



STUDENT HANDBOOK NANYANG CAMPUS



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

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

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

Our Vision

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

Our Mission

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

Our Values and Culture

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

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

Home of The OWIS Otters



Primary Otter Logo



Secondary Otter Logo

At OWIS, we are Otters. We explore with curiosity, learn with purpose, and lift each other up. Like otters in the wild, we are smart, social and strong. We do not give up when things get tough. We work hard, stay kind and move forward together.

Every time we walk into class, step onto the field, or help a friend, we live the values of the OWIS Otters. We're proud of who we are, and we're always learning how to be even better.

Once an Otter, always an Otter.

Our School

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

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

School Authorisation

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

Our Secondary School Modified Cambridge curriculum (based on the framework provided by Cambridge Assessment International Education (CAIE)) in Grades 6, 7 and 8 lays the basis for the Cambridge IGCSE (International General Certificate of Secondary Education) in Grades 9 and 10.

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

School Contact Information

School address

Nanyang Campus

21 Jurong West Street 81, Singapore 649075

School telephone numbers

Nanyang Campus: +65 6914 6700

School website

www.owis.org/sq

School email address

Nanyang Campus: eany.owissin@globalschools.com

Key School Personnel Contact Information

| | | |
|--|-----------------|--|
| Head of School | James Sweeney | hosny.owissin@globalschools.com |
| Onboarding & Parent communications-matters | Areena Raksanit | cs1ny.owissin@globalschools.com |
| Operations-related matters | Daryl Singh | op1ny.owissin@globalschools.com |
| School bus-related matters | Jeffrey Seah | transportny.owissin@globalschools.com |
| Admissions-related matters | Nidhi Puranik | admissions.sg@owis.org |
| Finance-related matters | Anupam Konhar | financenry.owissin@globalschools.com |

Academics-Related Matters

| | | |
|--|--------------------------|--|
| Early Childhood & Primary School | Rashmi Tourani | vp1ny.owissin@globalschools.com |
| Early Childhood & Primary School - Student Affairs | Mathia M | cdr7ny.owissin@globalschools.com |
| Early Childhood & Primary School - Teaching and Learning | Ekta Sabharwal | cdr1ny.owissin@globalschools.com |
| Secondary School (Grades 6 - 12) | Joanne Branicki-Tolchard | vp2ny.owissin@globalschools.com |
| Secondary School - Pastoral (Grades 6 - 12) | Catherine Adler | cdr3ny.owissin@globalschools.com |

| | | |
|---|---------------------|--|
| Lower Secondary Coordinator (Grades 6 - 8) | Jasmine Claricoates | jasmine.claricoates@globalschools.com |
| IGCSE Coordinator (Grades 9-10) | Neeti Pal | cdrigcseny.owissin@globalschools.com |
| IB Diploma Programme (Grades 11-12) | Sanhita Roy | cdr2ny.owissin@globalschools.com |

For general feedback, please email eany.owissin@globalschools.com

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

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

The Academic Year

Term Dates and Holidays

Our academic year for 2025-26 commences on 13th August 2025 and comprises two semesters. OWIS observes all of Singapore's public holidays.

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

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

Reporting to Parents

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

Semester 1:

Parent Orientation – Whole School

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

Parent Teacher Consultation – Whole School

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

School Reports – Whole School

Semester 2:

Parent Teacher Consultations – Whole School

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

School Reports – Whole School

School Reports

All students receive a Mid-Year Report in Semester 1 and an End-of-Year Report at the end of Semester 2. Students also receive an update on their progress in Semester 1 and Semester 2 during the Parent-Teacher Conferences.

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

Secondary School reports are issued at the end of each semester—December for Semester 1 and June for Semester 2. These reports provide a comprehensive overview of each student's academic progress and personal development.

Each report includes the following:

- **Subject Grades**

- *Lower Secondary (Grades 6–8)*: Each subject includes a grade that reflects the student’s overall performance in summative assessments and assignments completed throughout the semester.
- *Upper Secondary (Grades 9–10)*: Each subject includes a grade that reflects performance in summative assessments, with a significant weighting placed on mid-year and end-of-year examinations.

- **Approaches to Learning (ATL) Scores**

Students receive a standardised score that reflects their progress in developing key Approaches to Learning (ATL) skills, which are essential components of the IB framework. These skills include communication, self-management, research, social, and thinking skills.

- **Tutor Comments**

Each student’s tutor provides a written comment offering insights into their overall progress, wellbeing, and areas for further development.

If a student has been enrolled at the school for six weeks or less prior to the reporting period, a settling-in report may be provided upon request. This includes a brief overview of the student’s initial progress and adjustment to the school. Students who leave before the end-of-semester reports are issued will receive a leaver’s report summarising their academic performance to date.

