes at an additional cost. Students from Grade 9 onwards must have sufficient English proficiency to access the school curriculum. An external assessment will determine English proficiency.

Counselling

Social-emotional counselling is an integral part of our holistic programme for all learners. It will focus on building relationships that recognise the uniqueness of each individual and the diversity within the school. As such, we incorporate strategies that nurture ongoing success and will guide each student in developing the OWIS values. This will be supported using mindfulness strategies.

Activities Programme

Extra-Curricular Activities (ECAs)

All ECAs occur after school hours and are not included in the school fees. Activities are led by external providers vetted by management. The ECA programme offers a range of experiences and opportunities, from sports to drama, dance to robotics,

and many more. Parents are encouraged to discuss the ECAs with their children so that the student is happy with their choices and willing to participate.

Competitive Sports

OWIS is a member of the Athletic Conference of Singapore International Schools (ACSIS). ACSIS allows student-athletes to compete in a broad and balanced inter-school athletic programme. ACSIS determines which sports are played during three seasons of play.

Communication

Teacher Communication

We encourage parents to be involved in their children's schoolwork and activities. We believe that successful learning is a three-way collaboration between parents, students and teachers.

Parents can communicate with teachers through various means, including:

- **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 practice is to acknowledge emails within 24 hours during school days. However, we maintain email and communication silence between 7.00 pm and 7.00 am.
- **Orientation Day**
An Orientation Day will be held before the start of every semester to enable parents to learn more about the routines, learning experiences, and expectations. The Grade Outline document is also shared.
- **Parent-Teacher Conferences**
These are scheduled throughout the academic year to provide regular feedback on attainment, progress, and targets.
- **Toddle**
This is a student/teacher/parent portal for Early Childhood, Primary, and

Secondary students and their teachers to share learning, communication updates, events, student targets, and student progress. Parents will receive regular weekly updates regarding class and grade-level activities.

Parent Involvement

There are many opportunities for parents to be involved at school. Please reach out to your child's class teacher(s) for details on how to become a parent volunteer. Class parent representatives play an active role in developing the relationship between the school and parents.

Assessment and Reporting

Semester 1	Parent Orientation Parent Teacher Conferences Secondary progress update Report Cards
Semester 2	Parent Teacher Conferences Secondary progress update Report Cards

Conferences

An opportunity to discuss your child's progress with their class and specialist teachers.

Report Cards

The purpose of report cards is to communicate the student's progress to parents.

The Early Childhood and Primary report cards provide parents with clear academic achievement and progress against grade-related expectations. 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 report cards include information from all teachers who teach your

child. This information is based on teacher assessment and will include advice for further development. These reports will also give an indication of scores on effort. At the end of each semester, reports are given as statements of achievement and include final scores for the semester along with a description of the material and skills covered.

If a student has been at the school for less than eight weeks before the reports are generated, a summary report will be provided. This contains information similar to a full report but is less comprehensive. Likewise, a leaver's report will be provided if a student leaves school before reports are issued.

Feedback and Concerns

If you have any concerns about the education of your child, it is essential that you discuss them with your child's teacher first. If you are unsatisfied, you may bring the matter to the Head of School for resolution.

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

Health Care

Medical Attention in School

In the event of a medical incident, the school nurse will attend to the child, and the parent/guardian will be contacted, if necessary, via phone call or email. If you are requested to fetch your child, please do so as soon as possible. The child will rest in the sickbay until pickup.

Medical emergency:

For medical emergencies, such as asthma attack, loss of consciousness, severe allergic reaction or large volume of blood loss, the nurse or school will take action and call for an ambulance on a case-to-case basis. The school will call you to inform you that an ambulance has been called and advise you on the hospital location to go to. The ambulance will decide on the hospital location. A school staff member will accompany the child inside the ambulance. Please ensure that your emergency contact details are updated accordingly.

Medical history:

Please update the school if your child has any chronic medical condition(s) that require the school's attention such as asthma, blood disorder, epilepsy, diabetes or food or drug allergy.

OWIS Punggol is not a nut-free school.

If your child carries an inhaler or epi-pen in the school bag daily, the school must be aware of how to provide immediate first aid. Ideally, the sickbay can safekeep an extra inhaler, anti-allergy medication and epi-pen approved by a doctor of your choice with clear written instructions and expiry dates. The school recognises this as emergency first-aid care.

Medication:

The school does not provide or serve oral medication to students, including supplements. If your child is on prescribed medication and has yet to finish the course, such as antibiotics, flu, or cough medicine, please serve the medication before school hours. You may make arrangements with the homeroom teacher in advance and come down to school to administer the medicine during school hours.

Acute illness:

We understand that a child can fall sick anytime during school hours. If a child develops an acute respiratory infection, fever, vomiting, diarrhoea, suspected allergy, seizure, or a head or eye injury, the nurse will request that the child be sent home or see a doctor.

A child needs to be fever-free for 24 hours without medication before coming back to school. The school requests that you keep your child at home if they are unwell. It is a good practice to take their temperature every day before school.

Contagious diseases:

A child who is suspected to be suffering from an infectious disease, such as chicken pox, Hand Foot Mouth Disease (HFMD), eye infection or food poisoning that can potentially spread to other children in the class, will be asked to be picked up and see a doctor immediately for medical treatment. HFMD, chicken pox, mumps and measles are highly contagious diseases that can spread either through airborne droplets or direct contact transmission.

The school requires a clearance letter from the doctor for the child to return to school. The school has the right to reject any child suspected to be suffering from

any infectious disease to protect the other students' health and wellbeing. If a child from the class has confirmed contagious disease, the school will inform the parents/guardians of the affected classroom to monitor their child's condition at home and take them to see a doctor as soon as possible if suspected to be infected.

