

AUSTRALIAN INTERNATIONAL SCHOOL



PARENT and STUDENT HANDBOOK 2021 - 2022



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INTRODUCTION TO THE AUSTRALIAN INTERNATIONAL SCHOOL, DHAKA

The Australian International School (AusIS) opened with Play group, Foundation 1 and 2, Year 1 and 2 at the current Campus 1 in 2002. In 2006 Campus 2 began with Year 4 to Year 7. In 2009 the Senior Campus opened with Years 8, 9 and 10. Students enrolled at the Senior Campus are intending to graduate from the Western Australian Certificate of Education (WACE) program and attend university either in Bangladesh or abroad.

In 2011 the Senior Campus was officially opened on January 26, 2011, Australia Day, by His Excellency Mr. Justin Lee, the High Commissioner of Australia to Bangladesh.

In April 2017, AusIS moved the three existing campuses to our own purpose-built campus in Khilkhet (Bashundhara), with classes beginning on April 9th.

AusIS is fully endorsed by the School Curriculum and Standards Authority of Western Australia to conduct courses and is the first overseas school to be affiliated with the Association of Independent Schools of Western Australia (AISWA). It is also an IB World School with PYP and IBDP.

To ensure educational system comparability, AusIS participates in annual benchmark testing (NAPLAN) which provides data on individual student and cohort literacy and numeracy. These results are compared to those of similar year level students in Australia.

Our Early Childhood Education Program is an integrated program that is delivered through the Western Australia Curriculum Framework.

The Year K -10 curriculum is based on a combination of the new Australian National Curriculum, and selected elements of the Western Australian K – 10 syllabus as an integrated part of the Western Australian certificate of Education (WACE). The Senior Campus for Year 11 and 12 provides the WACE program, which is monitored for appropriate standards of teaching and assessment, and moderated by the School Curriculum and Standards Authority, formally the Curriculum Council of Western Australia.

The Year 12 students sit for the externally conducted WACE examinations in November of their final year which provides access to international universities and colleges.

AusIS is an IBO accredited IB World School with Primary Year Program (PYP) and Diploma Program (DP). The school is currently a candidate school for Middle Year Program (MYP).

AusIS runs both WACE and IB curriculum concurrently.

AUSIS BOARD OF DIRECTORS

Mr. Sakhawat Abu Khair Mohammad (Chairman)

Mr. Afzalur Rahman (Managing Director)

Mr. Md. Azizul Islam (Director)

Mr. Anis Salahuddin Ahmed (Director)

Engr. Shafiqul Alam Bhuiyan (Director)

Mr. Rezakul Haider (Director)

Mr. Mostanser Billa (Director)

Mr. Liaquat Hossain Moghul (Director)

Mr. Monir Mahmud (Director)

Mr. Md. Abdul Jalil (Director)

Mr. A.K.M. Badiul Alam (Director)

Mrs. Nargis Hossain (Director)

Mr. Md. Khorshed Alam (Director)

Mr. Mafiz Ahmed Bhuiyan (Director)

Alhaj Akram Khan (Director)

Mrs. Meskat Khan (Director)

Mr. Delwar Hossain (Director)

Mr. Feroz Alam (Director)

Mr. Abul Quasem Haider (Director)

Mr. Md. Shamsul Alam (Director)

Mr. Md. Abul Kashem (Director)

Al-haj Nur Mohammed (Director)

Mr. Md. Shamsuzzaman (Director)

Mr. Syed Nurul Islam (Director)

Mr. Mahmudul Haque (Director)

Mr. Md. Rezaul Karim Ansari (Director)

Mr. M.N.H Bulu (Director)

Mr. Sipanta Kumar Saha (Director)

Mr. Md. Shirajul Islam (Liton) (Director)

Engr. Reazat Ali Bachchu (Director)

PRINCIPAL'S WELCOME

If you are a new family to the Australian International School (AusIS), we are delighted that you have enrolled your child at our school, and welcome you and your family to our community. We hope that this document provides the information that you and your child need to make a successful start to school life with us.

If you are a returning family, we similarly welcome you to the commencement of a new year at AusIS and hope that your child's educational experiences this year build on the already positive outcomes provided by the School in the past year(s).



All communities need to have common rules in order to ensure the safety and security of all of its members, and this particularly applies to a community of children and young people. At AusIS we have tried to take into account the needs and responsibilities that can be expected of young people from the age of four up to eighteen.

The purpose of this Handbook is to provide all AusIS students and parents with a familiarisation of the operations, policies, procedures and expectations of the School in order to minimise confusion and uncertainty. As with all Handbooks, not all contingencies can be addressed and it is hoped, and expected, that parents and students use common sense in applying the requirements this Handbook contains.

At AusIS we believe in, and are committed to, the understanding that each child's success is dependent upon a positive and constructive relationship between the School, the parents and the students. The foundation of this is a commonly-held sense of purpose, a commitment from all community members to achieving the best possible educational and learning outcomes for all, and open and transparent communication.

Our expectations are simple; that all are committed to achieving their best; that there is a dedication to continuous improvement in all areas; and that there is a school-wide support in deed and words to our Vision, Mission and to our positive core values.

I welcome you to the Australian International School, Dhaka and I look forward to working with you in the coming years.

Brigadier General (Retd)
ASM Mustafa Kamal Khan
ndc, psc
Principal

THE AusIS STATEMENT OF MISSION, VISION AND LOGO

Vision

“Excellence in Education”

Mission Statement

AusIS is committed to recognizing and developing the individual student, while providing opportunities to achieve a well rounded education. To this end, AusIS aims:

- To ensure quality educational experiences.
- To foster creativity in individuals.
- To nurture the talents of each child and provide opportunities for growth.
- To provide an enriching co-curricular environment with a strong focus on sports in the middle and upper school.
- To encourage exposure to a variety of cultures.
- To encourage a global awareness.
- To create a continuous wealth of knowledge.
- To offer a caring learning environment.
- To support the development of sound social values.

Our Logo

The Logo of the Australian International School features the flags of both Australia and Bangladesh on a shield of gold with a kangaroo leaping from the Australian flag to the Bangladesh flag.



The shield of gold represents the golden future that is the desired outcome for students who study at AusIS. The kangaroo is a national symbol of Australian education to Bangladesh.

The motto **“Together We Achieve”** indicates the focus AusIS has in the trilogy of staff, students and parents working together to achieve commonly held educational goals. The focus is on achievement and recognizes the importance of teamwork.

ADMISSION POLICY

The Australian International School provides quality and secular education for all nationalities, expatriate and local students on a fee paying basis, and subject to admission criteria.

CONTEXT:

- The school operates the world standard Western Australian outcomes based curriculum, with Bangla as the language other than English.
- Enrolment is subject to an assessment by a Coordinating Teacher
- Admission will be made with reference to the student's academic and behavioral performance, and within the context of the school's Special Needs Policy.
- The Principal must ensure classes maintain a balance of abilities, and that every student can experience a meaningful educational program.

PRACTICE:

- Students may be accepted into Early Childhood, Foundation and Pre-Primary following assessment. **(Please note: This does not guarantee entry into Grade 1)**
- All students entering Year-1 onward are subject to assessment, and the acceptance of enrolment will be at the discretion of the Principal.
- All Early Childhood and Foundation applicants must be toilet trained.
- Students will be subject to ongoing assessment in order to retain their position in the school.
- The school reserves the right to cancel enrollment.
- In enrolling a student, parents accept the conditions indicated in the enrolment package, and also the fees payment and refund structure, which is listed on the webpage.

Age Requirements for Admission

Early Childhood;	Must turn three years of age by September 15
Foundation;	Must turn four years of age before September 15th
Pre-Primary;	Must turn five years of age before September 15th
Grade One;	Must turn six years of age before December 31st
Grade Two;	Must turn seven years of age before December 31st
Grade Three;	Must turn eight years of age before December 31st
Grade Four;	Must turn nine years of age before December 31 st
Grade Five;	Must turn ten years of age before December 31 st
Grade Six;	Must turn eleven years of age before December 31 st
Grade Seven;	Must turn twelve years of age before December 31 st
Grade Eight;	Must turn thirteen years of age before December 31 st
Grade Nine;	Must turn fourteen years of age before December 31 st
Grade Ten;	Must turn fifteen years of age before December 31 st
Grade Eleven;	Must turn sixteen years of age before December 31 st
Grade Twelve;	Must turn seventeen years of age before December 31 st

Retention and Acceleration of Students

At the Australian International School, we believe that teachers should cater for all of the different abilities of students in their class. Not all students are the same, not all are exactly the same age, nor do they all progress in their learning at the same rate. Each child is unique. This practice is called differentiation. When considering whether to repeat a student, their total development needs to be taken into consideration; academic progress, social and emotional development, physical size and maturity.

Research has shown that retention or repeating students for another 12 months is often not effective in promoting educational learning. After all, if a teacher has the student for 12 months, and they have made limited progress, what help will another 12 months with the same learning program be? It is not a question of more time, but of trying a different approach.

This is also true for those students who are 'gifted'. More work does not necessarily mean better results. Gifted students need to be challenged academically, but also be able to develop socially with their peers.

If a child is to be repeated, or accelerated, this will be done in consultation with the parents and the Principal.

Students with Special Educational Needs (SEN)

Parents must disclose if their student has a special educational learning need upon application for enrolment at the school. If a child has a pre-existing learning (physical, intellectual, behavioural or social) need, we request parents provide the school with medical and/or psychologist reports on the nature and extent of the disability.

Currently, the school has limited capacity to cater for students with severe learning and/or physical disabilities. Each student is assessed individually to determine whether the school has the ability to meet their needs. Currently there is no lift access, or ramps for students with physical disabilities to move between floors.

In addition, the school does not have counselors, guidance officers, or special education teachers and classes. Students with physical, intellectual, behavioural and emotional disabilities wishing to enrol will be assessed on an individual basis, to determine whether the school can meet their particular needs.

In some cases, it will be recommended that students have a support tutor to assist them in the classroom. The cost of this tutor is borne as an additional fee by the parent.

Other times students with disabilities may be incorporated into the mainstream classes.

In both of these above cases, it may be appropriate for the teachers to allow extra time/resources for the student to complete school work, submit assignments and sit for tests/exams. For example, a vision impaired student may need to have a 'reader', or parents may be asked to provide specific resources for their child to assist with their learning at AusIS.

If after enrolment, a student is diagnosed with a learning need, then the school reserves the right to review their enrolment, based on the above criteria.

Students with English as an Additional Language (EAL) Needs

AusIS has a specialized English as an Additional Language (EAL) department that works with individual students and small groups in support of the mainstream classes. Students that are identified as requiring additional English language support, receive assistance from the EAL specialist either as in-class support or through classroom withdrawal within a small group.

Additional support is provided to each student until such time as EAL assessment indicates that age appropriate standards have been acquired across the language domains of reading, writing, speaking and listening as based on international English language benchmark standards. Once appropriate standards have been met by a student, and the EAL Coordinator is satisfied that a student has the language ability to access the mainstream curriculum, the EAL support is withdrawn.

The EAL Coordinator is responsible for the decisions as to the admission of a student to the EAL program, and is responsible for the decision as to when a student may exit the program.

The following points should be noted;

- In general terms, students in the range of Grade 2 to Grade 7 are given priority to enter the program,
- EAL students are not SEN students in that their difficulties lie in their language acquisition rather than a learning disability. The EAL program is not designed for, nor can it be used for, students with a learning disability except for the purpose for which it is designed and that is English language acquisition.

FEES POLICY

POLICY:

The Board of the Australian International School, Dhaka sets fees and charges for student enrolment and tuition.

CONTEXT:

- Payment may be made in lump sum form, and or in installments.
- If students start or leave mid-term, part payment or refunds may be applicable.

PRACTICE:

- The Australian International School, Dhaka is an International school, delivering the Australian and Western Australian Curriculum. Its main purpose is to provide quality education for all nationalities, expatriate and local. Our language of instruction is English.
- Enrolling may begin in Early Childhood, Foundation or Pre-Primary, however this does not guarantee the child a place in Year-1 as academic screening is difficult when students are enrolled in preschool. Promotion to Year-1 will depend on whether or not any behavioral or academic problems are evident by the end of Pre-Primary.
- New students enrolling in Year-1 and upwards will be assessed. Consideration will then be given to achievement level, age, physical and emotional maturity before placing in the appropriate class.