Grading / Marking Appeals

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

obtained from the School. In general, the IGCSE does not change marks once an exam has been scored. As such, students are not encouraged to seek or expect a re-mark. Students who are certain they would like to seek a re-marking of a specific exam should contact the OWIS IGCSE Coordinator within ten days of receiving the results in August. The school will then apply for all applicants who wish to remark at one time. No requests for re-marking will be accepted beyond ten days. There is a fee which IGCSE charges for re-marking exams which must be encumbered by the student/parents. The IB appeal procedure is handled through the DP Coordinator.

Procedure for Appealing IB External Examination Results

a) Requesting a Remark:

- After the International Baccalaureate (IB) declares the final examination results, students and parents have the right to request a remark.
- The request for a remark must be made via email to the Diploma Programme Coordinator within two weeks of the results being declared.

b) Role of Diploma Programme Coordinator:

- The Diploma Programme Coordinator is responsible for submitting the remark requests on behalf of the students.
- The coordinator will ensure all necessary documentation and fees are processed as per IB guidelines.

c) Communication of Results:

- Once the remark results are received from the IB, the Diploma Programme Coordinator is responsible for promptly communicating the updated results to the students.

- The coordinator must inform the students within one week of receiving the remark results from the IB.

Educational Visits and Expeditions

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

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

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

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

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

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

Parental Consent Regarding Educational Visits and Expeditions

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

Expedition payments are processed via the parent e-portal after the e-consent form is approved and an invoice is issued. Payment methods include GIRO, where funds are deducted directly. Alternatively, payments can be made through cashier's orders, checks, or virtual bank transfers.

Link for parent portal: <https://owis.myglobalschool.org/>

The School Day

School Hours

| | |
|-----------------------|------------------------|
| Early Childhood: | 9:00 a.m. to 3:15 p.m. |
| Primary School: | 9:00 a.m. to 3:15 p.m. |
| Secondary School: | 8:45 a.m. to 3:30 p.m. |
| IB Diploma Programme: | 8:45 a.m. to 4:30 p.m. |

Attendance

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

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

Leave Request Form

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

The school also gives clear indicators to parents about when a child should remain at home for the protection of other students and teachers. This includes fever, coughing, vomiting, diarrhoea and other symptoms such as unusual spots

and/or rash. If a child has been diagnosed with a contagious disease, the school may request a medical note to confirm that he/she has been given medical clearance to return to school.

Student/Parent Responsibilities

- Parents should advise the class teacher or form tutor on the first morning of the absence.
- The class teacher will mark attendance at the start of each day in the school's LMS, which notifies the office staff of the absence and will forward any email from the parent to indicate the reason/details for the absence.
- If there is no notification, the office will contact Early Childhood and Primary parents after registers have been submitted at 9:00 a.m. and will subsequently notify the Senior Coordinator (Pastoral)/Head of Stage and class teacher of the outcome.
- Students who are absent from school for a week or longer due to illness are requested to provide a medical certificate when they return to school. Parents should send an email or evidence outlining the cause of absence to the teacher.
- For some contagious illnesses, the school may require a fit-for-school note before re-admitting a student.

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

Late Arrival

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

Leaving Early

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

Late Pick Up

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

Getting to/from School

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

Early Childhood - Arrival and Dismissal

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

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

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

Primary School - Arrival and Dismissal

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

School buses

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

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

Collection

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

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

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

Secondary School / IB Diploma - Arrival and Dismissal

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

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

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

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

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

Bus Service to and from School

The school provides a door-to-door pickup and drop-off bus service within Singapore.

Should you need to contact the school regarding the school bus service, please email: transportny.owissin@globalschools.com

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

OWIS Transport Office: +65 69146717

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

Email: GohTransport@owis.org

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

School Routines: Lunch and Snack

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

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

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

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

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

Early Childhood

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

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

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

Primary School

The Primary School day consists of 5 hours of teaching with a 30-minute snack break and 45-min lunch break. All Grade 1 students eat in their classrooms under the supervision of the teaching assistants before being allowed to play. Grades 2 to 5 eat either the pre-ordered meal or their packed lunch in the canteen before being allowed to play.

Secondary and IB Diploma

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

Packed Lunches

All students opting to bring food from home should bring in a healthy snack and lunch each day.

OWIS is a nut-free school.

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

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

Assemblies

There are a variety of assemblies organised by the school:

Early Childhood/Primary School/Secondary School Assembly: Early Childhood, Primary School and Secondary School organise their own assemblies with age-appropriate themes. Class teachers and specialist teachers will be responsible for the coordination and organisation of some of these assemblies.

Events/Festivals: We hold diverse assemblies to commemorate various festivals such as Hari Raya, CNY, and Deepavali, alongside school events like Book Week and International Day. The class teachers and planning committees coordinate the organisation of these assemblies.