A child suffering from head lice will be advised by the nurse to start treatment instantly at home.

Medical appointments:

Please make prior arrangements with the homeroom teacher to pick up your child or dismiss your child earlier from the classroom during school hours.

An Early Dismissal form should be filled up at the reception desk before leaving the school.

Lift pass usage and PE excuse:

We understand children who have an injury may temporarily not be able to climb the stairs. The nurse can provide a lift pass for one (1) day. For a longer lift pass and to be excused from PE, the school requires a doctor's memo indicating light duty instructions with the current date indicated.

Ambulatory care:

The sickbay does not provide a walking stick, wheelchair, or crutches in the event a child needs to use them in school on a daily basis. Please make your own arrangements because the nurse will not be able to provide any additional required support, such as pushing the child, toilet assistance or feeding.

Medical Agreements:

- The nurse will record all treatments administered to students for illness and injury. Details include the time, nature of illness/injury, treatment given, and actions taken, such as calling parents, sending the student home, etc.
- The Head of School will be informed of major medical emergencies and will be given an incident report.
- The nurse is on site from 8:30 a.m. until 4:30 p.m. in line with school supervision timings.
- The school nurse only provides dressing supplies for injuries that happen on the day itself, and parents should ensure continuity of care.
- For medical insurance claims, please reach out to the Parent Liaison support for help.

Services: Security, Uniforms, Bus and Canteen

Security on Campus

Security is of the utmost importance to all at OWIS campuses. We aim to provide a safe and secure environment for the entire OWIS community. OWIS employs 24-hour security guards to secure the entrances and the perimeter of the school grounds.

All students are required to wear their student ID with a lanyard around their neck for identification purposes and to unlock their cubbies.

All entering OWIS premises are required to show photo ID to our security personnel, except for OWIS students who are wearing the official school uniform.

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 6732 7022

Email: uniforms@bibibaba.com.sg

- Hats are compulsory for Early Childhood and Primary students when outdoors.
- Students must wear closed-toe shoes with socks. No heels or wheels.
- House colour shirts are optional for Early Childhood students.
- Primary and Secondary house colour t-shirts are worn on House Colour Days (usually the last Friday of the month) as well as during any house competition or event.
- PE shirts are worn on PE days for Primary and Secondary students.

Early Childhood Uniform

Regular Shirt and Short
PE Shirt and Shorts
Covered Training Shoes (Trainers) in plain white, blue, grey or black with no patterns or blocks of different colours
Hat

EC parents are requested to keep a spare set of clothes in their child's bag in case of accidents.

Primary School Uniform (Grades 1 to 5)

Regular Shirt and Regular Shorts/Skorts
PE Shirt and Shorts
Covered Training Shoes (Trainers) in plain white, blue, grey, or black with no patterns or blocks of different colours
Hat

Secondary School Uniform (Grades 6 to 10)

Regular Polo Shirt and Regular Long Pants/Shorts/Skorts
PE Shirt and Shorts
Covered Training Shoes (Trainers) in plain white, blue, grey, or black with no patterns or blocks of different colours
Hat (Optional)

IBDP Uniform (Grades 11 to 12)

IB DP polo shirt
Skort or Bermuda Shorts or Pants
PE Shorts
Covered Training Shoes (Trainers) in plain white, blue, grey, or black

with no patterns or blocks of different colours
Hat (Optional)
Hooded jacket plain black/navy/dark grey only - (optional) Note: Hoods not to be worn in classrooms and assemblies

Dress/Grooming Code

- Students not wearing the proper school uniform may be asked to change. If an alternative school uniform is unavailable, students may be sent home to change or remain out of class until the prescribed uniform is sent to school.
- Students' dress or grooming should not be a distraction from learning activities.
- Shorts and skirts lengths must not be altered.
- Undergarments should never be visible. Clothing on special dress days should not be cut or designed to cover less than the school uniform would.

School Bus Service

The school bus service is operated independently by Advan Transport. Visit our website for information about:

- Bus rates (for both one-way and two-way service)
- How to apply for bus services
- Contact details

The bus start request needs 5 working days.

Please submit bus start request via MY OWIS Portal by following the given steps:

- Login to the portal
- Click on the School Bus Tab
- Request Start/ Stop
- Apply for Bus start/stop
- Fill in the information
- Submit

Change of address also requires 5 working days. Please send an email to the transport team for the address change.

If your child will **not** take the bus at the regularly scheduled time, please email the class teacher copying the transport team and school office before 2.00 pm.

School Canteen and Food Safety

OWIS Digital Campus shares kitchen facilities with Global Indian International School (GIIS). However, canteen facilities are separated.

The kitchen is Halal-certified but is **not nut-free**.

Food or beverage deliveries are not allowed.

Water bottles should contain plain water. Water dispensers are available throughout the school.

All Early Childhood students eat in their classrooms and are supervised. Pre-ordered canteen lunches are delivered to the classrooms.

Grades 1 to 12 students eat in the canteen. They are welcome to bring a healthy snack and a home lunch.

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.

As children often have food allergies, we ask parents to remind their children that packed lunches cannot be shared with friends.

Birthday Food

EC and Primary children love to celebrate their birthdays with their peers at school. However, so that these celebrations do not interfere with teaching time, the classroom teacher will advise a suitable time and date that food can be shared during a break period (not during class time).

Guidelines for children who would like to celebrate their birthday at school:

- Cakes must be single-serve, e.g. cupcakes or similar, as they are easy to share and do not need cutting. Slab cakes are not allowed.