INFORMATION FLOW:

- Enrolment enquiry Form to be completed by parents
 - provide last 2 school reports
- If a place for a new student is not immediately available the Enquiry Form will be put on our waiting list file.
- If a space is available the Coordinator will assess the student.
- An enrolment package is to be completed if the Principal confirms the application
 - complete health & immunization records
 - two recent photographs of the student
 - one photo of each person nominated to collect the student
 - a copy of the student's Birth Certificate
 - Once a student has been accepted into the school the following must be paid before class attendance can begin :
 - Application Fee (non-refundable)
 - Annual Fee (non-refundable)
 - Tuition Fee (can be paid annually or per term)

School fees covers tuition, books, basic classroom stationery, equipment and materials used in all subjects and salaries of teaching. Fees vary between year levels based on instructional costs.

FEES STRUCTURE:

See the webpage www.ausisdhaka.net

PAYMENT:

Application Fee is paid once. The Annual Fee and Tuition Fee can be paid by choosing one of the options below:

Option 1: Annual Fee and one year Tuition Fee paid in full.

Option 2: Annual Fee paid in full. Tuition Fee can be broken down and paid prior to each term. There are four terms to the academic year.

HOW TO MAKE PAYMENT:

- All fees must be paid in cash.
- The school will accept USD.
- All payments in Taka should be deposited at the bank, being:
EXIM Bank Limited, Gulshan Branch
In favor of: International Holdings Limited
Account # 11005156

Please note: You will be provided with a Bank and School deposit book and it is your responsibility to ensure receipt of payment is returned to the school reception desk for the Accountant. Please do not forget to fill in the back of the receipt that is returned to school as evidence of payment.

PAYMENT PERIOD:

- Option 1: If you have chosen to pay by this option, then all fees must be paid within thirty days of the date due. If an arrangement for payment is not made within these thirty days, your child could be removed from class.
- Option 2: If you have chosen to pay by this option, then all fees must be paid within seven days of the date due. If an arrangement is not made within these seven days, your child could be removed from class.

NEW AND CONTINUING STUDENTS ENROLLING DURING THE SCHOOL YEAR:

Students enrolling at any time after the first day of the academic year will be required to pay the full Annual Fee and the full Tuition Fee for the term of enrolment. Continuing students from the preceding year, but starting school late in the current academic year, will be required to pay full Annual Fees as a

position was reserved for them. However, enrolment can be terminated if requested, and re-enrolment will be allowed if there is room in that year.

LATE FEES:

Fees not paid within the due dates will incur a late fee penalty.

Option 1: Fees not paid within thirty days of the date due, will incur a late fee of 5% per month until fees are paid. Any portion of the month will be billed as an entire month.

Option 2: Fees not paid within seven days of the date due, will incur a late fee of 5% for the first two weeks and thereafter 10% until fees are paid. Any portion of the week will be billed as an entire week.

NON PAYMENT OF FEES:

If your child has been removed from class and payment of fees has not been made within thirty days from this time your child will be un-enrolled. Once all payment of outstanding fees are made your child may enroll again as a new student depending on availability of space.

Reports cards and any other school records will not be released until full outstanding payment is made.

REFUND POLICY:

The Tuition Fee is refundable only when there is a full term of non-attendance. A written notice of the date of withdrawal should be made to the school as soon as possible.

The Application Fee and the Annual Fee are non-refundable.

MISCELLANEOUS:

Bus transportation to and from school is at an additional cost. This is available to students in Gulshan, Banani and Baridhara areas.

LOST OR DAMAGED BOOKS:

You will be billed for any lost or damaged books. This must be paid for immediately. If the lost book is found and is undamaged the money paid will be refunded. Any outstanding amounts will prevent release of student report records.

PARENT – SCHOOL CONTACT

The Australian International School, Dhaka is a strong believer in the trilogy of education; parents, students and school, and parents are encouraged to participate fully in the education of their child regardless of age. The foundation of this relationship is the establishment of clear and open lines of communication.

Parents are therefore urged to contact the School to discuss their child's progress or to voice concerns, at any time. The first point of contact on most occasions would be the classroom teacher.

The School conducts a number of Parent-Teacher Meetings and Information Evenings throughout the year, the schedule of which is published through the Newsletter, on the website and on the calendar. Additional meetings may be requested by parents at any time by either telephoning or emailing the relevant teacher, or the Front Desk Executive and organising a time that is convenient for both parties.

The School Principal and Vice Principal are also available to meet with parents in relation to any issue.

Parents should not expect meetings with members of staff without notice as they may be off-campus, teaching or already scheduled for another meeting.

CHANGE OF ADDRESS OR PHONE NUMBER

In case of change in student's address or phone number, parents or guardians should apply to the notify the Front Desk Executive at least one week in advance to update school records. Parents will be given a written notification regarding the change.

THE SCHOOL DAY

AusIS has a well-structured school day that ensures an appropriate balance between formal classroom instruction, outdoor activities, and breaks for lunch and recess. An essential part of each student's day is the requirement that students arrive at school with sufficient time to ensure that they are prepared for class at the commencement of the day. This particularly applies to the more senior students.

School assemblies are generally held prior to the commencement of class time and all students are required to attend.

Students should aim to arrive at school ten (10) minutes prior to the commencement of the school day. We do not recommend parents dropping their children off at the School any earlier than 30 minutes before the commencement of school, and it is important to note that teaching staff do not commence their before-school supervision duties until 15 minutes before assemblies.

It is requested that all students are collected promptly at the conclusion of the school day if they do not have an after-school activity as there are numerous staff meetings held after school and many teachers are involved. Consequently, after school supervision beyond the first fifteen (15) minutes after the end of the school day can be minimal.

No student will be permitted to leave the school campus at the end of the school day unless accompanied by an authorized adult.

Special Note: Daily Timings

Every effort is made by AusIS to minimize the inconvenience to parents picking up students enrolled in different age groups in the school. It is likely, however, that while commencement times will be the same for all students, some variation in break / lunch and release times will continue to be in place to relieve congestion in and around the campus.

A copy of the current daily schedules may be found in Appendix 1.

SCHOOL SECURITY

AusIS employs a number of security guards whose role it is to assist drop-off and pick-up, and to monitor those who seek to enter or leave our campus during school hours. They perform a vital role and operate under instructions from the School's Management.

It is essential that all parents and visitors to the campus follow the instructions of our security guards in every instance for the safety and security of the campus.

Any parent or visitor to AusIS who fails to follow the instructions of our security guards will not be given access to the campus.

It is worth remembering that we, as adults, model behaviour for our children, and how they see us behave is likely how they will respond when their time comes. As a result, it is an expectation of the Australian International School that all students, parents and visitors treat our security personnel with respect and courtesy in line with our Mission and the universal core values.

UNIFORM POLICY

Students of AusIS will wear the following uniform in the classrooms or outdoor event/Physical Education (P.E.) during school days or while attending events outside the school premises in order to represent the school appropriately. Any student wearing any item of uniform other than the one specified below during school hours or events will be considered to have violated the uniform and general appearance policy and might be asked to go home and change.

It is compulsory for the students to bring the P.E. uniforms and change before P.E. classes.

Pre-primary to Year 7	General Uniform	Sports Uniform	Winter Uniform
Boys	<ul style="list-style-type: none"> • AusIS green tracksuit pants or shorts • Yellow short-sleeved collared polo shirt with the school's logo • White socks • Black closed-in shoes 	<ul style="list-style-type: none"> • White T-shirt with the school logo • AusIS green shorts with yellow side stripes • AusIS green tracksuit with yellow side stripes 	The General Uniform is to be worn with the AusIS green tracksuit top.
Girls	<ul style="list-style-type: none"> • AusIS green tracksuit pants or shorts • Yellow short-sleeved collared polo shirt with the school's logo • White socks • Black closed-in shoes 	<ul style="list-style-type: none"> • White T-shirt with the school logo • AusIS green shorts with yellow side stripes • AusIS green tracksuit with yellow side stripes 	The General Uniform is to be worn with the AusIS green tracksuit top.

Years 8 - 12	General Uniform	Sports Uniform	Winter Uniform
Boys	<ul style="list-style-type: none"> • Plain white shirt with soft collar • Red tie with school's logo • Green trousers • Black socks • Formal black shoes • Black belt 	<ul style="list-style-type: none"> • White T-shirt with school's logo • Shorts (knee length) • Sports shoes with white socks 	Navy blue jacket or sweater
Girls	<ul style="list-style-type: none"> • Plain white shirt with soft collar • Red tie with school's logo • Green trousers or knee length skirt • Black socks • Formal black shoes 	<ul style="list-style-type: none"> • White T-shirt with school's logo • Shorts (knee length) • Sports shoes with white socks 	Navy blue jacket or sweater

AusIS expects that all students wear the appropriate school uniform correctly each school day, including on the way to and from school, at school events, and on school trips and activities unless otherwise instructed.

Students are expected to be smartly dressed at all times and uphold the ethos and culture of the school.

Uniform items that become ill-fitting as a child grows are expected to be replaced. Similarly, old, torn or discolored items of uniform should be replaced.

Senior students are role-models for the younger students and should be mindful that the example they set, including the wearing of the school uniform, is likely to be followed by the younger students. Accordingly, the senior students have a responsibility to ensure that their behavior and appearance are an appropriate standard for our younger students to follow.



STUDENT HAIRSTYLES, JEWELLERY and GENERAL APPEARANCE

As an institution, AusIS promotes pride in the proper wearing of the School's uniform, and the presentation of a neat and conservative image to the general public. Extreme haircuts or the unnatural coloring of hair is not permitted. Students considered by the School to be in breach of this rule will be sent home until the student conforms to the School's expectations.

Long hair should be tied back away from the face.

ACCEPTABLE HAIR STYLES



Boy

Hair should display a visible slope/straight hairline at the back of the neck.

Short and neat hair above collar of shirt

Fringe does not touch eyebrows



Girl

Short and neat hair above collar of shirt/blouse

Hair must be tied neatly in plaits or a bun with black or navy blue hair ties/rubber bands



Fringe must be pinned up or cut short (above the eyebrows)



Girls with Long Hair

Make-up is not permitted under any circumstances.

The excessive wearing of jewelry is discouraged as the loss of sentimental and/or valuable items is upsetting for the student involved, and time-consuming for the staff.

Students may wear a watch, one ring, one bracelet and a discrete necklace. Girls may wear one pair of small sleeper earrings or studs. A single nose-piercing is acceptable for girls but other facial piercings are not permitted for boys or girls.

Students in breach of this rule will have the item(s) confiscated and returned at the end of term.

AusIS STUDENT CODE OF CONDUCT (BEHAVIOUR MANAGEMENT POLICY)

The Australian International School community recognizes that effective learning can only occur in a secure environment where the rights and responsibilities of others are known and respected and where standards and rules are fairly and consistently applied. Managing the Code of Conduct is a shared responsibility between the student, parents/guardians and the school. All students and families have ready access to support offered by Classroom Teachers, Home Group Teachers, Assistant Coordinating Teachers, Coordinating Teachers, the Vice Principal(s) and Principal.

The Objectives of this Code of Conduct are to:

- Promote a healthy school culture, which permits high levels of achievement and success in all areas of school life.
- Ensure a purposeful, secure and orderly teaching and learning environment.
- Recognize the need to support students with disabilities as well as students from a variety of ethnic backgrounds.
- Promote high standards of behavior and self-discipline amongst students.
- Enable the resolution of discipline matters at the school level.
- Students who experience difficulty behaving in accordance with the Code of Conduct are encouraged to reflect upon and modify their behavior.

This Code of Conduct rests on the following principles:

- All individuals are valued and treated with respect.
- Students have a right to work in a secure environment where, without intimidation, bullying or harassment they are able to fully develop their interests, talents and ambitions.
- Students and staff have a right to participate in a learning environment free of direct or indirect discrimination based on sex, race, religious beliefs, political beliefs, or physical or mental disability or impairment.
- Parents have the right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.
- Teachers have a right to teach in a supportive and cooperative environment.
- Principals and teachers have an obligation to implement this Code of Conduct in a fair, reasonable and consistent manner.