Class- or Tutor-led Assemblies: Every class is also responsible for leading at least one assembly per academic year during the designated assembly time on Fridays. These assemblies focus on the IB Learner Profile attributes, or other topics related to student development, and promote the values and culture of the school. They provide an opportunity for reflection, meditation and consideration of the Learner Profile attributes. These assemblies help students to develop essential skills such as communication and collaboration.

Celebrations

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

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

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

Play & Recreation Areas

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

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

Instrumental Tuition Programme

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

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

CCA Programme

Our Co-Curricular Activities (CCA) programme offers students a range of experiences and opportunities to pursue their passions or try new things. Students can choose from a range of activities across categories such as Sports & Fitness, Performing Arts, Science & Technology, Arts & Crafts, Games, Official Organisations and more. Many of our activities are facilitated by external providers with high levels of experience and expertise.

Most CCAs run throughout the school year, while others may consist of short 6-8 week courses. Parents will receive a school CCA brochure via email every August, October, January and March containing details of how to register their child for activities. Information about the full CCA programme can also be accessed online.

Sickness and Accident(s) at School

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

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

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

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

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

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

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

unusual spots and/or rash. If a child has been diagnosed with a contagious disease, the school can request a medical note to confirm that he/she is given medical clearance to return to school.

Medical Agreements

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

Promoting Kindness

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

Student Council

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

OWIS House Systems

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

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

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

tournaments will be sports-based, and house points will also be awarded for other activities and competitions.

Anti-Bullying

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

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

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

Staff are committed to:

- Consistently monitoring the behaviour of all students in their care
- Fostering self-esteem, self-respect and respect for others in all our students
- Demonstrating by example the high standards of personal and social behaviour we expect of our students
- Being alert to signs of distress and other possible indications of bullying
- Listening to children who have been bullied and taking what they say seriously
- Reporting cases of bullying in accordance with specific procedures
- Following up on any complaint by a parent about bullying and reporting back promptly and fully on the action that has been taken
- Adhering to and promoting the school's Anti-Bullying Policy/procedures
- Ensuring they undertake regular training on anti-bullying practices

Students are encouraged to:

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

Parents are encouraged to:

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

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

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

Restorative Practices

In both Primary and Secondary School, we strongly believe in the value of restorative practices for conflict resolution and restoring relationships. In any conflict, we bring the stakeholders together and have them discuss what went wrong and the feelings involved. They are asked to reflect on the disagreement, consider how they might have gone about things differently and create a clear path forward. Students may be asked to give back to the community to make up for damage caused such as by repairing, cleaning or restoring items or space on campus or to make appropriate amends to those hurt by their actions by writing a sincere apology.

Nurturing Positive Relationships

Pastoral Care

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

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

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

Our behaviour policy is outlined below:

Creating a Positive Culture

- We use positive reinforcement and class Essential Agreements as a framework to modify students' behaviour.
- We practise "Public Praise - Private Criticism", that is, praise students' behaviour in front of others and address behavioural issues privately.
- We promote kindness to foster a community of respectful and caring students.
- We start with preventive strategies and use restorative practices as needed.
- We use a behaviour matrix that allows students to understand the expectations around each area of the school.

Exclusion

Temporary Exclusion

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

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

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

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

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

Permanent Exclusion

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

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

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

The decision to permanently exclude a student can only be taken by the Head of School and the management. Following this decision, the Head of School will issue a letter of permanent exclusion clearly stating the reasons for the decision. The Head of School will provide the student and the parent/guardian an

opportunity to appear in person to challenge the decision. The management will make the final decision after hearing any contentions. Course fees will not be refunded in the case of a temporary or permanent exclusion.

Items Not Permitted at School

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

Electronic Devices and Information Technology

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

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

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

OWIS expects all students above Grade 1 to have access to a computer at home and all parents to have sufficient technology at home to access the internet. If this

is a problem, either in the short term or the long term, please inform the class/form teacher.

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

Students from Grades 2 to 5 use RFID cards that have been transcribed with the respective student's details. These cards will be kept by the class teachers for safekeeping. All Secondary and IB Diploma students will be responsible for their own RFID cards. Students should tap their card on the card reader in the canteen, where canteen staff will have access to the student's details and information on their pre-ordered meals. The student will then be given their meal accordingly. Teachers and staff will be on hand to support students with this process. If a child misplaces his/her card, they are liable and will need to pay a fee of SGD 10 to the office for its replacement. Should a student withdraw from the school, he/she should return their card to the office on or before the last day of school. Please note that no refunds can be given on funds that are paid into the canteen account.

Mobile Phones

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

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

The following agreements are in place at OWIS.

All students are:

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

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

There are escalating consequences for misuse as given below:

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

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

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

Parent Involvement

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

OWIS Parent Committee (OPC)

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

The OPC acts as a source of school event-related information for the WhatsApp groups that are formed for the parents in each class; hosts fundraising opportunities that benefit our students and community; facilitates in-person parent coffee meets; assists school groups with event and cultural decorations; collects and sells used OWIS school uniforms and many more exciting events.