- Candles with a naked flame are not allowed. Battery-operated candles are acceptable.
- Food choices must be respected — allergies, sensitivities, and/or religion.
- Loot/goodie bags must not be brought to school.

Although we prefer that birthday party invitations be distributed outside of school, teachers will distribute paper invitations to students on behalf of parents, but only if the entire class is invited.

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

General Information

School Hours and Timetable

The school day for students is as follows:

Early Childhood and Primary School: 9.:00am - 3.35pm

Secondary School: 9.00am - 3.45pm

Students are welcome in the building at 8.30 am.

Students are not permitted to be on OWIS premises on non-school days or to remain on OWIS premises after dismissal unless they participate in an after-school activity that begins immediately after school. Playgrounds and recreational areas will be closed at the end of the school day.

Office Hours

9.00 am to 4.30 pm

Library Hours

- 9 am to 3.30 pm (Monday to Friday)

Attendance Policy

All students are expected to attend school and maintain 90% attendance throughout the academic year to successfully cover the learning objectives and programme for each grade.

- Parents should advise the class teacher and reception of the absence.

- If there is no notification, the office will contact parents.
- 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.
- For some medical conditions, the school may require a Fit-for-School note before re-admitting a student.

Leave Request

If a non-medical situation arises where the absence of one day or longer is unavoidable, parents are requested to submit this form: [Leave Request Form](#)

Late Arrival

Punctuality is also an expectation. Timely arrival at school gives students important time to socialise with their friends and get ready to start learning in a positive way.

Early Childhood and Primary students arriving late to school must report to reception and sign in to ensure that the student is registered as *Present* after the class attendance registers close.

Secondary students arriving late must report to reception, fill out an attendance form, and present it to their teacher. In cases of continued lateness, the school may request a written explanation from parents.

Extending Holiday Periods

Extending holiday periods is strongly discouraged. Homework will not be provided and assessments will not be rescheduled. Please consult the school calendar before making holiday plans.

Leaving Early

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

Arrival and Departure From School

Bus Arrival and Departure

Morning Bus Arrival

- Students who catch the school bus to school will be dropped off in the bus bay between 8.30 am to 9.00 am.
- A dedicated bus drop-off zone in the bus bay ensures student safety.
- When arriving on campus in the morning, buses will queue and enter the bus bay.

Afternoon Bus Departure

- EC to Grade 3 students taking the school bus are escorted to the designated bus area by teachers, where they are supervised until they are led directly to their specific buses.
- Grade 4 and up students may independently proceed to their bus.

Vehicle Arrival and Departure

Morning Vehicle Arrival

- Students who arrive by cabs or private vehicles should be dropped in the bus bay in the designated vehicle lane by approximately 9.00 am.
- A dedicated vehicle drop-off zone in the bus bay ensures student

safety.

- When arriving on campus in the morning, vehicles will queue and enter the bus bay.
- Parking is not allowed at any time in the drop-off area.
- Students will be greeted and supervised/assisted to their classrooms.

Afternoon Vehicle Departure

- Vehicles collecting students will enter the OWIS Punggol campus and park in the designated area.
- EC to Grade 3 students are escorted to the designated area.

Walking/Biking/Scooting Arrival and Departure

Students walking/biking/scooting to school should enter by the designated security gate. Students will be greeted and supervised/assisted to their classrooms.

Morning and Afternoon Parking

Parking is not available during morning drop-off.
Afternoon parking is limited in designated parking spots.

Afternoon Pickup

EC to Grade 2 parents may collect students in the canteen. Grade 3 and above parents may collect students from the foyer outside the Quantum Theatre.

Late Pickup

EC to Grade 2 students not collected by 3.45 p.m. will be escorted to reception, and their parents will be called.

Student Code of Conduct

Every member of our community shares the responsibility to ensure that OWIS remains a safe, caring, and positive learning environment. Our students are expected to conduct themselves in a manner that will bring credit to themselves, their families, and their school and adhere to the OWIS core value centred around kindness.

- 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.

We have several initiatives that support, develop, and encourage kindness at OWIS:

Student Council

The Student Council is a democratically elected student body that represents the student body of OWIS.

The Student Council's role is to represent the student body, communicate with the wider school community, uphold the school's values, and promote kindness and compassion.

Classroom Essential Agreements

At the start of each academic year, each class agrees to a set of rights and responsibilities. These are referred to as *Essential Agreements*. Essential Agreements use positive statements and act as a framework to promote kindness and foster a community of respectful, caring students.

The students and their teacher create, review, and decide upon these rights and responsibilities. The Essential Agreements are displayed in the classroom as a reminder of agreed behavioural expectations and are shared with the class parents.

House Colour System

- Fosters a sense of belonging.
- It strengthens the ties within our school community.
- Provides students with opportunities to develop skills related to teamwork and team membership as well as leadership.
- Opportunities to make friends beyond the classroom and grade levels.
- Family members will be allocated the same house colour.

Anti-bullying

To provide a safe, secure, and positive environment for all students and staff, OWIS has a zero-tolerance bullying policy. Our school promotes consideration for self and others and encourages mutual respect among all

members of the school community.

OWIS defines bullying as repeated behaviour by an individual or group that causes hurt to another individual or group, either physically or emotionally. It involves an imbalance of power that leaves someone feeling helpless. Bullying can be physical, verbal, or psychological. It can happen face-to-face or online.

It is worth noting that bullying is not perceived as:

- A single episode of social rejection or dislike
- A single act of nastiness or spite
- Random acts of aggression or intimidation
- Mutual arguments, disagreements, or fights

While the above actions can cause much distress, they do not fit the definition of bullying and are not examples of bullying. The school takes bullying very seriously and has guidelines to assist students and parents.