Our 4 AusIS School Rules which guide all behavior are:

- ❖ **Be Safe**
- ❖ **Be Responsible**
- ❖ **Be Prepared**
- ❖ **Be Respectful**

School Standards and Rules

	Be Safe	Be Responsible	Be Prepared	Be Respectful to yourself, others and the environment
All School Settings	<ul style="list-style-type: none"> • Follow reasonable instructions • Respect the rights of others • The area within or en-route to and from school is smoke, drug and alcohol free 	<ul style="list-style-type: none"> • For your own actions • For your own learning • Place all litter in bins • Look out for your friends– report if they are being bullied • Take every opportunity to learn • Represent your school positively • Log mobile phones and other valuables at the front reception/office • Use ICT appropriately • Protect valuables by keeping them on your person or leaving at home or the office 	<ul style="list-style-type: none"> • Wear appropriate school uniform • Adhere to all uniform guidelines • Be on time • Attend appropriately to all forms of communication from the school 	<ul style="list-style-type: none"> • Respect your surroundings; the furniture, the buildings, the people • Respect other people’s property and your own • Be tolerant and respect the opinions of others • Attend to personal hygiene • Use only appropriate and polite language • Only speak English whilst at school • Be courteous and polite at all times • Be honest • Respect the personal space of others • Leave chewing gum at home

	Be Safe	Be Responsible	Be Prepared	Be Respectful to yourself, others and the environment
Learning areas	<ul style="list-style-type: none"> • Leave bags in lockers at all times • Move carefully and in an orderly way into and out of the room • Follow set safety procedures • Use equipment for designed purposes • Sit safely 	<ul style="list-style-type: none"> • For your own actions • For your own learning • For your own behavior • Listen to and follow instructions • Respect other people • Stay seated unless otherwise directed • Stay on task • Use your school planner effectively • Make the most of all learning opportunities 	<ul style="list-style-type: none"> • AT SCHOOL, IN CLASS, ON TIME and ON TASK! • Have necessary materials for each class • Be in correct uniform • Be prepared for assessment • Be prepared to listen • Have homework completed • Have a positive mental attitude • Be prepared to complete work set 	<ul style="list-style-type: none"> • Dispose of rubbish immediately • Respect the personal space of other people • Dress appropriately for class • Respect other people’s right to learn • Respect your learning space and the equipment you use
School Grounds	<ul style="list-style-type: none"> • Walk – don’t run around buildings and on pathways • Remain in school grounds • Keep feet on the ground • Be sun safe (wear a hat, sit in the shade) • Play ball games in designated areas • Wear appropriate footwear • Observe safety barriers • Stay out of “out of bounds” areas • Contact sport is not permitted 	<ul style="list-style-type: none"> • Report safety issues and accidents • Keep personal valuables safe • Follow all reasonable teacher instructions • Look out for your friends • Place bags in lockers or designated areas 	<ul style="list-style-type: none"> • Respond to all bells and announcements immediately 	<ul style="list-style-type: none"> • Take care of the gardens, pathways and surrounds • Place all litter in bins • Place lost property in designated areas • Keep lockers orderly and tidy • During breaks use only the areas designated to your year level • Physical Intimacy is not appropriate in school grounds

	Be Safe	Be Responsible	Be Prepared	Be Respectful to yourself, others and the environment
Under cover areas / Corridors	<ul style="list-style-type: none"> • Ball games in designated areas • Use lockers and locker bays for the purpose for which they were designed • Keep exits and entrances clear 	<ul style="list-style-type: none"> • Leave areas clean • Return all equipment to its correct storage location 	<ul style="list-style-type: none"> • Place your rubbish in a bin 	<ul style="list-style-type: none"> • Leave areas clean • No eating and drinking in the buildings • During breaks enter buildings only to see a teacher
Toilets / Drinking Taps	<ul style="list-style-type: none"> • Wash your hands • Eating or drinking in the toilets is unhealthy • Flush toilets after use • Use only the toilets designated for your year level 	<ul style="list-style-type: none"> • Go to the toilets during breaks • Report inappropriate behavior • Report all damages • Toilet blocks are only for attending to personal hygiene and are not play areas 	<ul style="list-style-type: none"> • Use toilets at breaktimes • Take your diary with your teacher’s signature if you are out of the classroom during class time 	<ul style="list-style-type: none"> • Leave it clean; others will need to use the facilities after you • Respect other’s privacy • Wait for your turn • Ensure taps are off

	Be Safe	Be Responsible	Be Prepared	Be Respectful to yourself, others and the environment
Excursions and School Activities	<ul style="list-style-type: none"> • Wear appropriate clothing • Remain seated on the bus • Follow staff and bus driver's instructions • Walk calmly on and off the bus • Use seatbelts where provided • Bus drivers need to focus and not be distracted 	<ul style="list-style-type: none"> • Ensure that your name is recorded before entering the bus • Bring all equipment required for the excursion to school • Ensure that all forms and monies are paid prior to the excursion • Represent the school appropriately 	<ul style="list-style-type: none"> • Have all equipment needed for the excursion • Wear the appropriate clothes as specified 	<ul style="list-style-type: none"> • Be polite and friendly to peers and others in the community • Follow instructions of staff as requested • Dress appropriately as you are representing your school • Respect the environment and property you are visiting • Follow rules and regulations of the venue/ host
Travelling to and from school	<ul style="list-style-type: none"> • Follow the road rules • Use the crossing 	<ul style="list-style-type: none"> • If you are late report to the appropriate office and sign in • Take responsibility for your own safety and of others with vehicles, bicycles and other traffic 	<ul style="list-style-type: none"> • Move directly in and out of school in a sensible manner • Once at school remain at school unless signed out • Bring a note to explain absence 	<ul style="list-style-type: none"> • Put all litter in the bins • Treat all other students with respect
Assemblies, Performances, Celebrations	<ul style="list-style-type: none"> • Enter and depart area under staff direction • Leave the area in an organised manner 	<ul style="list-style-type: none"> • Listen to staff directions • Be responsible for your actions • Sit in designated area in straight lines 	<ul style="list-style-type: none"> • No food or drinks • Have equipment as directed by teacher 	<ul style="list-style-type: none"> • Listen respectfully and do not interrupt the performance • Remove hats • Stop talking and listen • Applaud achievements • Respect speakers • Be punctual • Leave area clean

DISCIPLINARY MEASURES

Where disciplinary measures need to be taken with a student the Classroom Teachers, Home Group Teachers, Assistant Coordinating Teachers, Coordinating Teachers, the Vice Principal(s) and Principal will seek to inform and involve parents at an early stage. Parent-student-teacher conferences may be convened in order to define issues, set goals and determine strategies that may assist in resolving discipline problems.

The following disciplinary measures will be used where necessary:

Withdrawal of Privileges:

The Australian International School may withdraw privileges (like use of internet or participation on school excursions) from students as a logical consequence of breaches of school rules as appropriate.

Withdrawal from Class:

When a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, the student may be temporarily isolated from the regular classroom activities. In more severe cases a student may be formally suspended for a specified period of time.

Yard Duty:

Students may be required to assist in the cleaning of the grounds or other practical tasks around the school.

Detention:

Teachers may require a student to undertake work after class for breaches of School rules. Students may be detained for up to half of any recess or lunch break. After school detentions will not exceed 45 minutes. Parents should be contacted beforehand and, where undue hardship is caused, alternatives to after school detention may be considered.

Suspension:

Suspension from school is a serious disciplinary measure and should be reserved for significant breaches of the School Code of Conduct and on the authorization of the Principal. Provision shall be made by the School for appropriate schoolwork to be supplied where requested.

Exclusion:

The Principal has the authority to permanently exclude a student from the School. Permanent exclusion from a school is the most extreme sanction open to the Principal.

AusIS STUDENT AGREEMENT CODE OF CONDUCT

This Agreement is to be returned to the Homeroom Teacher no later than one week after the commencement of the academic year.

I..... (Parent/Guardian) of

..... (Student Name) have read the AusIS Code of Conduct and discussed it with my child.

I (Student) Have read the AusIS Student Code of Conduct and discussed it with my parent/guardian.

I understand that as a student of the Australian International School, I must adhere to the Student Code of Conduct. If I am unsure about any part of the Code of Conduct it is my responsibility to ask my Homeroom teacher, Assistant Coordinating Teacher or Coordinating Teacher for clarification.

Signed (Student)..... Date.....

Signed (Parent)..... Date.....

Signed (Home Room Teacher) Date

STUDENT ATTENDANCE and PUNCTUALITY POLICY

The Australian International School has the expectation that all students will maintain a;

MINIMUM ATTENDANCE and PUNCTUALITY RATE OF 95%

There is a significant body of international research that identifies the following points;

- Individual attendance and punctuality rates that are less than 90% are considered to be “chronic” and in need of remedial action.
- Attendance and punctuality are fundamental to school success.
- Poor attendance in the early years of schooling has direct links to delayed literacy and numeracy in later years.
- Poor attendance and punctuality results in poor academic standards across the range of subjects.
- Absenteeism is habitual and once the habit is established, it becomes more difficult to rectify with student age.
- Attendance patterns that are evident in the early part of the year can predict a yearly pattern.
- A 90% attendance rate means that a student misses 3.5 weeks of classroom time in a year.
- An 80% attendance rate means that a student misses 1 year of education in every five years of schooling
- Poor attendance and punctuality by an individual student impacts on the learning of others when teachers spend more 1—to—1 time to try to “catch” them up with their peers.
- Up to 60% of student absences can be for non-essential or unnecessary reasons.
- Additional tutoring at home is not the answer to replace in-class time with peers. It can only ever be supplementary.
- All universities of repute always consider a prospective student’s school attendance rate prior to enrolment.
- Every day, and every minute, a child is not in school, they fall behind their peers.
- Students with high absentee rates frequently experience socialization and friendship issues at school.

AusIS is aware that there are many unavoidable reasons for a student to be late or to be absent, and certainly the School has no desire for a student to attend school if they are unwell, or if there is a circumstance where their absence can be justified.

However, documentary and anecdotal evidence also indicates strongly that a very large percentage of absenteeism and lateness across a school population is for trivial reasons, is non-essential and is unnecessary. It is these types of absences and lateness issues that are required to be minimized.

The School, working in hand with the students and parents, has established guidelines for its expectations with reference to each student’s attendance and punctuality. All members of the AusIS community have a responsibility to ensure those guidelines are followed.

General Guidelines

AusIS will consistently follow a philosophy of positive strategies for creating behavior change. This will also apply to attendance and punctuality. Our system is based on reward for meeting standards and requirements, rather than sanctions. This being said, every system has to also have an element of sanctions for individuals who consistently and willfully fail to meet the standards that we set.

Punctuality:

All students, and their parent(s), have a responsibility to ensure that they leave home each morning at a time that allows them to reach school prior to commencement of the school day. Common-sense will be applied by the School if it is apparent that factors outside the control of the student and/or family have caused the student to be late.

A student will be considered to be late if they are not in class at the scheduled commencement of the first class of the day, and their name will be recorded as “Absent” by the classroom teacher. This may be amended to “Late” (and include the time of arrival) should the student subsequently attend the class.

A student arriving late to school must present themselves at the Front Desk to receive a “Late Pass” prior to attending the classroom. Their name, time of arrival and if age-appropriate, their reason for lateness, will be recorded by the Front Desk Executive.

Students who, in the opinion of a teacher, are in danger of falling below the required 95% punctuality rate will be referred to the Head of Primary, Programme Coordinator, and ultimately the School Principal for counseling. A sanction may be applied to the student if considered necessary by the School.

Absence:

As with punctuality, our expectation is that every student will meet, or exceed, our expectation of 95% attendance over the course of each academic year, regardless of age or year group. This expectation is in keeping with accepted national and international standards.

Note: All international curriculum providers clearly stipulate the minimum number of hours each student must attend each academic year in order to fulfill the requirements of each subject for which they are enrolled. A failure to meet this standard could result in a student receiving no grade or credit for that subject regardless of their assessment achievement through the year. This may result in a student failing to graduate.

As stated previously, AusIS is very cognizant with legitimate reasons for absenteeism, and will support every student who is unable to attend school for reasons beyond their control. Such reasons might include sickness, injury, legitimate cultural or religious obligations, or bereavement.

Absences outside the above reasons will require a written and signed request from a parent(s) or from a notarized care-giver who has been registered as such with the School. The School Principal, or delegated authority, will make the decision if any such absenteeism is authorized and acceptable.

Frequently Asked Questions:

What do I do if my child is absent from school?

Any student who is not present in school on a school day or arrives after 11:00 am is considered absent for that day.

ALL student absences require written documentation from parents as to the reason for the absence. Parents must submit the written documentation within 3 days after the child returns to school.