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

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

Join our Facebook group 'OWIS Parents' here:

<https://www.facebook.com/groups/464634217701909>

Communication with Parents

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

- **Face-to-face conversations:** If you have a concern that needs addressing or would like to talk to a teacher, please feel free to request an appointment.
- **Email:** Parents are welcome to email teachers as and when necessary. Our school policy is that we will respond within 24 hours.
- **Orientation Day:** An Orientation Day will be held before the start of the academic year to enable parents to find out more about the routines, learning experiences and expectations.
- **Parent Teacher Consultations:** These are scheduled throughout the academic year to provide regular feedback on attainment, progress and targets. Formal Parent-Teacher Conferences are held twice each year at the end of Term 1 and Term 3.
- **Toddle and ManageBac:** These are student/teacher/parent portals for EC, Primary and Secondary students and teachers to share home learning, communication updates, events, student targets and student progress. There will be regular weekly updates for parents on these portals.

Additional Needs

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

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

We accept students who are new to English up to Grade 5 if we believe they have the capacity to learn quickly either through immersion in normal class activities, or if their parents are willing to support their learning by paying for intensive English lessons and providing general support at home. All students from Grade 6 onwards are required to have sufficient proficiency in English to access the school curriculum.

In the Early Childhood and Primary School, there is English as an Additional Language (EAL) and Learning Support Department that is responsible for coordinating the Additional Needs Programmes, including diagnostic assessments and screening for English as an Additional Language, learning support and recommendations for counselling.

In Grades 6-8, EAL Support is provided for students who wish to enrol and pay the additional fee that is required. For those enrolled, EAL classes are offered in lieu of foreign language classes and meet three times per week. EAL classes are generally small in size in order to provide individualised support for students.

Lost Property

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

Complaints and Concerns

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

Feedback

We aim to provide the best possible education experience to all our students. Do not hesitate to contact us on eamy.owissin@globalschools.com if you have any suggestions for improvement or would like to express your appreciation.

Appendix 1: Early Childhood and Primary School

Getting Ready for School

Uniform

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

BIBI & BABA Uniforms Mart

545 Orchard Road #02-28

Far East Shopping Centre

Singapore 238882

Tel: +65 67327022

Email: uniforms@bibibaba.com.sg

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

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

Early Childhood Uniform

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

Primary School Uniform (Grade 1 to Grade 5)

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

Water Play and Additional Clothing

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

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

Frequent handwashing will be implemented.

Rainy Weather Arrangements

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

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

Arriving at School – Morning Arrangements

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

Transitions

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

- Class teachers or teaching assistants take their class to specialist lessons and collect them at the end of the lesson.
- Students are expected to walk around the school and transition quietly and calmly in an orderly manner at all times. They should walk in a straight line with their class while maintaining social distancing.

- When using the stairs, students should walk on the left side in a single, orderly line.

End of Day Arrangements

- Early Childhood students who are being picked up by parents/carers must be collected from their classrooms in the EC Block. Early Childhood students are not allowed to leave school unattended or with a sibling. They may only leave with a designed adult.
- Students using the school bus will be escorted from their classrooms by our teaching assistants at 3:10 p.m.
- Teachers in Grade 2 to 5 will escort students to the covered foyer area next to the office.
- Parents/helpers who are picking up a Primary student will be able to collect them from the covered area near the entrance of the office block. No parents/helpers are allowed beyond this point.
- Class teachers will be on time and supervise the children at all times. They will wait for five minutes.
- If students are not collected on time, teachers will take them back to the classroom. If parents are late for collection, they should report to the office so the receptionist can use the Tannoy to call for the uncollected child.
- Security will stop any Primary student trying to leave the campus unattended. The student will be accompanied to the Reception, and the class teacher will be called to attend.
- Students in Grades 3 to 5 may leave independently provided that teachers have received a letter of consent with parental permission.
- Students in Grades 3 to 5 with permission to leave independently must be wearing a 'Permission to Leave' badge in order to leave the school premises.
- Primary students may leave with an older Secondary sibling at the parent's discretion.

Bus Information

- Grade 1 - 2 students who take the bus will be escorted to the buses by their teaching assistant or a specialist teacher
- Grades 3 to 5 students who take the bus or have permission to leave by themselves will be released to the bus area/walking lane when ready. Students will transition independently.
- The EC teaching assistant will ensure that students board the correct bus and that students are under the supervision of the bus monitor.
- All students should be seated at the front of the bus and close to the bus monitor.
- All students are expected to wear seat belts.
- Students taking the bus should have the bus label clearly visible on their school bags.