Students should:

- Immediately report all bullying incidents to a staff member.
- Offer support to someone being bullied.
- Implement strategies taught by the teachers.
- Invite the bullied student to join their group.

Parents should:

- Inform a teacher if they suspect bullying.
- Advise their child to tell a staff member if they are bullied or see

bullying and not to retaliate.

- Work together with the school — do not take personal action.

Restorative Practices

We strongly believe in the value of restorative practices for conflict resolution and restoring relationships. In any conflict, we bring the students 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.

Pastoral Care: Nurturing Positive Relations

At the very heart of our Pastoral Care 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 to learning, enable each child to flourish, and support students during challenging points in their lives.

Teachers provide pastoral care for their students and are responsible for their individual needs.

Creating a Positive Culture

- We use positive reinforcement and school-wide and class Essential Agreements as a framework to modify students' behaviour.
- We practise "Public Praise, Private Criticism" which is praising students' behaviour in front of others and addressing behavioural issues privately.
- We promote kindness to foster a community of respectful and caring students.

Offences and consequences

Consequences may vary depending on developmental appropriateness.

The following steps will occur for students who need assistance in meeting the expectations for appropriate behaviour.

Minor Offences

- The student will review and reflect upon expectations for appropriate behaviour.
- For the second offence, the teacher will contact the parent, informing them of the behaviour.
- For repeated minor offences, the student may report to the counsellor and/or the principal.

Major Offences

Major offences are defined as behaviours that endanger the health, well-being, and rights of other students or staff to enjoy a safe and happy school environment. The continued disregard for the school's agreed codes of behaviour, despite internal interventions and/or parent/school partnership and/or pastoral counselling and support.

Major Offences Include:

- Violent behaviour
- Sexual or other harassment
- Smoking/vaping
- Vandalism
- Use of racist or abusive language
- Repeated use of foul language
- Fighting or intentional aggression

- Defiance of authority
- Theft
- Consistent bullying/cyberbullying
- Possessing or using weapons
- Misuse of the school name or members of the school staff on social media
- Possessing items not permitted at school
 - Drugs
 - Alcohol (including food which contains alcohol)
 - Cigarettes/vapes
 - Knives and anything else which could cause harm, such as metal corkscrews, laser pointers, etcetera
 - Pornographic material
 - Lighters and matches

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.

Consequences for Major Offences May Include:

- Possessing items not permitted at school
- Exclusion from class
- Restitution for damages
- Withdrawal of privilege or school service
- Voluntary withdrawal by parents
- Temporary suspension at the discretion of the Head of School

- Expulsion

In all cases, the emphasis on consequences will be on educating students regarding responsibility, personal choices, and accountability, **not** punishment. However, major offences are viewed and taken seriously and may result in immediate expulsion.

Temporary Suspension

Temporary exclusion is the removal of a child from school for violating the expected code of conduct. 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 at the discretion of the Head of School.

The Head of School has the authority to temporarily exclude a student. The Head of School will telephone the parents to inform them of the intended temporary exclusion and will issue a letter clearly stating the period and reason for the temporary suspension. Following the temporary suspension, the parents and student will be requested to meet with the Head of School or Senior Leadership to discuss strategies for support and re-integrating into the community.

Expulsion

An expulsion is the permanent removal of a student from school for violating school policies and/or the code of conduct. It can follow a temporary suspension.

The decision to permanently exclude a student can only be taken by the Head of School and the senior 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 for a temporary or permanent exclusion.

Working With Parents

It is our practice to work in close collaboration with parents. We recognise and value their role 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, etcetera.

Lost and Found

Students are discouraged from bringing personal property to school and are reminded that they assume all risks for damage or loss. The school will not make any reimbursement for missing items.

Found items should be placed in the bins in the canteen on the day they are found.

Fragile or expensive items should be turned in at the main office.

Appendix 1: Early Childhood and Primary School

Our Curriculum

How we teach

Our school follows the IB Primary Years Programme (IB PYP). The PYP is a framework that provides a set of teaching guidelines to assist in creating meaningful learning opportunities for students.

What we teach

We follow the standards of the National Curriculum of the UK.

Programme of Inquiry

The Programme of Inquiry (POI) outlines the Units of Inquiry (UOI) and the central ideas, lines of inquiry and conceptual understandings within each transdisciplinary theme. EC has four UOIs and Grades 1 to 5 have six UOIs.

The POI incorporates all related subject areas within the PYP, including Maths, English, Science and Social Studies. All learning through the programme has authentic connections. Certain areas of Maths and English are taught as stand-alone subjects.

Units of Inquiry

Each UOI falls under one of the transdisciplinary themes. The class teacher plans each UOI in collaboration with the students as they generate their questions within the inquiry.

Each UOI 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.

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, etcetera — 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 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 various 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. Formative assessments are ongoing and monitor student learning during the learning process. The purpose is to improve a student's learning. The purpose of a summative assessment is to evaluate a student's achievement at the end of a unit.

All assessments are recorded and reported on associated tracking documents.

Attainment Indicators:

- Beginning
- Developing
- Secure
- Excelling
- N/A

Progress Indicators:

- Far Below
- Below
- Expected
- Exceptional
- 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
- Homework Agreements
- How Parents Can Help

- Programme of Inquiry (POI)
- Overall Outcomes for English, Maths, Science, Social Studies, Computer Science and STEAM, PSPE, Art, Music, Drama, French and Chinese

The Grade Outlines are distributed to parents on Orientation Day at the beginning of each academic year or whenever a student joins throughout the academic year.