Only the following will be accepted as an Approved Absence: illness, injury, quarantine, bereavement, special cases as approved by the Principal, and school authorized activities.

If written documentation is not received within 3 days, the absence will be noted as an “Unapproved Absence”.

All absences, Approved and Unapproved, will be noted on student report cards.

Can my child receive work from the School if they are to be absent for an extended period of time?

If a student is to be absent for an extended period due to an approved reason, the School will do what it can to support the student’s learning. The parent should contact the school as soon as possible in order to discuss what arrangements can be made. It is important to note, however, that there are limits to the School’s ability in such circumstances.

What if my child will be absent from school for an extended period of time due to a family vacation or trip?

To avoid a disruption in learning, families are encouraged to schedule vacations and family trips during times that school is not in session. If an extended trip is scheduled, parents must submit a letter to the Principal stating the reason for the absences and the dates involved. A conference with parents, the child’s teacher, and the Principal may be scheduled. Absences due to family vacations will be marked as Unapproved.

How do I request homework for my child after an absence from school?

Much of the learning experience that occurs during a school day cannot be captured through make-up work. However, to inquire about the work that your child is responsible for please contact your child’s teacher. Parents and students should not expect additional homework or make-up work for Unapproved Absences.

Can my child receive make-up work prior to or after a family vacation or trip?

No make-up work will be provided prior to an extended absence for an unapproved reason. Every day in school is an opportunity to learn. While make-up work can serve as a review of what was covered for the day, the discussions, experiences, and hands-on learning cannot be reproduced. Make-up work can never adequately replace the learning time that was lost. Student grades will reflect their lack of participation and/or progress.

THE IB MISSION STATEMENT

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

THE IB LEARNER PROFILE

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

Each of the IB's programmes is committed to the development of students according to the **IB Learner Profile**.

The profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

THE IB PROGRAMS

AusIS is a “Candidate School” for the three IB Programs with the intention of seeking full accreditation in 2017 and 2018. The three programs are;

- Primary Years Program for Grades EC to 5,
- Middle Years Program for Grades 6 to 10, and
- Diploma Program for Grades 11 and 12

THE IB, AUSTRALIAN NATIONAL AND WACE CURRICULUMS

The International Baccalaureate is comprised of 3 different programs at AusIS. For Grades EC to Grade 5, we are a candidate school for the Primary Years Program. This is a trans-disciplinary, inquiry driven program that is linked to the Australian National Curriculum. In our Middle School, we are a candidate school for the IB's Middle Years Program. This is an inter-disciplinary, inquiry driven program again linked to the Australian National Curriculum. In our Senior school (Grades 11 and 12) we offer the West Australian Certificate of Education.

The Australian National Curriculum is hands-on and activity based. It blends well with the IB Programs as it stresses critical as well as creative thinking skills that lead your child down the path of being a world citizen. The curriculum provides a thorough framework for eight learning areas; Mathematics, Studies of Society and Environment, Science, and English are considered the core subject areas. Technology, The Arts, Physical Education and Bengali, round out this innovative curriculum. Where it is considered necessary, and in the interests of academic rigor and depth of content, the National Curriculum is supplemented by elements drawn from other curricula.

The Australian International School uses both the Australian National Curriculum in Years 1 – 10 and the Western Australian Certificate of Education (WACE) program for Year 11 and 12. This curriculum is a Western curriculum that balances content with activities. The WACE program is academic challenging and through a multi-layered structure allows all students to achieve success.

Currently, the School Curriculum and Standards Authority (SCSA) of Western Australia oversee the WACE program for Year 11 and 12 through on-site visits by the inspector, moderation and external examinations. Moderation takes many forms but essentially the school sends planning documents as well as student assessments to be reviewed by the SCSA. The Authority then provides direction for changes to planning documentation and curriculum implementation. Further, the Authority validates the actual grading done by our staff. In Year 12 the final examinations are held in November and marked by officers of the School Curriculum and Standards Authority.

Upon graduation the WACE provides students with the opportunity to apply to universities around the world.

Upon Authorisation by the International Baccalaureate, the school will also be audited regularly by the International Baccalaureate Organisation.

The Year 8, 9 and 10 programs include Mathematics, English, Science, Humanities and Social Sciences, and Information Technology. Additionally, specialist teachers provide Physical Education, Music, Visual Arts and Bangla instruction to our Year 8 and 9 students. The physical education activities are conducted at the Gulshan Youth Club with swimming at one of the embassy clubs.

The program and school culture is English only. Students must have a high level of spoken and written English skills. As part of the Western culture, punctuality, consistent attendance, meeting assessment timelines and social service to those that are less fortunate are school expectations.

The National Assessment Program – Literacy and Numeracy (NAPLAN) test is used throughout Australia and Australian schools to test the literacy and numeracy skills of students in years 3, 5, 7, and 9. The NAPLAN is a standardized test which provides a controlled environment to accurately gauge student achievement in four distinct areas: writing, language conventions, numeracy and reading. NAPLAN results shows whether a student is meeting the educational benchmark requirements as set by the Australian educational bodies. The results also assist teachers in recognizing subject areas which students require extra attention.

NAPLAN is a test of literacy and numeracy skills rather than content.

NAPLAN testing begins in the month of May. The results for the NAPLAN test arrive in the month of October.

Students who do not reach NAPLAN Level 9 literacy and numeracy levels will be required for the to sit OLNA (On Line Literacy and Numeracy Assessments) testing before they are awarded a WACE. Multiple opportunities are provided for students as OLNA will be available for them to sit every 6 months until they reach the required level.

BANGLA LANGUAGE POLICY

At the Australian International School, Dhaka we understand that all students progress at different paces, and we view the on-going language development for students as the shared responsibility of all stakeholders: parents, students, teachers, administration, and staff. These vested parties are responsible for supporting language acquisition and ensuring all students use English responsibly.

English is the language of instruction at AusIS, and admissions requirements and assessments are conducted in English to ensure students can access the curriculum delivered in English.

Learning a Second Language is compulsory for all students. We believe that all students should have the opportunity to experience learning a second language, which provides significant experience in international education, enabling students to understand the thinking and culture of another people. Through effective communication in another language, students are sensitized to cultural diversity and better able to understand the global world in which they live, preparing them to be active participants in multilingual communities at home and around the world.

Bangla is the ‘mother-tongue’ of Bangladesh, and is therefore taught to all students up to *Grade 10. We commence teaching Bangla in EC all the way through to Grade 10. For those students coming from abroad, this offers the opportunity to make the most of their time in Bangladesh. For those local students, this is an acknowledgement of the importance of the mother tongue in living in Bangladesh.

For students in the WACE Program, the learning of Bangla, nor any other second language, is not currently supported by the West Australian SCSA, and therefore is not offered.

As the school progresses towards the IB Diploma Authorisation, students attempting the IB Diploma will be required to take IB English (either Literature Higher Level, Language and Literature Higher Level, or Literature and Performance Standard Level) as a Language A, and students will be encouraged to take Bangla as Language B.

It is hoped that the school will further develop its offering of second languages as the school grows.

GENERAL CLASSROOM PROCEDURES

The following procedures provide a safe, organized and productive environment for all of students and staff and must be followed:

- Entering the classroom: When the students enter the classroom, they must come in quietly and proceed to their seats in an orderly fashion. Students must sit down as soon as they enter they classroom. If the teacher has work on the board waiting for the students then they must begin, if not then the students must wait patiently.
- Absences: The only way to be successful is to be much in the class as possible. A majority of work that is done requires student to be in the class. If a student is absent then it is the student's responsibility to get all the missed work. Makeup work should be handled before school, between classes, break or after school. Students are reminded not to interrupt class to ask about makeup work.
- Tardy: A student will be considered tardy if s/he is not in the seat to begin work when the class commences.
- Leaving the classroom during class: Students must collect a Hall Pass from the respective teacher before leaving the classroom.
- Class dismissal: The bell does not dismiss the students, the teachers do.

ASSESSMENT AND REPORTING AT AUSIS

Introduction

The Australian International School, Dhaka is committed to providing high quality educational programs that enable students to develop the necessary knowledge, skills, understandings and values to lead productive and fulfilling lives. Assessment and reporting are integral to the achievement of high-quality learning outcomes for our students, are essential components of the teaching and learning process at the Australian International School, Dhaka.

Purpose of Assessment and Reporting at AusIS

The main aim of assessment and reporting at the Australian International School is to provide feedback on the learning process and the development of the five essential elements to inform further learning.

Students and teachers are actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self-assessment skills.

At the Australian International School we believe assessment is integral to all teaching and learning. It is central to the goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decisions to take action

Assessment Guidelines

The assessment of the students' development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching.

Students are observed in a variety of situations and a wide range of assessment strategies are implemented.

At AusIS, the classroom employs a range of formative and summative assessments which demonstrate student achievements.

Summative assessment: aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned.

It can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action.

Formative assessment: provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together.

Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve knowledge and understanding, to foster self motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in their understanding.

Assessment in the classroom includes:

- using representative samples of students' work or performance to provide information about student learning
- collecting evidence of students' understanding and thinking
- documenting learning processes of groups and individuals
- engaging students in reflecting on their learning
- students assessing work produced by themselves and by others
- developing clear rubrics
- identifying exemplary student work
- keeping records of test/task results

Assessment for learning occurs when teachers use inferences about student progress to inform their teaching. Professional judgments are made in order to:

- inform students, parents, caregivers, teachers, schools and governments about student progress,
- make decisions about students' needs, the learning and teaching process and resource requirements,
- set learning goals with students, parents, caregivers and teachers,
- guide the planning of school and class curriculum programs.

Assessment as learning occurs when students reflect on and monitor their progress to inform their future learning goals.

Assessment of learning occurs when teachers use evidence of student learning to make judgments on student achievement against goals and standards. The information gained from this type of assessment is often used in reporting.

Reporting Guidelines

Reporting is the process by which assessment information is communicated in ways that assist students, parents, teachers, the school and the community in making decisions by providing information about what learners know and can do, along with recommendations for their future learning.

The West Australian SCSA Achievement Standards form the basis for developing assessment criteria and making judgments of student achievement. At the Australian International School, Dhaka, we report on student progress and achievements in a variety of ways:

- **Formal written reports.** AusIS student reports reflect on the WACE achievement standards and conform to the requirements of the West Australian SCSA. The Australian International School Student Report Cards aim to provide:
 - clear, comprehensive and consistent information
 - reporting against Australian standards
 - clear information about a student’s strengths and weaknesses
 - a common reporting scale
 - information about a student’s progress over time
 - a plan for a student’s future learning
 - a role for student involvement in reporting
 - details of absences

Written Reports will be sent home as follows:

- Early Childhood and Foundation – End of Semester 1 and End of Semester 2
- Pre Primary – Grade 7 – End of Semester 1 and End of Semester 2
- Grades 8 – 12 - End of each Term
- **Home/School Portfolios** (collection of work samples) will be sent home approximately 6 times each year. They are collected for students in Grades EC to Grade 7. The Portfolio is a profile of student achievement and accomplishments. It is an important mechanism for documenting a students' educational progress through the curriculum. The student and teachers collaborate on selections for the portfolio, which may contain:
 - assessment by the teacher
 - examples of the student's work
 - information about any extracurricular achievements or other activities undertaken by the student

- self-assessment by the student

The portfolio also serves to assist in handling transfers of students between schools offering the Primary Years Programme. At AusIS the portfolio is sent home regularly and also acts as an important part of the student led conferences which take place in Term 1.

It is intended that the contents of the Portfolio will assist parents and their children to reflect on efforts, experiences, progress and achievements in a meaningful and purposeful manner. It is anticipated that parents will use the information to encourage their children to set positive goals and work towards them throughout the year.

The value of the Portfolio is greatly enhanced when parents:

- read it together with their child,
 - ask questions,
 - give feedback,
 - praise genuine effort and achievement,
 - assist in goal setting when improvement is needed,
 - read to their (junior primary) child any comments from the teacher,
 - write comments or questions as appropriate,
 - sign the sheet provided to show the teacher that they have seen it.
- **Three Way Conferences** will be held at the commencement of Term 2 for all students. These are designed to provide feedback for all stakeholders in a timely manner to allow for identification of students areas of strengths and needs. Three Way (Student Led) Conferences are formal reporting sessions with parents, led by the students themselves. The teacher's role is to guide and prepare the students for this important role. The emphasis is on the discussion between a child and his/her parent.