Behaviour Agreements

At OWIS, we believe:

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

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

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

| Encouraged Behaviours | Discouraged Behaviours |
|-----------------------------------|--|
| Language that encourages others | Name calling, teasing |
| Actions/words that include others | Excluding others |
| Giving, sharing and taking turns | Threatening others |
| Positive attitude | Hitting, kicking, punching, biting, spitting, touching inappropriately |
| Caring and kindness | Throwing objects |
| Safe/constructive play | Disrespecting others' work or property |
| Working cooperatively | Avoiding or disrespecting others |

| | |
|---|--|
| Taking responsibility for one's behaviour | Deliberate withdrawal and refusal to participate |
| Being polite/having good manners | |

Outdoor Environment Essential Agreements

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

Our teachers manage unacceptable behaviour in the following ways:

- Giving children the chance to negotiate and resolve their own disputes with appropriate guidance and support.
- Calmly intervening: This involves distracting the child and sometimes offering them an alternative activity.
- Giving children the opportunity to calm down and talk quietly about what has happened.
- Helping children cope with their emotions by naming them — for example, “You look sad”, “You look angry”, etc.

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

Classroom Essential Agreement

At the beginning of each academic year, each class — both students and the teacher — agrees to a set of rights and responsibilities. These are referred to as 'Essential Agreement'. These rights and responsibilities are created, reviewed and

decided upon by the students and teacher. They are displayed in the classroom as reminders of agreed behavioural expectations.

The Essential Agreement uses positive statements, is linked to the Learner Profile and acts as a framework to promote kindness and foster a community of respectful, caring students.

Positive Reinforcements

Students are rewarded for exemplary behaviour through the Class Dojo system. They are awarded points for both individual and collaborative behaviour. This tiered system allows the students to be recognised for their efforts through five different certificates.

Apart from these certificates, each week, a nominated student is presented with the Star of the Week award in recognition of his/her effort.

Working with Parents

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

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

What to Keep at Home

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

Our Curriculum

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

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

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

Programme of Inquiry

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

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

Units of Inquiry

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

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

Learning at Home Agreements

The following agreements are in place for Early Childhood:

Early Childhood 1

No formal learning at home engagements.

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

Language:

- Learning at home should focus on reading.
- Students should have an on-going colour banded reading book.
- EC2 students take home one reader per week from Semester 2 onwards.
- EC3 reading books should be changed twice a week.

Maths:

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

Grade 1

Language:

- Learning at home should focus on reading and comprehending through parent questioning in relation to the reader book
- Students should have an on-going colour banded reading book.
- Grade 1 reading books should be changed twice a week in the first semester followed by thrice a week: Monday, Wednesday, Friday in semester 2)

Maths:

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

Grade 2 – Grade 5

Reading:

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

Project-based learning:

- The class teacher sets an extended project linked to the UOI. The project clearly outlines the outcome with shared success criteria.
- The project must include reading, writing and mathematical learning and should be linked to the scientific or social studies focus of the UOI.
- Grade 2 and Grade 3 should have a heightened focus on reading skills, guided research and a timeline for organisation.
- Grade 4 and Grade 5 are expected to take responsibility for the organisation and time management of their projects.

- Grade 5 should not have additional learning at home projects during the Exhibition Unit.

The project should aim to provide the following time allowances:

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

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

How We Assess Progress

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

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

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

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

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

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

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

All assessments are recorded and reported on associated tracking documents.

Attainment indicators:

1. Excelling
2. Achieving
3. Developing
4. Beginning
5. N/A

Progress Indicators:

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

Keeping Parents Informed

Curriculum Maps

The Early Childhood to Grade 5 Curriculum Maps are shared with parents via Toddle at the beginning of the year. The purpose of sharing these is to provide the school community with access to our yearly plans and projections and to highlight the flexibility of units to allow for student-led inquiry and connections to various curriculum areas.

The PYP philosophy focuses on each child's individual learning journey. Our curriculum maps outline the intended learning outcomes for the year, emphasising the importance of individualising learning to support and challenge each student. Learning outcomes will be explored at varying levels of complexity to cater to the diverse needs of our students.

Parents are encouraged to access the Curriculum Maps to better understand our planning, learning, and teaching approaches, and to effectively support your child's learning at home.

Toddle Agreements

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

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

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

Parent Overview

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

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

Unit Shares

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

Each grade presents 1-2 unit shares in an academic year.

Student-Led Conferences

A student-led conference in the IB Primary Years Programme (PYP) is a meeting where students take the lead in discussing their academic progress and achievements with their parents and teachers. During these conferences, students present their work, reflect on their learning experiences, and set goals for future growth. This approach empowers students by giving them ownership of their educational journey, enhances their communication and self-assessment skills, and provides parents with a deeper understanding of their child's development and learning process.

Each grade presents one student-led conference in an academic year.