Toddle Agreements

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

Each student's Toddle account forms their school portfolio, capturing assessment opportunities and 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 UOI, grade teachers compile a UOI Parent Overview to be uploaded on Toddle.

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

Unit Shares

A Unit Share is a celebration of learning is an opportunity for students to share their learning with an invited audience, usually the parents. A learning celebration 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.

Appendix 2 - Secondary School (Grades 6-12)

Stationery List

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

- Scientific Calculator
- 15cm or 20cm Ruler
- Black, Blue, Green and Red Pens
- Highlighters
- 2B Pencils
- Sharpener
- Eraser
- Set of Coloured Pencils
- Small Scissors
- Pencil Case (Labelled)
- Geometry Set
- Glue Stick
- Refillable Water Bottle

Equipment for Homework

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 devices
- Access to a working colour printer with a scanning function

- Basic stationery materials, including a hole punch and stapler

Arriving at School: Morning Arrangements

Secondary students must arrive at school between 8.30 to 9.00 am. They may gather in the canteen until their first class begins at 9.00 am.

Transitioning Around School

- Students are urged to use appropriate behaviour and language, recognising that younger pupils, parents and members of our community may be present.
- Students cannot use electronic devices during their breaks or lunch.

End-of-Day Arrangements

- Secondary school students will be released from the last period at 3.20 pm.
- Secondary school students taking the school bus should ensure that they depart and proceed directly to their designated bus after dismissal.

Rewards and Recognition

We want to celebrate sound academic work, improved work, achievement and excellent attitudes both in and out of the classroom. If a student performs well at school regarding their academics or continuously displays our core values, they will be recognised for their diligent work, achievements, and successes.

Zero Tolerance

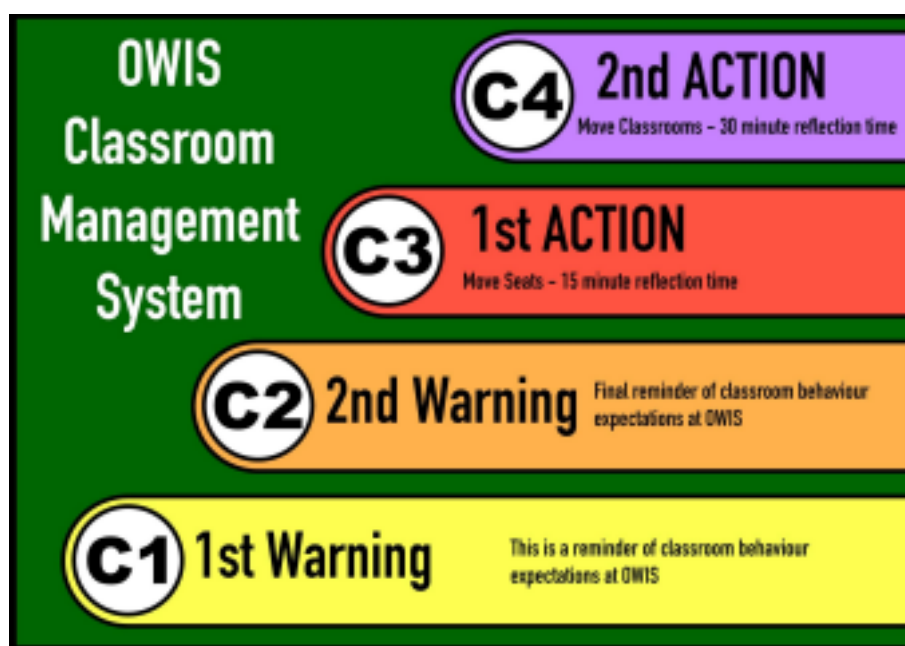
As a school, we have zero tolerance for the following behaviour. Some of these behaviours may lead to an exclusion.

- 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.

Classroom Management System



If students do not meet expected behaviour or the other essential classroom agreements, there will be consequences. These are levelled with increasing seriousness, as outlined below:

Consequence 1 (C1)

First warning, verbal. This warning will not be recorded (it is anticipated that the majority of students will receive the occasional verbal warning during their time with us).

Hopefully, as students mature and become more self-disciplined, the majority of student/teacher contact will be positive and enthusiastic. This will include settling into the assigned work, listening to others' ideas and participating constructively in the discussion.

The warning has three clear purposes:

- (i) To indicate to students that they have done or are doing something which is unacceptable or that there is an area for improvement.
- (ii) To form a link to the more serious second warning if required.
- (iii) To ensure that students realize that they are responsible for their behaviour and actions and that there are repercussions regarding their personal choices.

Consequence 2 (C2)

There will be a second verbal warning with a detailed explanation of the consequences if the undesired behaviour continues. Second warnings are also not recorded. This, however, is a final warning before more serious actions are implemented.

Consequence 3 (C3)

First Action

Students who continue to behave in an undesirable manner, despite receiving both a verbal (C1) and a second verbal warning (C2) will result in the student moving into step three (C3). Students will be moved to another area of the room, and a 15-minute reflection time will be given. This action will be recorded, and parents will be emailed and will remain part of their record.

Consequence 4 (C4)

Second Action

If students are given a fourth warning during their time with us, the student will be moved to a different classroom or office.

The subject teacher will email parents about the incident and copy the Head of Secondary. Students will be informed that this action will be recorded, parents will be informed, and it will remain part of their record.

Our Curriculum

Our Modified Cambridge curriculum in Grades 6 to 8 is based on the Cambridge Lower Secondary (CLS) programme by Cambridge Assessment International Education (CAIE) and adapted to our international context.

OWIS is committed to the IB philosophy of teaching and learning. Our Secondary School programme follows an inquiry-based approach, 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.