The focus of the Student Led Conference is on students' progress – academic and social. Student Led Conferences are designed to give students ownership of their own assessment of their learning, so they can become more actively involved and committed. These conferences make students accountable for their learning and encourage student/parent communication.

NAPLAN Testing

- Students in Year 3, 5, 7 and 9 will participate in the National Assessment Program – Literacy and Numeracy. Results from NAPLAN tests are sent to schools for distribution to parents. The personal report tells how a student is achieving compared to other students at the same grade level in Australia.

OLNA Testing

- Students in Year 10 who have failed to reach the required Literacy and Numeracy levels to sit the WACE exam (currently Level 9 in NAPLAN) will have the opportunity to sit the West Australian On-Line Literacy and Numeracy Assessments (OLNA).

WACE

- Students in Year 12 will sit for the West Australian Certificate of Education. This is usually held in November of the school year, and student marks comprise 50% exam and 50% moderated work from Years 11 and 12.

SENIOR SCHOOL TESTS / ASSESSMENTS

Attendance on assessment days is mandatory. If a student is late arriving for an assessment, without previously informing the teacher of this possibility, the student will enter the class and begin the assessment exercise. Extra time to complete the assessment will only be given at the teachers and/or the Principal's discretion.

Meeting and correspondence will be conducted at the discretion of the Principal.

If a student is absent during a class assessment, the student may be given the opportunity to complete the assessment on the day of their return to school, at the discretion of the teacher and/or the Principal. Year 8 to Year 12 students are governed by the Assessment Policy of AusIS.

WACE Examination Instructions (Students)

Students sit for their WACE Examinations in November. This is a stressful time for students, and so being aware of what is needed/required has been outlined below:

Prior to entering the Examination Room:

- Students should report to the examination room as indicated on the Examination Timetable **no later than 15 minutes prior to the commencement of each examination** on the day of the examination.
- Students are to wait quietly outside the examination room. There is to be no talking once in the examination room.
- **No student** is to enter the examination room without that specific instruction from the supervising teacher.

- All bags, books, notes are to be left outside or at the front of the examination room. All valuable items should be locked in student lockers.
- Hand telephones must be turned **OFF** before entering the examination room and left at the front of the room.
- The only materials permitted in the examination room are those required for the completion of the examination (e.g. pens, pencils, rulers, calculators) as listed on the cover page of the examination.
- It is the responsibility of each student to be aware of what authorised materials are permitted in each examination.
- **Any student found in possession of unauthorised material that may be considered by the teacher to be of assistance in the examination will have all or part of the examination cancelled whether or not actual use is established.**
- **Any student found in possession of a graphics calculator in an examination for which it is not approved will have twenty-five (25) percent of their examination cancelled and the calculator will be reset.**

Once seated in the Examination Room:

- There is to be **no verbal and/or non-verbal communication** between students once in the examination room.
- No student is permitted to leave the examination room until the conclusion of the examination once the Reading Time has commenced.
- Any questions related to materials or the paper once Reading Time has commenced **must** be directed to the supervising teacher.
- The time remaining for each examination once it has commenced will be marked on the whiteboard in each examination room.
- **There is to be no working during Reading Time. Any student found working or marking their paper in any way during Reading Time will have five (5) percent of their paper cancelled.**

At the conclusion of the examination:

- Students will be advised with five (5) minutes remaining in each examination.
- At the conclusion of the examination, students will be instructed to cease working and put their pens down. **No student is to continue working after the instruction to cease is given.**
- Students are to organise their papers with the examination question paper on top and place them on the upper right-hand side of their desk.

- Students are to quietly stand, push in their chairs and quietly leave, taking all their scrap paper and materials with them.
- Once outside the examination room, students are asked to move away from the area quietly as other examinations may still be in progress.

Reporting Student Progress (WACE)

Reporting WACE Achievement

Year 11 and 12 WACE will have provisional grades and marks. The report provides a comment by the teacher for each course unit and the following information:

WACE	Semester 1	Semester 2
Course units	<ul style="list-style-type: none"> • a grade for the unit • a mark (based on the weighted combination of the marks for all assessment tasks in the unit, including the Semester 1 exam) • the mark in the Semester 1 exam 	<ul style="list-style-type: none"> • a grade for the unit • a mark (based on the weighted combination of the marks for all assessment tasks in the unit, including the Semester 2 exam) • the mark in the Semester 2 exam

Nb. In some Semester 1 course units, the mark and grade will not be finalised until after the Semester 2 exam (as this exam covers both units). In this case, a provisional mark and grade are reported at the end of Semester 1.

All grades for the WACE program reported are subject to SCSA approval at the end of the year. The parent/guardian will be notified of any changes to that result from the SCSA's review of the student results submitted by AusIS.

For all Stage 2 and 3 course units, a statistically adjusted school mark is reported by the SCSA on the student's Statement of Results. Details of the marks adjustment process are available on the SCSA website at www.curriculum.wa.edu.au/Senior_Secondary/Exam_Information/Your_Marks/.

Information about calculating the Australian Tertiary Admission Rank (ATAR) for Australian university entry is available on the TISC website at www.tisc.edu.au.

Reviewing WACE Marks and Grades

When a student considers that there is an issue about the marking of an assessment task or about the grade assigned for a course unit they should, in the first instance, discuss the issue with the teacher.

If a marking or grading issue cannot be resolved through discussion with the teacher then the student or parent/guardian should approach the appropriate Curriculum Coordinator / Faculty Head of the course.

The student or parent/guardian can request, in writing, that AusIS conducts a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline for the course unit does not meet SCSA requirements
- the assessment procedures used in the class do not conform with the school's assessment policy
- procedural errors have occurred in the determination of the mark and/or grade
- computational errors have occurred in the determination of the mark and/or grade.

The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and parent/guardian.

If this review does not resolve the matter, the student (or parent/guardian) may appeal to the SCSA using appeal form that is available from the Principal. Council representatives will then independently investigate the situation and report to the SCSA's appeal panel. If the panel upholds a student appeal, AusIS will make any required adjustments to the student's marks and/or grades and re-issue reports as necessary.

ACADEMIC HONESTY POLICY

Philosophy

The Australian International School, guided by the philosophy of the IB, places great value on the ethical qualities of personal integrity and academic honesty. Academic honesty is expected of all members of the school community; students, faculty, administration and parents. We are guided in our expectations and practices by two of the Learner Profile attributes which describe learners as:

PRINCIPLED: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences

REFLECTIVE: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Academic honesty is based on the assumption that the work a student submits to a teacher is his or her own. Homework, coursework and tests should reflect the knowledge and efforts of the student. If it is not clear from a document what a student has created and what the work of someone else is, the essential trust between student and teacher will be compromised.

Academic honesty is much more than not passing off the work of others as your own. According to the *IB Handbook of Procedures for the Diploma Programme*, it is "a set of values that promote personal integrity and good practice in teaching, learning and assessment". It is a matter of being principled, one of the key IB Learner Profile attributes, in all one's work, from first note-taking to the final submitted assignment.

Following the Handbook quoted above, malpractice, or lack of academic honesty, includes:

- **Collusion** - where more than one person has contributed to an assignment which should be the student's own work
- **Plagiarism** - where the student attempts to pass off the ideas of someone else as their own, instead of acknowledging sources in the recognised way
- **Duplicating** work to fulfil the requirements of one of more component
- **Fabricating** data for an assignment
- **Taking** unauthorised material into an exam room
- **Disclosing** or discussing the content of an exam paper with a person outside the immediate school community within 24 hours after the examination

Most students know that deliberate cheating is wrong in any circumstance, but the act of receiving guidance, getting assistance, using quotations, downloading pages, or adapting material while working on major papers or projects is not a simple one, and for this reason AusIS trains students in appropriate academic procedures. Teachers are responsible for monitoring academic integrity, and informing the parents, DP Coordinator and Principal in cases of inappropriate behaviour.

According to the IB, Academic Dishonesty is any behaviour that results in, or may result in, a student gaining an unfair advantage in assessment. This includes:

A) Plagiarism

Plagiarism is defined as using another person’s words, pictures, charts, or ideas without properly giving that person credit. What someone publishes in a book or a website is their intellectual property, and using it improperly is theft. At YIS, you are being taught how to use other people’s ideas to strengthen your own, not to substitute for your own. You will be taught how to develop your own ideas by using other people’s ideas in a proper way, and plagiarism will not be accepted.

There are three types of plagiarism:

- Direct copying of significant amounts of material without proper citation. This includes cutting and pasting from websites and copying directly from a book.
- Use of large segments (sentences or even phrases) of uncited, copied wording mixed in with your own words.
- Over-dependence on sources’ phrasing in a way not allowed by the assignment, such as rewriting a paragraph in basically your own words but clearly only using the ideas and structure of the source you are reading.

Plagiarism is a serious academic offence which carries severe penalties which could include not earning an IB Diploma. Examples of plagiarism include (but are not limited to) the following:

- Copying answers to Math homework from a friend during tutor group
- Cutting and pasting material off the internet and using it in a speech or essay
- Having a tutor edit and rewrite parts of your work
- Having an outside source build a model or paint something for Art Class
- Repeating the exact words used by your teacher given in class (verbally or in writing)
- Copying dance sequences from music video sequences in PE class
- Pasting pictures in your research work without citing the original source for Art

The use of tutors: While some students may have the assistance of external tutors to help with homework and assignments, ALL work submitted by students for assessment MUST be the authentic work of the student and not that of the tutor. Over-dependence on the ideas or phrasing of tutors is dishonest and will be treated as plagiarism.

B) Collusion

Collusion is defined as supporting the academically dishonest behaviour of another student. This could include allowing one's homework or an assignment to be copied or submitted for assessment by another student or sharing answers to a test. This includes work completed in previous years, for example, the sharing of work between siblings in different year levels.

It is important to note that collaboration is different from collusion. Ideal collaboration occurs where a group task is divided and equal contributions are made. You will, at times, be asked to collaborate with other students; a science lab where your group comes up with shared data would be a good example. In this case, however, these shared data should lead to the production of an individual and unique piece of work.

Collusion is also a serious academic offence. Examples of collusion include the following:

- Giving a friend in the same class a copy of the homework,
- Allowing your essay or assignment to be copied,
- Telling a student what material appears on a test, and
- Hiding the truth from a teacher when you know someone is cheating

Enforcement of These Policies

AusIS reserves the right to employ tools and technology at its disposal to monitor the integrity of all student submitted work. This may include the use of websites such as Turnitin.com or the requirement that students submit all rough notes and first drafts with their final submissions. As a matter of course, all IBDP Internal Assessment work submitted by grade 11 and 12 students will be submitted to Turnitin.com

Consequences/Actions in the Event of Academic Dishonesty

Plagiarism or general academic dishonesty are offences not taken lightly in any academic environment, including AusIS. In the event that a student is found to have committed plagiarism or is guilty of academic dishonesty, and in consultation with the relevant teacher and principal a progress report will be sent home to parents and no grade will be recorded for the assessment in question. For Diploma students, failure to earn a grade for internal assessment tasks will result in no IB Diploma being awarded.

Further punishment for infractions involving academic dishonesty will follow the same procedure as any other disciplinary matter, and could ultimately lead to a student's suspension or expulsion from AusIS.

RESEARCH AND REFERENCING AT AusIS (Harvard style)

While many different citation standards exist such as Harvard, MLA, or APA, AusIS has adopted the Harvard style as the standard. This will be explicitly taught in different subjects across different year levels in the school. In the DP and eventually in university, your teacher may require a different style; please consult directly with your teacher regarding subject specific requirements.

Ultimately, what is most important is that as you make it clear to your reader what ideas belong to other people and where you found them.

Citing in Text (Parenthetical Documentation)

You need to let your readers know which information you got from which sources. The easiest way to do this is to include a brief parenthetical reference in the text, near the information you are citing, which helps point the reader to your bibliography. This avoids interrupting the flow of your writing, and lets your reader check up on individual sources at their own leisure.

The author's last name, date of publication and a page reference is enough :

Medieval Europe was a place both of “raids, pillages, slavery, and extortion” and of “traveling merchants, monetary exchange, towns if not cities, and active markets in grain” (Townsend, 2000 p.10).

The parenthetical reference “(Townsend, 2000 p.10)” lets your reader know that you got the information from a source written by Townsend and it can be found on page 10 of that source. They can then go to the bibliography and find the entry if they wish to investigate further.