Appendix 2: Secondary School (Grades 6-12)

Grades 6 to 10 - Getting Ready for School

Uniform

All our Grade 6 to 10 students are required to wear the Secondary School uniform, which is available from:

BIBI & BABA Uniforms Mart

545 Orchard Road #02-28

Far East Shopping Centre

Singapore 238882

Tel: +65 67327022

Email: uniforms@bibibaba.com.sg

Student Dress Code – Uniform Agreements

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

Secondary School Uniform for Grades 6 to 10

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

IB Diploma Programme - Getting Ready for School

IB Diploma Programme School Uniform

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

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

Personal Belongings

Secondary Students are permitted to bring sports balls and games to school for break times but must use them responsibly and ensure that they are kept safe in their lockers when not in use. Students should not kick or bounce balls in the corridors. The school is not responsible for lost or damaged items that students bring to school.

Stationery List

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

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

Personal Lockers

Each student is provided with a locker within the school grounds. Students must keep their combination confidential and not share it with their peers.

Equipment for Learning at Home

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

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

Daily Timetable

| Time | Schedule |
|-----------------|-------------------------------|
| 8:15am-8:40am | Early arrivals go to the MPH |
| 8:45am-9:00am | Tutor Time |
| 9:05am-9:55am | Period 1 |
| 10:00am-10:50am | Period 2 |
| 10:50am-11:15am | Break/Lunch |
| 11:15am-12:05pm | Period 3 |
| 12:10pm-1:00pm | Period 4 |
| 1:05pm-1:55pm | Period 5 |
| 1:55pm-2:35pm | Break/Lunch |
| 2:35pm-3:30pm | Period 6* |
| 3:30pm | Dismissal |
| 3:35pm-4:30pm | Co-Curricular Activities |
| 4:30pm | CCA / Additional IB Dismissal |

*Includes a 5 minute reflection time at the end

Arriving at School - Morning Arrangements

- Secondary students must arrive at school between 8:30 a.m. and 8:45 a.m. If arriving before 8.40am students must go straight to the Multi Purpose

Hall for teacher supervision. If arriving after 8:40am, students must go straight to their tutor rooms in order to start the first session at 8:45 a.m.

Transitioning Around School

- Secondary students will be permitted to use the canteen for break and lunch under supervision.
- There will be two staggered sittings in the canteen — half in the canteen, half in a designated play area outside.
- Use quiet, conversational voices.
- Use appropriate language, recognising that younger pupils and parents and members of our community may be present.
- Students should use the bathroom and fill up their water bottles during breaks and transition times whenever possible to avoid missing class time.

End of Day Arrangements

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

Behaviour Agreements

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

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

At OWIS, our teachers:

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

Other Agreements

- Grades 11 to 12 students may eat packed lunches on the Secondary Terrace or in the Senior Common Area.
- Students are not allowed to run on the stairs and hallways.
- Students should not be playing with balls in the hallways or canteen. Balls are allowed only in the basketball and football fields. In case of infringement, the ball will be immediately confiscated and given to the tutor.
- Students should not be using their iPads or any other form of electronic device during breaks and lunch. Unless doing so as part of a planned study activity, and under teacher supervision.
- Mobile phones are not allowed anywhere on the campus during the school day.
- For safety, students should not be in the car park area.
- Teachers on duty are expected to be vigilant, active and walking around the canteen and the main playground areas.

Lunch Agreements in the Event of Rain

- During rainy or inclement weather (if the lightning alarm sounds), students should not be on the outdoor courts or field. They should immediately move to the designated spaces for wet break times. The designated areas for wet breaks will be posted in classrooms and shared with students.

Classroom Essential Agreements

- If a teacher sees a student bounce or play with a ball around the corridors or within a classroom, it will be confiscated for five days. If it is repeated, parents will need to come to school to collect it. Playing with sports balls is only allowed during break time or recess in the outdoor spaces designated for PE, sports and outdoor play.
- Students need to be on time for lessons.. Students who do not arrive on time for class will be marked tardy. The number of tardy marks a student receives will appear on the student's report card.
- Students will be recognised for positive behaviour with the appropriate reward given (see Rewards and Recognition).
- Rewards and consequences will be applied consistently to all students by secondary staff.
- Before a lesson, students are encouraged to line up quietly outside their subject room until the teacher invites them in.
- Once they have entered the room: At the start of the lesson, students should move to the correct seat as per the seating plan, and they should get out their pencil cases/books etc.
- Students are responsible for going to the toilet before school and during break/lunch time. Students should only go to the toilet during a lesson if it's an emergency. Students have to ask permission from the teacher to leave the classroom for any reason. . Teachers will have a sign-out sheet to record when a student leaves the classroom.
- Students are responsible for filling their water bottle before school and during break/lunch. Students should not leave a lesson to fill up their bottles.

Rewards and Recognition

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

Classroom-Based Behaviour

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

Zero Tolerance

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

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

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

Working with Parents

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

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

Our Curriculum

In Grades 6-8, our curriculum is based on the Cambridge Lower Secondary Programme by CAIE and adapted to our international context.

In Grades 9-10, we utilise the Cambridge International General Certificate of Education (IGCSE) programme curriculum. Students must be enrolled from the start of Grade 9 in order to complete the two-year programme successfully.