In Grades 11 to 12, the IB Diploma Programme prepares our students with the skills and knowledge required for university, the workforce and lifelong learning.

Homework

Subject teachers provide opportunities for homework to our Secondary students.

- These homework opportunities are carefully designed by the teachers, considering learning outcomes, skill attainment, and other factors.
- The homework expectations are outlined below:

Personal reading for at least 15-30 minutes every day is expected.

Grade 6-8: An average of 2 hours per day

Grade 9-10: An average of 2.5 hours per day

IBDP Grade 11-12: An average of 3 hours per day

Student Responsibility

- Students are expected to check their calendars daily to ensure that they are prepared to complete all homework tasks by the set deadline.
- All homework needs 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 prior to the deadline assigned.
- If students require colour printing, this should be arranged with the subject teacher prior to the deadline.
- If homework 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 the 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.
- In the event of non-completion of homework, please refer to the guidelines below.

Non-Completion of Homework

- If a student does not complete a minor piece of work, the subject teacher will log it on their record.
- If homework is not done on two occasions per term, an email will be sent to parents and will be copied to the Mentor.
- If the situation consistently occurs (two to three times within two weeks), the Mentor will send an email to parents and copy all the teachers involved and an intervention will occur.
- If there is still no improvement, the Mentor will invite the parents to school to discuss the situation, along with the mentors and/or subject teacher/s involved.
- While this process is going on, the subject teacher will provide extra assistance to the students and support and strategies for improvement — for example, daily app checks, helping them find lost books, etcetera.
- If the final deadline for a major assignment is not met, the subject teacher

will give a one-day grace period and will email the Mentor and the parents.

- The teacher can suggest a new deadline in valid circumstances, such as if the student has been ill.
- Marks will not be deducted because the assignment is late — a project that should be given a 6 will not be downgraded to a five because it is late.
- Students with diagnosed learning differences may be given extra support and expectations may be modified after a discussion with the teacher, student and LS department or if suggested on their Ed Psych documentation.
- 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.

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, etcetera — 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 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 examination results. Each subject has its own set of criteria which are based on the Progress Ladders and CAIE IGCSE rubrics/assessment objectives.

Work and Effort Attainment scores are awarded for effort, homework, collaboration skills, and self-management skills.

In Term 1 and Term 3, teacher assessments will be used to check academic progress. These assessments are varied to ensure success and could take the form of class quizzes, projects, presentations or mini-extended essays to assess the level of understanding and application.

In Term 2 and Term 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 in addition to summative assessments, give students the opportunity to experience the examination process and become familiar with it as practice for future external formal assessments.

A schedule for exams, together with revision information, will be made available to students and parents.

Marking Agreements

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	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 workbooks.
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 and Peer Assessment	Student-led marking/feedback with developmental comments 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 a diagnostic assessment of student work in relation to shared success criteria, targeting areas for improvement.
Level 4 Written Feedback: Deep Marking	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

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 workbooks.
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 and Peer Assessment	Student-led marking/feedback with developmental comments 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 a diagnostic assessment of student work in relation to shared success criteria, targeting areas for improvement.
	teaching process and to accelerate and deepen learning.

Assessment

Grade Scales

Students are awarded a score in each subject area based on the level of their understanding, knowledge and skill development according to the following scales:

Lower Secondary (Grades 6-8)

4 - Excelling: The child has an extensive knowledge, a deep conceptual understanding and/or an exceptional level of skill. The child readily applies this in new situations.

3 - Achieving: The child has a thorough knowledge, a conceptual understanding and/or a high level of skill. The child is able to apply this in most situations.

2 - Developing: The child has a sound knowledge, is developing a conceptual understanding and/or has an adequate level of skill. The child applies this some of the time or applies this with support in the form of time, attention or resources.

1 - Beginning: The child has an introductory knowledge, a basic conceptual understanding and/or is new to practising these skills.

IGCSE (Grades 9-12)

A*: This is the highest grade achievable and represents exceptional performance.

A: This grade signifies outstanding performance.

B: A "B" represents good performance.

C: This is considered a satisfactory grade.

D: A "D" is a passing grade but indicates a basic level of understanding.

E: This is also a passing grade, but it signifies limited achievement.

F or U (Fail/Ungraded): These grades indicate that the student did not meet the minimum requirements for passing the exam.

*CAIE reserves the right at all times to govern its own grade boundaries. Grade boundaries are moderated annually by CAIE.

IBDP (Grades 11-12)

IB Diploma students must study a prescribed set of subject areas to achieve the IB diploma. A total of six subjects, three at the standard level and three at the high level, must be completed in order to meet the requirements of the full diploma. Most subjects are assessed using both internal and external assessments. Achievement in the diploma is described by an overall score with a maximum 45 points. The total number of diploma points is calculated by adding together the scores (1 to 7) achieved in each of the six subjects (42 points maximum), plus up to three points for the Core.

Core points matrix

The IBDP Core areas (CAS, TOK and EE) contribute up to three points to the overall diploma outcome which are calculated via a points matrix. Unlike the other subjects, the Theory of Knowledge (TOK) and the Extended Essay (EE) are graded from A to E. The third element of the core, CAS, is marked as simply complete or incomplete. A candidate will not receive the IB diploma if they obtain a grade of E in either TOK or EE or if they do not complete the CAS requirements.

Scale:

7 - The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesise qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.

6 - The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesise evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically

structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.

5 - The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.

4 - The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.

3 - The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organisation of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.

2 - The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organise work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.

1 - The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organisation is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

Keeping Parents Informed

A programme of study is sent out to parents on an annual basis for every subject area.