Other examples are below.

- If the author's name occurs naturally in your text: “While the work of Langley (2006) demonstrates that...”
- If you don't refer directly to the work in your text: “It has been shown that writing essays can be extremely fun (MacDonald 2009).”
- If no date of publication is given use n.d. : “AusIS has developed a clear research and academic honesty policy (Farrell & Mclroy, n.d.) that outlines...”
- If there are four or more authors use et al: “The European Union has evolved extensively since its first inception (Creasor et al. 2004) and continues to...”
- Website with an author : “Stajkowski (2008) has demonstrated that species habitats are indeed on the decline...”
- Website with an institutional author use the name of that organization: “The cost of cancer treatment has increased dramatically (Canadian Cancer Society 2007).”
- Website without any recognizable author use the page name / title: “Production costs have been greatly reduced over this period (All about Electronics 2009).”

- Journal article from an online **database** is the same as books: “Many religious communities have developed in this same area (Lane 2006).”

A page number is included if you have a direct quote, paraphrase a passage or you want to direct the reader to a specific page. Page numbers may also be included if the work you are referring to a long work and the page numbers might be useful to the reader.

It would look like this:

If the author's name occurs naturally in your text: While the work of Langley (2006 p. 206) demonstrates that...

Examples of Citing in a Bibliography

Books by one author:

Gates, B. 1996. The Road Ahead. London, Penguin Books.

Books by multiple authors:

DeGraff, J, Wann, D, and Naylor, TH. 2005. Affluenza. San FranAusISco, Berett-Koehler.

Books with no stated author:

Facts on File Physics Handbook. 2006. 2nd ed. New York, Facts on File Inc.

Articles in books:

Atwater, BF. 2001. 'Averting Earthquake Surprises in the Pacific Northwest'. In Edmond A Mathez.

Earth: Inside and Out. New York, New Press, pp. 90-93.

Websites:

American Chemical Society. Polyvinyl alcohol. 30 April 2007.

<<http://www.cas.org/motw/polyvinylalcohol.html>>

Journal article from a database:

Farrell, B. 2009, 'XYZ Research Guide', International Schools Journal, vol. 1, no. 3, p. 32-35, viewed

25 January 2009, EBSCOhost, Professional Development Collection.

Journal article from internet:

McIlroy, S. 2007, 'An Overview of the Academic Process', International Schools Journal, vol. 2, no.4, viewed 26 January 2009, <http://www.internationaljournal.org/123456.htm>>.

Newspaper article:

Kar, R. 2009, 'Yokohama Turns 150', The Daily Yomui, 10 February 2009, p. 12

Newspaper article from the internet:

Johnston, B. 2009 'Music with Meaning', The Japan Times, 8 February 2009, p. 20-21, viewed 11 February 2009, <<http://www.japantimes.com/art12.htm>>

Putting all the Citation Entries in Order

How do you put all the individual entries together? This should be in one sequence; there is no need to separate items just because of their format. One aim of a bibliography is to help a reader see, quickly and easily, what resources you have used. Therefore, one list in alphabetical order, according to author's last name, is preferred.

For example:

Bibliography

American Chemical Society. *Polyvinyl alcohol*. 30 April 2007.

<<http://www.cas.org/motw/polyvinylalcohol.html>>

Atwater, BF. 2001. 'Averting earthquake surprises in the Pacific Northwest'. In Edmond A Mathez.

Earth: inside and out. New York, New Press, pp.90-93.

Facts on file physics handbook. 2006. 2nd ed. New York, Facts on File Inc.

Gates, B. 1996. *The road ahead*. London, Penguin Books.

Other Strategies to Help You be Academically Honest and Avoid Plagiarism

- Always take notes in your own words, and never write your answers or essay while directly looking at your textbook or other source of information. Use quotation marks to identify someone else's words.
- Try to combine information from different sources; when carrying out research, don't just use one source of information.
- Avoid "cutting and pasting" large parts of text from the internet
- Always properly cite your sources in footnotes and a bibliography, according to the instructions of your teacher on that particular assignment. Use this handout as a resource.

- Remember that your teacher wants to know your ideas and read your words, not the fancy ideas and words of someone else.
- If a friend asks you what is on a test or asks you to complete their homework, explain why you cannot do so. Explain to your friend that they are putting your grades and student record at risk.
- Always contribute as much as you can in group work so you do not end up taking the ideas of others.
- Ask your teachers for help if you get stuck.

HOW TO RESEARCH

While everyone will have a slightly different style to approaching research, the following steps are aimed at helping you to refine this process. Also critical to your success is effective time management. Plan ahead and give yourself plenty of time to ask the necessary questions and to think about a topic thoroughly before you sit down to write.

1. Prepare for research

- Plan your schedule to give yourself ample time to do a good job
- Focus on the question and define its meaning
- Understand the problem to be solved or question to be answered
- Think about what your topic will be (but don't pick a thesis just yet...you probably don't know enough about your topic to choose a side already!)

2. Access resources

- Use a variety of sources such as databases (online collections of newspaper, magazine, and journal articles), books, and websites from reputable sources (i.e. sources that are well known and respected such as governments, large corporations, academic institutions, or large non-governmental organizations)
- Organize and draft notes based on your research - Develop a hypothesis or thesis based on what you have found - Write an introduction, rough outline of subtopics - Work on a rough draft

3. Process information

- Observe results or findings - Revise your rough draft - Add a conclusion - Write a final draft

4. Transfer learning

- Present your findings and conclusions
- Reflect upon what you've learned
- Apply your results to future learning

(Adapted from: Ontario School Library Association:

http://www.accessola.com/action/positions/info_studies/html/research.html)

How to Present Your Findings

Your writing needs to reflect a high academic standard. Accordingly,

- Avoid or limit the use of personal pronouns such as "I" or "my".
- Put the majority of your references in a separate reference section at the end of your paper.
- Use footnotes sparingly and only if they are entirely necessary.
- Some essays will require subheading or subtitles where others will not. Ask your teacher for clarification if you are unsure.

Note: *Parts of this document itself are a modification of several policies currently used in schools from around the world and the IB. AusIS would like to acknowledge the contributions of the following: IB, UK; Troy High School, USA; BAUSIS, China; Yokohama International School, Japan; NIST, Bangkok; ISD, Bangladesh; ASIJ, Japan.*

HOMWORK POLICY

At AusIS, we see homework as a means to further develop student skills both academically and socially. Homework needs to be relevant, reinforcing and able to be completed without the teacher's presence.

As a rule of thumb, the amount of homework is the grade of child x 10 minutes per night. For example,

- Grade 2 = 2x10 Minutes = 20 minutes per night
- Grade 6 = 6x10 Minutes = 60 minutes per night
- Grade 10 = 10x10 Minutes = 100 minutes per night

Homework is designed to support, advance, or review concepts taught in regular class. Homework will be assigned at the discretion of the classroom or specialist teacher under the guidance of superiors. Homework will be acknowledged by classroom teachers, but will not necessarily count towards marks on grade reports. Homework in Grades 11 and 12 cannot be counted towards marks on grade reports.

Types of Homework

- Writing tasks that support narrative, persuasive, and recount genres.
- Tasks that provide extra practice in mathematics.
- Science investigations involving the internet.
- History investigations involving the internet.

Responsibilities: Teachers

- Teachers will select homework tasks that reinforce concepts covered in class.
- Acknowledge completed homework and mark it in a timely manner.
- Communicate with parents about completed and uncompleted homework using the Student Agenda.

Late submission of Homework

When a teacher sets a due date for assignments, students are expected to meet that deadline. If a student requires extra time to complete the assignment, due to extenuating circumstances, then an extension must be discussed with the teacher prior to the due date.

The Senior Campus is governed by the Assessment Policy as distributed each year to parents and students.

- 1 day late- 10% marks deduction
- 2 days late- 50% marks deduction
- 3 days late- 100% marks deduction

STUDY TOURS AND FIELD TRIPS POLICY – DAY TRIPS ONLY

In order to support the Australian National curriculum and provide a more rounded educational experience field trips may be organized by teachers. To ensure the safety of field trips for all participants, teachers are required to adhere to the guidelines outlined below:

1. Principal needs to approve the following;
 - Venue, Date, Estimated duration of the trip, Transportation, class duty coverage
 - Curriculum tie-in.
2. Investigation: Year level partners report on feasibility after a site visit by providing a document addressing the following:
 - Cost
 - Safety (Risk assessment)
 - Eating arrangements
 - Washrooms
 - Curriculum tie in- provide evidence to parents such as an assessment, class newsletter, or presentation
 - Phone number(s) of the venue, venue name, geographic location,
3. Approval of Principal:
 - Letter to parents that contains: Costing, Curriculum tie-in, Statement that teachers have investigated the location, Assurances of safety, Security, and Supervision. This letter will be provided to parents one week prior to the event taking place.
 - Prepared student list by class with phone numbers including drivers
 - Teachers will confirm the venue's availability the day before
 - Copy of the phone lists will be given to each attending adult
 - Basic first aid materials be gathered and brought on the field trip

- Point of contact at school (Secretary): Teachers check in with this person to indicate the students' whereabouts. This person has all phone contact lists.
 - Reception and Secretary will be provided with all created lists.
4. In the event of a Blockade or Hartal, if it is unsafe to travel, the excursion will be postponed or cancelled.

LAPTOP REQUIREMENT

Senior students are expected to come to the class with their laptops. The students must remember that the laptops are their responsibility. They must also carry the charger of the laptops with them.

All students that have access to AusIS computer network agree to abide with the Acceptable Computer Use Policy (see below).

Students must respect other network users. Using another student's account, altering or deleting files, or interfering with another student's account is strictly forbidden and will lead to disciplinary action.

Students are permitted to use school software only. Internet access is available through AusIS only and playing games, downloading software, streaming audio and video, chatting and instant messaging are not permitted as they slow down the entire network. Abuse of computer privileges may result in removal from the network and disciplinary sanction by the School.

ICT – ACCEPTABLE USE POLICY

The Australian International School, Dhaka provides ICT facilities for staff and students to assist them carry out their studies/tasks. Therefore, ICT resources at are intended to be used for lawful educational purposes and to carry out the legitimate business of the school.

This policy sets out guidelines for the acceptable use of:

- the School's computer network facilities
- installed computer software
- the Internet electronic mail

which are provided for educational purposes only.

Acceptable use issues may be broadly categorised as personal conduct relating to:

- System security
- Legal requirements
- Ethical use of the AusIS computer network facilities

Benefits to users - Users will have access to

- A variety of equipment, software and services to support effective learning.
- Information sources for research via network facilities and the Internet.
- Network facilities before school and during lunch breaks.

Procedures for use - Users are expected to:

- Operate all equipment with care.
- Follow written and oral instructions for room and equipment use. Consult a teacher where necessary.
- Ensure personal security of their user account by correctly logging on and off.

User Responsibilities

Users are responsible for all activity carried out on their personal network account.

General Network Responsibilities

Users will NOT;

- Share their password with anyone else
- Use another person's network account Allow another person to use their account Attempt to change the network in any way
- Install / use any software other than that provided by the school
- Attempt to bypass security
- Store inappropriate material in their network account (eg non-program related files, .exe files, personal files, video files, games)

Internet and Email Acceptable Use Responsibilities

All users will use the Internet in a responsible manner for educational purposes - for their classwork and assignment research. Internet use is a privilege, and users must at all times exercise careful judgment over all material that they access and communications that they make.

Email Etiquette (The Golden Rules)

“Communicate to others how you wish to be communicated with”

- Your first option should always be to talk to the person.
- Place the name of a person under "to" when you expect an action or reaction.
- Limit the use of "cc".
- Give every mail a subject title.
- Send only that information which is relevant to the addressee.
- E-mails should be to the point – brief, not novels.
- Use reply to sender and be selective with the other names. Avoid using "reply toall".
- English is our school language, also for e-mails.