In Grades 11-12, we utilise the International Baccalaureate Diploma Programme (IBDP) curriculum. Students must be enrolled from the start of Grade 11 in order to complete the two-year programme successfully.

At all grade levels, OWIS is committed to the IB philosophy of teaching and learning, and our Secondary School programme follows an inquiry-based approach. We actively work to ensure students are developing the IB ATL Skills (Communication, Thinking, Research, Self-Management and Social) and the attributes of the IB Learner Profile.

Learning at Home Agreements

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

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

Home Learning Expectations by Year Group

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

- Grade 6/7 - up to 60 minutes per night (5 hours per week on average).
- Grade 8 - up to 75 minutes per night on average (6.25 hours per week on average).
- Grade 9 - between 75 and 90 minutes per night (7.5 hours per week on average).
- Grade 10 - between 90 and 120 minutes per night (up to 10 hours per week). Where upcoming examinations require the student to conduct revision, teachers will reduce the amount of Home Learning set and/or ensure that it aligns with the revision required.
- IB Diploma Programme as appropriate. It is expected that IB DP students will do more self-directed study.

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

Student Responsibility

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

- Parents are encouraged to access the calendar and communicate with the form tutor by email, if necessary.
- In the event of non-completion of learning at home, please refer to the policy below.

Non-Completion of Learning at Home

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

- Students with special needs should be given extra support and expectations should be modified in line with their ILP.
- Students should not spend all break/lunch times finishing learning at home assignments.
- In the case of official IB internal assessments, students with a valid reason are given a one-day grace period to submit the assessment. A longer extension is given on a case-by-case basis. Students with no valid reason will be given a 'N', meaning no award of an IB Diploma.

How We Assess Progress

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

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

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

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

Assessment is an ongoing process throughout the academic year. Assessment takes place through a variety of formats. Ongoing formative assessment occurs on a daily basis. Summative assessments occur when a topic or unit has been taught and completed.

At the end of each semester, marks are awarded for the level of understanding, knowledge or skill attained in that specific area and are generated from both teacher assessment and examination results. Each subject has its own set of criteria which are based on the CAIE Lower Secondary, IGCSE or IB DP standards and assessment objectives.

Students should not be assessed on topics that have not been taught and learned prior to the assessment unless the assessment is specifically designed as a pre-test. However, major assessments will require critical thinking and not just rote memorization.

At OWIS, students in Grades 6 to 8 do not sit formal mid-year or final examinations. Instead, regular progress checks are conducted as part of everyday classroom learning.

All assessments take place during lesson time and are designed to support learning rather than act as high-stakes tests. At this developmental stage, we aim to foster a genuine love of learning and encourage students to be intrinsically motivated.

Assessments are standards-based. This means students are evaluated on how effectively they have mastered the curriculum content and developed their Approaches to Learning (ATL) skills. Teachers are expected to use clear rubrics when assessing student progress toward these standards.

In Grades 9-12, we use examinations to test, under formal conditions, what knowledge and skills students have learned and retained during the school year. Examinations provide an additional form of summative assessment to complement the various assessments which already take place, and they give

students the opportunity to experience the examination process and to become familiar with it as practice for future external formal assessments.

Full mock exams for Grade 10 and 12 will take place mid-academic year and will comprise all the papers in a subject.

All major assessment dates will be shared with students and parents on ManageBac via the combined calendar at least two weeks prior to the assessment. All assessment results will be posted on ManageBac within one week of completion.

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

Feedback

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

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

| | |
|---|---|
| <p>Level 2 Written feedback: self & peer assessment</p> | <p>Student-led marking/feedback with developmental comments (WWW/EBI 2 stars and a wish, etc.) is provided based on agreed shared success criteria/rubrics. Where self/peer assessment is being completed, students are provided with the rubric used so the student can self-assess against all aspects.</p> |
| <p>Level 3 Written feedback: diagnostic comments</p> | <p>Teachers will provide comment(s) based on diagnostic assessment of student work in relation to shared success criteria, targeting areas for improvement. Students will respond to the comment(s) in green pen.</p> |
| <p>Level 4 Written feedback: deep marking</p> | <p>Teachers provide incisive feedback on attainment and success. Teachers provide diagnostic comments, at an appropriate level of challenge, that require a response from the student in green pen. These responses from students are required in order to strengthen the learning and teaching process and to accelerate and deepen learning.</p> <p>Teachers provide overall developmental comments on WWW (What Went Well S.M.A.R.T. comments) and EBI (Even Better If S.M.A.R.T. targets) at the end of the student's work.</p> |

Calculating Marks

Grades 6-8

Marks will be based on a minimum of six assessments given throughout the term.

Grades 9 and 11

Marks will be based on a minimum of three assessments, including either the mid-year or final exam, given throughout the semester. Grade 9 and 11 Semester 1 marks include the mid year examination results, while Semester 2 results will be based on end of year examinations.