Expectations

The IB Diploma Programme is rigorous and courses are taught at a level that is nearly equivalent to that of universities. Students are expected to take responsibility for their own learning and must work hard, keeping themselves organised. It is essential that IBDP students create a plan for their learning and activities to ensure that they maintain a healthy life balance while at the same time meeting the demands of the programme.

Time-table

All learning at home tasks and assignments are posted on the Toddle 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 with them. Students should take responsibility to check the assessment submission deadlines.

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. In most courses, a large percentage of the final mark is based on the exam given at the end of IBDP year 2.

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 will be made accessible to students.

Examinations

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

IB DP 1 (Grade 11) - Mid year assessment point at the end of Semester 1; end of year assessment point at the end of Semester 2.

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. The detailed exam time table will be shared with students and parents at least one month prior to the exams. General exam dates are shared on the secondary school calendar at the beginning of each academic year.

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 will be passed back to students once marking and moderation is complete, within two weeks of the exam date.
- 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.

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.

Keeping Parents Informed

Toddle and Classroom Agreements

Toddle is a system that is used by students, teachers and parents to stay informed of school updates and End of Term Reports.

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.

Appendix 3 - 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 for Singapore Citizens Below Six 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

an 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 100 (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. We offer one-way and two-way pricing.

Zone 1: Less than 1.5 km

Zone 2: 1.51 km to 3 km

Zone 3: 3.01km to 7km

Zone 4: 7.01km to 15 km

Zone 5: More than 15 km

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 of one calendar month to be given to the transport team by the parents.

- Once the bus service is cancelled, the parent can apply for the bus service after a period of 6 months; bus reactivation charges will be applicable if the parent wants to restart the school transport service within six months.
- The cancellation request can be made by email to: transport1pg.owissin@globalschools.com or transportpg.owissin@globalschools.com . 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 request

3.2. The school will not adjust or refund for any mid-semester amendment in the bus zone as a result of a change in the residential address or cancellation of bus services.

3.3 For bus refunds, the bus 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 3 of the Student Contract.

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 initiating the application by providing the ICA Solar Plus ID for the processing of the student pass. 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. For any further information please write to helpdesk.owis.sg@globalschools.com

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 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 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	Payment Due Date Invoice Date	Cut-off Date for Withdrawals
Fee Instalment 1: August to November	1st June to 25th June Invoice date is the same date as new student contract generation date, Student contract generated after 25th June, the due date is the same date as invoice date	30 days before course commencement date
Fee Instalment 2: December to March	1st October to 25th October	30th September
Fee Instalment 3: April to July	1st February to 25th February	31st January

6.3. School fees and Miscellaneous 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 3 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 a 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 the communication apps 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 from seeking admissions or encourages them to withdraw admissions from the school;

8.1.6. The student and/or his/her parent/guardian defame 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 making incorrect statements to the school; and/or

8.1.8. The 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, homework assignments, exam papers, teaching aids 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 the 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](#)

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 SGD 20 (Inclusive of GST) for home readers and SGD 35 (inclusive of GST) for library books.

Any lost library bags will have to be replaced by parents at the cost of \$20 per bag.

Non-payment of the charges of any library fees 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 do 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

helpdesk.owis.sg@globalschools.com for general school feedback

financepg.owissin@globalschools.com for fees-related queries and feedback

transportlpg.owissin@globalschools.com
transportpg.owissin@globalschools.com

for bus transport-related feedback

- All written feedback shall be acknowledged by the school within three working days. Some feedback may require additional steps after 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)

If 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 before 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 to resolve 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 related 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 4: 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, UoI 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, UoI 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.

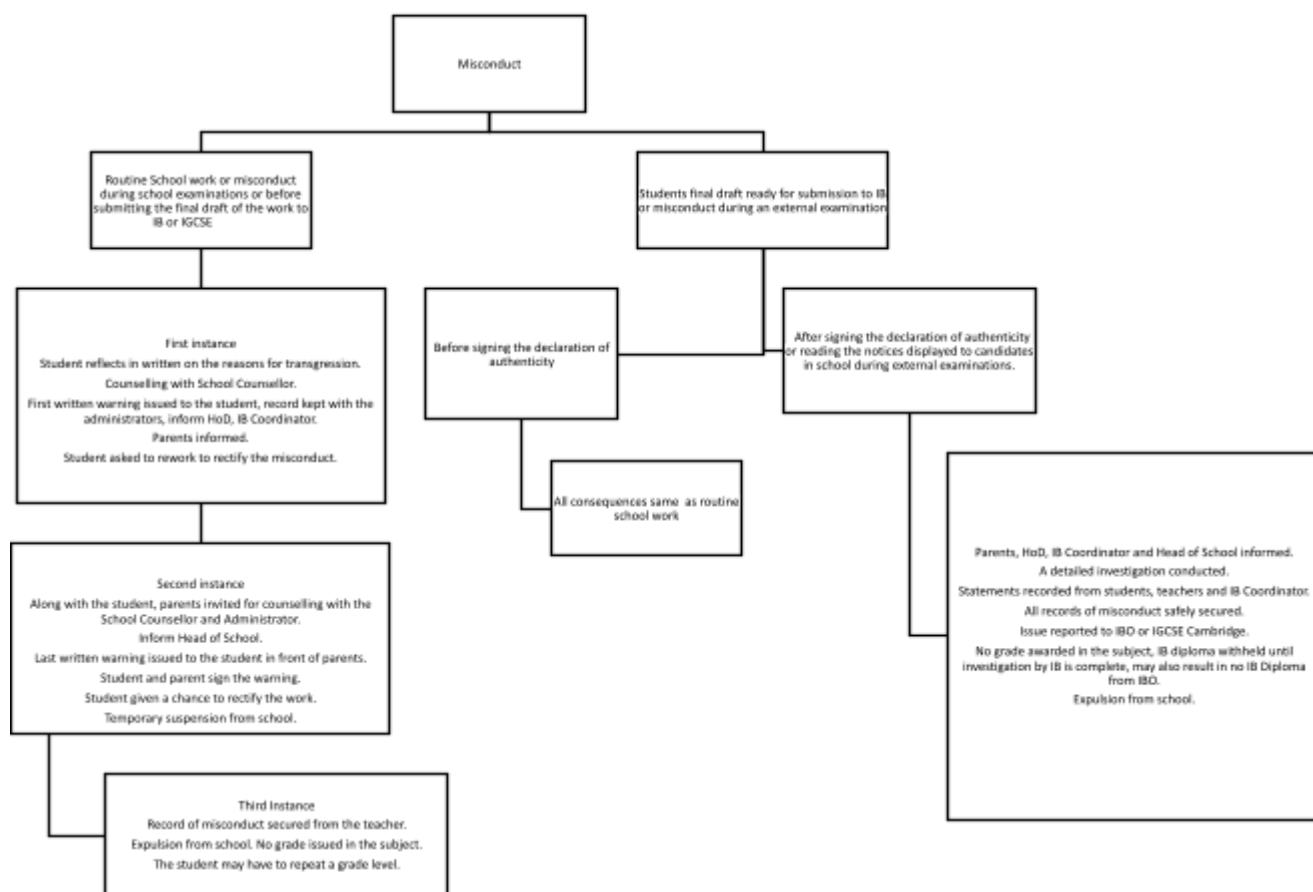
1. Up to Grade 9, all major summative assessments (specially inquiry based) to be checked with Turnitin by the respective teachers.
2. For Grades 10 to 12, along with major summative assessment, any work submitted to the external examination authority (Cambridge IGCSE or International Baccalaureate)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