A Word to Students on Personal Responsibility

When you are using the school’s network, it may feel like you can more easily break a rule and not get caught. This is not really true because whenever you do something on a network you leave little “electronic footprints,” so the odds of getting caught are really about the same as they are in the real world. The fact that you can do something or think you can do something without being caught does not make it right to do so. **The school network is for storage and access of course related materials only.**

You MUST NOT

- Violate copyright laws by using material from Internet sites without permission of the copyright owner. See the AusIS Policy “ACADEMIC HONESTY”
- Plagiarise material that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
- View, send, store or display indecent and/or offensive messages or pictures.
- Use profane, abusive, impolite or sexually explicit language to communicate. Do not knowingly access materials which are not in line with the rules of School behaviour. A good rule to follow is to never view, send, or access materials which you would not want your teachers and parents or colleagues to see. Should you encounter such material by accident, you should report it to your teacher immediately.
- Share your password with another person under any circumstance or log-on for another person whose privileges have been withdrawn.
- Waste limited resources such as disk space or printing capacity. Large files are not to be downloaded unless permission has been obtained from a supervising teacher. Users are expected to remain within allocated disk space and delete material which takes up excessive storage space.
- Trespass in another’s folders, work, or files. Respect their privacy. Network storage areas may be treated like school lockers. The Information Technology Coordinator may review communications to maintain system integrity and will ensure that students are using the system responsibly.
- E-mail, or place on the Web, personal contact information about yourself or other people. Personal contact information includes your home address, telephone number, the school address, your work address etc.
- NEVER agree to meet with someone you have met online unless you have your parent’s approval.

Possible Network misuse will be detected in a number of ways:

- As reported by staff or students
- As notified by members of staff (Note: AusIS reserves the right to monitor and audit any or all intranet, Internet or e-mail activity undertaken by students and staff using school resources.
- As discovered by the Information Technology Coordinator through for example, inspection of Network security logs and Internet proxy logs, scans of student file storage areas, and automatic notifications of inappropriate e-mail use.

Inappropriate Content on Social Networking Sites

Social networking sites such as Facebook, MySpace and Bebo have changed the way young people communicate. While these sites are an effective way to keep in touch, it is important for young people to be cybersmart and think before posting material online.

All web users have a responsibility to be mindful when publishing content online to ensure it does not breach social, religious, cultural or copyright standards.

If our school becomes aware of inappropriate content involving our staff, students or school, or images, banners, logos or our school crest are used without permission, we will take reasonable steps to ensure the content is removed. Further action and sanction may be taken by the school towards those responsible.

Our school is committed to promoting a safe and supportive learning environment and students involved in the posting of inappropriate material on websites may be disciplined in line with the AusIS Responsible Behaviour Plan for Students.

TEXT BOOKS

Textbooks are provided by AusIS and assigned to each student for all subject areas. Every textbook is scanned as part of our school inventory. Barcoded textbooks are assigned to students at the beginning of each semester. Students are responsible for the issued books until their return at the end of the semester. Upon completion of any subject or departure from school/final exam days, texts are to be returned directly to their classroom teacher. Lost or damaged texts and/or resources are the financial responsibility of the student. A fee will be charged for any missing or damaged textbook. School resources will not be available to students who owe AusIS monies for lost or damaged textbooks.

Report cards and future textbooks and timetables will be withheld until text/library books are returned or monetary reimbursement is submitted. If a text shows up in the inventory at a later date, money that has been paid will be reimbursed. Please help us keep these valuable resources in AusIS.

LUNCH HOUR – FOOD AND DRINK

All lunches must be eaten in the designated area for health reasons as well as to respect school property. Students may not gather, eat or sit in the stairwells. Students are expected to clean up their own space at the end of lunch. No food or drink is allowed in the hallways, washrooms or classrooms other than water throughout the day. For safety reasons, physical activities and games are not permitted in the designated eating area.

LIBRARY

Our library is open each period for those students who have been granted Study Periods. Other students are not allowed to be in the library without direct teacher supervision. No food or drink is allowed in the library. Computers are available for research or guidance purposes only.

CELL PHONE POLICY

Students are not permitted to use cell phones in the school premises but they are permitted to carry one in the school making sure that it is switched off. If a student is found using a cell phone in the school premises during class-time, recess or lunch a teacher has the right to confiscate it.

ON-LINE LEARNING (HARTAL) POLICY

“IF YOU CAN REACH—WE CAN TEACH!”

As an International School, all of us at AusIS take the safety of our students very seriously. To ensure that our staff and students are safe, Management of the school receives advice from other International Schools, as well from the Australian High Commission in Dhaka. We continually monitor and assess whether it is safe for the school to be open, or whether it should be closed.

All school vehicles, including buses will be on restricted travel during days of blockades or Hartals. Unfortunately, we are unable to operate our school pick up service during this time.

Our school policy states that if it is unsafe for any student or staff member to travel to school during a Hartal (or Blockade), then they should remain at home, but this is the decision of the individual parents to make. The school will make every effort to remain open. Our policy is ‘if you can reach us, we can teach you!’

Apart from the safety of our staff and students, a major consideration is to make sure that our curriculum obligations are fulfilled. Disruptions and long periods of absences impact on the flow of learning. With a large number of days closed, it would be impossible to make up all of the lost learning time on weekends so we remain open for as long as possible.

To this end, the school is implementing an 'Online Learning Pack' for students during these disruptions. We will initially use software called 'Edmodo'. This is a free and easily used piece of software. It operates in a similar fashion to Facebook. Teachers will create an account for their class, and 'invite' their students to join their class group. Once students have joined, they will have access to the day's learning materials, as well as real time access to their teacher, where they can ask questions, get feedback on their work and receive advice. In this way, we hope that learning will be able to continue in as smooth a manner as possible.

Our School Internet Usage Policy is still applicable for students accessing learning through this Online Learning Pack. If need be, we will attempt to open the school on Fridays and Saturdays to make up for school closure days.

HEALTH, SAFETY AND SECURITY

Students are not administered any medication without authorized permission. Parents must complete a school form for AusIS to store and dispense medication. Forms are available from the office for parents or guardians that outline the type of medication and when such medication is to be administered. Parents are to keep the office informed of any medical updates. The medication is to be left at the office in clearly-labeled containers. The medication will be made available to the student as per instructions of the parent or guardian. The above process must be followed before the student brings the medication to school.

The school takes safety and security very seriously. The welfare and well-being of the students start with ensuring a safe and secured environment. Students are also advised to behave appropriately so that at-risk situations do not arise.

- A group of experienced and trained security guards have been engaged to ensure around the clock security in each campus.
- Only parents/guardians/authorized persons are allowed to pick up students from school.
- An adequate number of fire extinguishers is available for emergency use at each campus.
- A first aid box is available in the reception area and the science labs.

All students and drivers must have a security card issued by AusIs. Upon dropping off or picking up a student, drivers are to wear the security card which has a picture of the student they are in charge of. The guards are to make sure that the drivers are wearing the cards. The Executive Assistant will monitor that this process takes place.

CAMPUS EVACUATION PROCEDURES

In the case of a fire the bell will be sounded.

Response

Staff should immediately respond by quietly and calmly leaving their work area and progress directly by the shortest safest route to the Collection Point on the school football field.

The Front Desk Executive will bring the absence sheet for the day with them to give to the appropriate Coordinator and/or the Principal.

If staff are in charge of a class or group of students their safety is paramount. As above, staff must immediately stop their work and the work of their students. On leaving the room all lights and air-conditioners should be switch off and the doors of the room closed.

No school bags are to be taken to the Collection Point.

Students are to be led in a quiet and orderly fashion to the appropriate exit route and make their way, under the supervision of their member of staff, to the Collection Point on the school football field where they will remain with their class (Primary) or move to their Form Class (Secondary) and wait quietly in their designated area.

All staff should acquaint themselves of the safety routes for the classrooms and areas of school they may be working in. Each room and area has an Emergency Evacuation Chart on display. The only reason not to follow these directions is when there is clear and present danger on the evacuation route when staff and teachers with students should proceed to the closest nearest alternative.

Disabled or Incapacitated Students/Members of Staff

In the case where any person is unable to accomplish their own evacuation, either because of a physical disability or by being incapacitated for any reason, every effort should be made to assist that person except where such an action might place others at risk.

If under such circumstances it is determined by a member of staff that a risk situation exists, the disabled or incapacitated student/member of staff should be moved as quickly as possible to the nearest “Recovery Point” and the evacuation procedure then followed.

Upon reaching the Collection Point, the teacher must inform the Principal or Vice-Principal that a person has been left at a Recovery Point. They will then inform the Fire Department.

The designated Recovery Points are the lift lobbies on each floor.

The Role of Fire Marshalls

Fire Marshalls have a pivotal role in ensuring that all areas of the school are checked so that no member of staff, student or visitor is left within the buildings. Each Fire Marshall has a specific area of the school site to check and clear.

Fire Marshalls will need to visually check and call out to see if anyone is left in a room. They will check all rooms in their area. After checking each room they will shut any doors, to help prevent the spread of fire, and escort any students/staff or visitors out of their area and take them to the School Football Field.

The designated Fire Marshalls are;

Basement: Finance Senior Manager

Ground Floor: Vice-Principal

First Floor: Head of Primary

Second Floor: MYP Coordinator

Third Floor: WACE Coordinator

EMERGENCY “LOCK DOWN” PROCEDURES

All of us at AusIS value the effort that parents are making to send their children to school. We know that it is a difficult and uncertain time. It is important for all of our community to know that every effort is being taken to keep our school safe. Guards have been issued with metal detectors to check visitors, bags, etc. We apologise for any inconvenience this may cause, but I am sure each one of us wants a safe and secure environment in our school.

In the case of a disturbance outside our school walls, we have a lock down procedure to ensure that every member of our community, especially our children, are kept safe.

Our Lockdown Procedure is as follows:

“In the case of civil unrest happening on the streets outside our school, all staff and students will be protected and kept safe. Our ‘Lockdown Plan’ is:

- The school campus will be closed. No one will enter or leave.
- The school will immediately lock the gates. All cctv’s at each campus will be actively monitored.
- Teachers will check that all students are accounted for.

- Secretaries will organize for an emergency sms to be sent to parents reassuring them that their child is safe, and asking them to come and pick up their children when it is safe to do so.
- Staff will check each student off as they are collected by their guardian or parent.
- No students will be allowed outside unless they are personally collected by their approved guardian.
- Guardians will be screened prior to collection of students.
- When all students have been collected, staff will be free to leave

EMERGENCY “EARTHQUAKE” PROCEDURES

The world experiences thousands of earthquakes every year. Most are either very deep or centred well offshore, causing little damage or injury. However, a severe earthquake can occur at any time with devastating effects.

WHAT IS AN EARTHQUAKE?

The surface of our planet is not a complete shell, but is made up of large pieces, much like a jig-saw puzzle, called tectonic plates. Tectonic plates are always on the move. Tension builds up as they scrape over, under or past each other.

In some places movement between the plates is happening all the time, causing frequent small or moderate earthquakes. Other areas, where the movement is not constant, are prone to stronger quakes separated by longer periods of time.

Before

- Practice your earthquake drill: DROP, COVER AND HOLD.
- Ensure there are no loose objects above you that may fall and cause harm.

During

DROP, COVER AND HOLD.

- Stay where you are until the shaking stops. If inside remain inside, if outside stay outside.
- While the earth is shaking, do not attempt to run outside or back inside.
- If inside, get off the stairs. They are the weakest link.

- While inside, it is best to take cover beside (not under) an object, near an outer wall. This should be next to a sofa, next to a table, next to a large bulky object that will compress slightly but leave a void next to it. When the tremor has stopped, the school will continuously ring a bell. This is the signal to quickly and carefully leave the building. Walk to a safe place away from walls or falling objects outside.

After

- Listen to and follow all instructions from teachers.
- Stay calm.
- Watch out for possible dangers or hazards.

Remember there may be some aftershocks. When it is all clear, teachers will take you back inside, or parents will be contacted to collect you.

HEAD LICE POLICY

Students who have head lice are to be excluded from school until all traces have been removed.

- Head lice are a fact of life, and are found in all strata of society.
- Having head lice is no reflection on the cleanliness of a child.
- Treatments range from weak homeopathies to chemicals.

When lice are detected a child will be removed from the class and playground to reduce the prospect of transmission;

- Parents will be called to collect the child.
- Following treatment the child must be seen by a Secretary to determine as to whether or not the child is fully clear of lice.
- If any signs of lice are detected the student will not be able to return to the classroom.

SWIMMING PROGRAM POLICY

All AusIS students from Years 1 to 8 will engage in swimming lessons as a compulsory part of the Physical and Health Education learning area.

In Bangladesh, like other countries around the world, children are frequently exposed to a variety of aquatic environments. With the abundant beaches, rivers, water playgrounds, swimming pools and potential flooding; it is vital that children are provided with the opportunity to develop effective water

safety skills. Learning to swim is a central component of this process and also enables children to enjoy the advantages afforded by the climate and natural surroundings in our country.

- The School has two swimming pools; one for students able to swim, and one for beginning swimmers.
- Lessons are held by fully qualified staff, including a certified lifeguard.
- If a child is not well enough to swim on their scheduled day the parent must send a note to the teacher and the student will be supervised while the remainder of the class is in the pool.
- If a child has a medical or physical condition that will not allow them to participate in swimming classes, a doctor has to provide a medical certificate.

TUTORING POLICY

Policy:

Parents or guardians of AusIS students may not request AusIS teaching staff to tutor the child privately.

- Teachers shall fulfill the responsibilities of their assignment prior to involving themselves in other activities such as private tutoring, teaching in other institutions, and other activities for remuneration.
- An AusIS staff member shall not tutor for remuneration any AusIS student as this potentially represents a conflict of interest.
- According to a ruling of the Dhaka International Schools Association, any AusIS staff member that is tutoring a student of another international school must notify the other school.
- We strongly encourage the parents to arrange weekly meetings of the home tutors with the subject teachers.

Parents and students should note that home tutoring does not, and cannot, replace attendance at school and classroom time.

SERVICES / FACILITIES:

Science Laboratories: The School is equipped with 3 Science Laboratories (Biology, Chemistry, Physics).

Library: The School has a Library with required and essential resources.

Power: In order to ensure power supply during school hours and to enhance the comfort of students, AusIS provides full power generator support to the school.

Notices and Phone calls: Students are not permitted to place the calls but the school telephone is available to contact parents in case of emergency.

APPENDIX 1: The AusIS School Day

AusIS endeavours to conform as closely as possible to the generally accepted “international standards” in terms of total teaching – learning hours per year for each year group. The day structure below is based on a minimum of 180 school days per academic year.

	ECY	Found	PP	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	
7.30	Staff Arrive															
8.00	8.00 AM Starts		Assembly and Homeroom (7.55 - 8.10) All Classes Commence at 8.10													
8.10	Class Time	Class Time	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	120 Minutes	120 Minutes	120 Minutes					
8.20																
8.30	Class Time	Class Time	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	120 Minutes	120 Minutes	120 Minutes					
8.40																
8.50	Class Time	Class Time	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	120 Minutes	120 Minutes	120 Minutes					
9.00																
9.10	Class Time	Class Time	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	120 Minutes	120 Minutes	120 Minutes					
9.20																
9.30	9.10 - 9.40 Snack and Play		110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	120 Minutes	120 Minutes	120 Minutes					
9.40																
9.50	Class Time	Class Time	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	120 Minutes	120 Minutes	120 Minutes					
10.00																
10.10	Class Time	Class Time	10.00 - 10.20 Snack and Play						10.10 - 10.30 Snack and Recess							
10.20																
10.30	Class Time	Class Time	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	120 Minutes	120 Minutes	120 Minutes					
10.40																
10.40	10.40 AM Closes		110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	120 Minutes	120 Minutes	120 Minutes					
10.50																
11.00	Class Time	Class Time	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	120 Minutes	120 Minutes	120 Minutes					
11.10																
11.20	11.20 PM Starts		110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	120 Minutes	120 Minutes	120 Minutes					
11.30																
11.30	Class Time	Class Time	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	120 Minutes	120 Minutes	120 Minutes					
11.40																
11.50	Class Time	Class Time	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	120 Minutes	120 Minutes	120 Minutes					
12.00																
12.10	Class Time	Class Time	12.00 - 12.50 Lunch and Play			12.10 - 12.50 Lunch and Play			120 Minutes	120 Minutes	120 Minutes					
12.20																
12.30	Class Time	Class Time	12.30 - 13.10 Lunch						120 Minutes	120 Minutes	120 Minutes					
12.40																
12.40	12.30 - 13.00 Snack and Play		110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	120 Minutes	120 Minutes	120 Minutes				
12.50																
13.00	Class Time	Class Time	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	120 Minutes	120 Minutes	120 Minutes					
13.10																
13.20	Class Time	Class Time	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	120 Minutes	120 Minutes	120 Minutes					
13.30																
13.40	Class Time	Class Time	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	120 Minutes	120 Minutes	120 Minutes					
13.50																
14.00	14.00 PM Ends		110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	120 Minutes	120 Minutes	120 Minutes					
14.10																
14.20	Class Time	Class Time	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	120 Minutes	120 Minutes	120 Minutes					
14.30																
14.40	Class Time	Class Time	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	110 Minutes	120 Minutes	120 Minutes	120 Minutes					
14.50																
15.00			School Ends 14.40 320 mins/day 960 Hrs / Year			School Ends 14.40 330 mins/day 990 Hrs / Year			School Ends 15.00 350 mins/day 1050 Hrs / Year			School Ends 15.10 360 mins/day 1080 Hrs / Year				
15.10																

APPENDIX 2: Current Staff List

Principal / Head of School	
GREGORY COLIN MOWDAY	PRINCIPAL

Vice Principal	
MICHAEL BAROI	VICE PRINCIPAL ADMINISTRATION

Principal's Secretary	
MOMTAZ BEGUM SMRITI	SENIOR EXECUTIVE SERETARY

HR Department	
MOHAMMAD IQBAL HOSSAIN	SENIOR EXECUTIVE, HRD
NAGMUN NAHER NIPA	JUNIOR EXECUTIVE, HRD
Logistics Department	
MD. ABUL BASHER KHAN	EXCUTIVE (LOGISTICS)
Admin & Accounts Department	
A. S. M. AMINUR RAHMAN	SENIOR MANAGER, ADMINISTRATION & FINANCE
FARZANA AFROZE	SENIOR EXECUTIVE, ACCOUNTS
QUAZI JISHAN	EXECUTIVE, ACCOUNTS
MIS Department	
MOHAMMAD HUSAINUL HUQ	MANAGER - MIS
AMRAN KHAN HABIB	JUNIOR EXECUTIVE, IT
RASEL SIKDER	JUNIOR EXECUTIVE, IT
MUHAMMAD MASUM BILLAH	JUNIOR EXECUTIVE, IT
Admissions and Marketing	
TASKIA ARUSA	MARKETING & ADMISSIONS OFFICER
Front Desk	
TANZINA NILIMA KHAN	FRONT DESK EXECUTIVE

PYP Staff	
NOEL MARTIN LAVIN	HEAD OF PRIMARY
TASLIMA KHATOON	PYP COORDINATOR
JAHANARA BEGUM	ASSISTANT PYP COORDINATOR
SONIA HOSSAIN	EARLY CHILDHOOD TEACHER
PRENA CENTURY	ASSISTANT TEACHER
FARHANA HUQ KANTA	FOUNDATION TEACHER
TASHMIA ZAKIA	ASSISTANT TEACHER
SANJIDA RAHMAN	PRE-PRIMARY TEACHER
GRAWNTHA SARKER SHANTA	ASSISTANT TEACHER
RIZWANA RAKIB RUPA	PRE-PRIMARY TEACHER
NADIRA HUSSAIN	ASSISTANT TEACHER
ROZEENA ISLAM	YEAR 1 TEACHER
FARIA FAHIMA RAHMAN	ASSISTANT TEACHER
ARONI MAHMUD	YEAR 1 TEACHER
KAZI RAHELA AMIN	PYP TEACHER
LUBNA AFROZ	PYP TEACHER
BUSHRA KARIM NADIA	ASSISTANT TEACHER
SABRINA MOFIZ	YEAR 2 TEACHER
ROWFAT BINTE HASSAN	ASSISTANT TEACHER
SUBEH-E-SAWGAT	YEAR 3 TEACHER
AFROZA AFZAL	ASSISTANT TEACHER
FARHANA RAHMAN	YEAR 3 TEACHER
SHABNAM HOSSAIN	YEAR 4 TEACHER
HONEYUM MARIA SHAKHI	ASSISTANT TEACHER
ROUSHNI AHMED	YEAR 4 TEACHER
DALIA MAHBUB	ASSISTANT TEACHER
SEEMA TULI	YEAR 5 TEACHER
FARJANA HOSSAIN	ASSISTANT TEACHER
ADIBA TAHSIN CHOUDHURY	YEAR 5 TEACHER
FARZANA HAQUE BOBY	ASSISTANT TEACHER
PYP Specialist Teachers:	
AZIZA SHARMIN	IT TEACHER

ANNA PURIFICATION	PE ASSISTANT
THOMAS A. SAJJAN	MUSIC TEACHER
FARHA MAHMUD TRINA	BANGLA TEACHER
TAZNIN TANAKA KHAN	BANGLA TEACHER
SAMINA CHOWDHURY	LIBRARIAN
SUNJIDA AKHTER	ART TEACHER

MYP Staff	
RIJWANA AMEEN CHOWDHURY	ASSISTANT MYP COORDINATOR
JENNIFER HAWKINS	EAL COORDINATOR
FARAH RAFIQ	YEAR 6 TEACHER
FARHANA ALAM	YEAR 6 TEACHER, MATHEMATICS
FARZANA AKTER POPY	YEAR 6 IT TEACHER
NURE SAFA	YEAR 7 TEACHER
MARIA ANAM KHAN	YEAR 7 TEACHER
MYP Specialist Teachers:	
MOUSUMI BARUA	BENGALI TEACHER
ROZANA ASHRAF	IT & LIBRARY TEACHER
DILRUBA RAHMAN	LIBRARY ASSISTANT
TANZIA ISLAM KHAN	ART TEACHER
AJOY DAS	MUSIC TEACHER
MD MIZANUR RAHMAN	HEALTH & PE TEACHER
NURUNNAHAR	PE ASSISTANT

WACE and DP Staff	
RAMACHANDIRAN MURUGESAN	DP COORDINATOR CUM ENGLISH TEACHER
ERSHAD RASUL SERAJEE	HEAD OF SCIENCE/ WACE COORDINATOR
ZINIA MOSHARRAF	SCIENCE TEACHER
NAZIA HASANAT	TEACHER, GENERAL SCIENCE
ASADUZZAMAN	SCIENCE LAB TECHNICIAN
NOUFA SADIA	ENGLISH TEACHER
FARHANA MOFIZ	TEACHER, ECONOMICS & ACCOUNTING

INDRANI DAS	SOSE TEACHER
SYED A K M RADIB	ECONOMICS TEACHER
NOOR E ALAM SIDDIQUE	MATHEMATICS TEACHER
ASHIK RAHMAN	PHYSICS TEACHER
SARJAH NOURIN	FRENCH TEACHER
STEPHANIE ANN O'FARRELL	ENGLISH TEACHER

APPENDIX 3: 2017 – 2018 Academic Calendar



**2017 - 2018
Academic Calendar**

For PYP, MYP & DP events, please see IBO Calendar.

S	M	T	W	T	F	S
		1	2	3	4	5
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29	30	31				

School Holidays	Start/End of Term
Public Holidays	Teacher Only Days
School Fees Due	

Events, Holidays and Notes	
TERM 1 (Aug 6th - Oct 5th)	
August 2 - 3	Teacher Only days
August 6	First day for students
August 14	Sri Krishna Janamashtami
Sep1 1 - 2	Eid-ul-Azha
Sep1 3 - 7	Eid Break
October 1	Ashura (Muharrum)
October 5	Last day of Term 1
TERM 2 (Oct 15th - Dec 12th)	
October 15	First day for students
November 5	WACE examinations begin
December 1	Eid-e-Milad-un Nabi
December 12	Last day of Term 2 (Students)
December 13 - 14	Teacher Only days
December 16	Bijoy Dibosh
December 25	Christmas Day
TERM 3 (Jan 15th - March 22nd)	
January 14	Teacher Only day
January 15	First day for students
February 21	International Mother Language Day
March 17	Father of the Nation Birthday
March 22	Last day of Term 3
March 26	Independence Day
April 1	Easter Sunday
TERM 4 (April 8th - June 26th)	
April 8	First day for students
April 14	Bengali New Year
April 15	Bengali New Year Holiday
May 1	International Labour Day
May 1	Shab e-Barat
May 16	Ramadhan
May 20 - 24	NAPLAN
May 29	Buddha Purnima
June 8	Jamatal Bidah
June 11	Night of Destiny
June 11 - 17	Eid ul-Fitr Holiday
June 15	Eid ul-Fitr
June 27	Last day for students
June 28	Teacher Only day