“Academic Honesty in the IB educational context.” *International education – International Baccalaureate*,
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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 4.1a

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 4.1b

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

Appendix 5: Medical Insurance Process

OWIS provides a medical insurance scheme for all students, fully compliant with EduTrust guidelines by the Committee for Private Education (CPE). The selected insurance provider is Income Insurance Ltd.

What is Covered?

Hospitalisation and Day Surgery: Covers expenses for hospital admissions and day surgeries.

Exclusions:

1. Pre-existing Conditions: Conditions present before the start of the policy are not covered.
2. Outpatient Treatments: Generally excluded unless they meet specific criteria:
 - Follow-up Treatments: Covered if related to a hospitalisation/day surgery and incurred within 90 days before or after the hospital stay or surgery.
 - Emergency Outpatient Treatments: Covered for accidents requiring emergency care within 24 hours of the incident. Note that GP (General Practitioner) bills are not claimable.

Documents and Resources

- [EduTrust GHS Product Summary](#)
- [GHS & GPA Benefits Schedule](#)
- [GHS & GPA Certificate](#)
- [GPA Policy](#)

Claims Procedure

To submit a medical insurance claim, please follow the steps below:

Step-by-Step Process

(a) Notify OWIS:

- Email: helpdesk.owis.sg@globalschools.com
- Alternatively, call + (65) 6914-6700 to notify OWIS of the upcoming claim and provide the following details:
 1. Full name as per NRIC/Passport
 2. NRIC/FIN No.
 3. School Admission Date
 4. Date of Birth
 5. Gender
 6. Nationality
 7. Email Address

(b) Receive Welcome Email: Within 5 working days, a welcome email from Howden MediHub will be sent to the provided email address.

(c) Register on Howden MediHub: After receiving the welcome email, please register and log into the Howden MediHub mobile or web application within a week.

(d) Submit Required Documents:

- Upload all necessary documents through the MediHub app within 30 days from:
 - The date of discharge from hospitalisation,
 - The date of death, or
 - The date expenses were incurred (whichever applies).
- Bank Details: Ensure bank details are included for reimbursement.

(e) Claims Processing: Once all documents are received, claims will be processed within approximately 4 working weeks via the MediHub app.

(f) Check Claim Status:

- Track the claim status directly in the MediHub app.
- For assistance, contact the 24/7 MediHub hotline at 6715 6400 or email howden.medihub@ihp.com.sg.

[MediHub App – Registration Process](#)

Scope of Coverage

- Ward Entitlement: Coverage includes a B2 ward in Government Restructured Hospitals.
- Upgrades: Students have the option to upgrade to higher wards or private hospitals, with costs subject to pro-rated adjustments.
- Annual Limit: Coverage includes up to \$20,000 per student per year on an “As Charged” basis, meaning all eligible expenses are covered up to the specified limit.

Payment of the Claim Amount

The insurance operates on a reimbursement basis:

- The student (or guardian) is required to pay the hospital directly.
- Afterward, all original hospital bills should be submitted to the insurance provider for reimbursement.
- Refunds for eligible claims will be processed via cheque or bank transfer.

For Claims Assistance, please email: helpdesk.owis.sg@globalschools.com

Alternatively, you may call + (65) 6914-6700 for support.

Once the reimbursement is received from the insurance provider, your account will be credited with the refunded amount.

Insurance Provider Contact

For additional information, you may contact the insurance provider directly:

Income Insurance Ltd
Income Centre, 75 Bras Basah Road
Singapore 189557
Tel: 6788 1777 | Fax: 6338 1500

For details on the Committee for Private Education (CPE), Enhanced Registration Framework (ERF), or EduTrust Certification Scheme, please visit the [CPE website](#).