Grades 10 and 12

Semester 1 marks will be based on a minimum of three assessments including the mock exam. Semester 2 marks will be composed solely of the official final

exam results. Grade 12 Semester 1 marks include the mock examination results, while Semester 2 will be based exclusively on the official final IB examination results.

Grade Scales

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

Lower Secondary (Grades 6-8)

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

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

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

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

IGCSE (Grades 9-12)

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

A: This grade signifies outstanding performance.

B: A "B" represents good performance.

C: This is considered a satisfactory grade.

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

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

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

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

IBDP (Grades 11-12)

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

Core points matrix

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

Scale:

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

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

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

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

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

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

irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.

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

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

Keeping Parents Informed

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

ManageBac Agreements

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

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

Expectations

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

Time Table

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

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

Assessments in the IB DP

Assessment takes place in a variety of ways to ensure that all learning styles are recognised and rewarded. A combination of formative and summative assessments are conducted and may include a variety of activities such as quizzes, oral presentations, written reports, teacher observation, tests, etc.

The subject criteria scores are awarded for the level of understanding, knowledge or skill attained in that specific area. Each subject has its own set of criteria which are based on the IB Diploma Programme rubrics/assessment objectives. In most courses, a large percentage of the final mark is based on the exam given at the end of IBDP year 2.

Grade Descriptors

The IB Diploma Programme Grade Descriptors, based on grades 1 – 7, consists of

characteristics of performance at each grade. The descriptors apply to groups of subjects but substantial similarity exists across sets of group grade descriptors. This document is accessible to students on ManageBac.

Examinations

In IGCSE, we have the following assessment points within the school:

IG (Grade 9) - Mid year exam at the end of Semester 1 (Dec); end of year at the end of Semester 2 (May)

IG (Grade 10) - Mock exam in Dec-January, final external exam conducted by the IB in April-June.

Cambridge IGCSE assessment takes place at the end of the course and includes written, oral and practical assessments. This broadens opportunities for students to demonstrate their learning, particularly when their first language is not English. Grades are benchmarked using eight internationally recognised grades, G to A*, for which clear criteria are in place to explain the standard of achievement. The result sheet shows the grade attained by the student along with **percentage uniform marks**.

| Grade | Percentage Uniform Mark Range |
|-------|-------------------------------|
| A* | 90-100 |
| A | 80-89 |
| B | 70-79 |
| C | 60-69 |
| D | 50-59 |
| E | 40-49 |
| F | 30-39 |
| G | 20-29 |
| U | Ungraded |

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

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

IB DP 2 (Grade 12) - Mock exam in January, final external exam conducted by the IB in April-May.

Objective

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

Process

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

Exam Time Table

The IGCSE and IB Diploma Coordinator will publish an exam time table detailing the examination subject, where it is to take place, duration and who will invigilate. The detailed exam time table will be shared with students and parents at least

one month prior to the exams. General exam dates are shared on the secondary school calendar at the beginning of each academic year.

Examination Feedback

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

Academic Honesty

- Academic honesty is highly valued in the IB Diploma Programme.
- The policy is revised every two years by the Head of School, PYP Coordinator, and Diploma Programme Coordinator. [Academic Honesty Policy](#)
- The revised policy is then shared with DP students and DP teachers in the first week of school. The students will sign the policy, and the document is held by the IB Coordinator.

- Students follow the MLA (Modern Language Association) formatting style for all IB assessments.
- Upon assignment submission, teachers check their students' work for academic dishonesty.
- Academic dishonesty in the IB DP is not acceptable. This may include plagiarism, collusion, duplication of work, unauthorised external help and other such misconduct. Students receive a NA for any academic misconduct. This disqualifies the student from receiving an IB Diploma.

Appendix 3: Student Contract

General Terms and Conditions for Students

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

1. Payment of School Fees

- 1.1. Each academic year consists of three fee instalments. There will be a total of three invoices issued in each academic year (i.e. one invoice for each fee term).
- 1.2. All school fees are to be paid before the due date for payment mentioned in the invoice/Student Contract. Please refer to the school's Fee Schedule (set out on the school's website) for details regarding the school fees. Please refer to Schedule B and Schedule C of the Student Contract for details on the course fees and miscellaneous fees payable.
- 1.3. For payment of school fees beyond the due date for payment mentioned in the invoice/Student Contract, a late payment fee of SGD 100 (excluding GST) as stated in Schedule C of the Student Contract shall be imposed and payable in respect of each month or part thereof for which the school fees remain outstanding.
- 1.4. Except for payment of school fees at the time of enrolment, school fees should be paid by Interbank GIRO. GIRO forms are available from the school's Finance Department as well as the school's website. Signed copies of the GIRO forms shall be submitted to the Admissions/Finance Department at the time of confirmation of admission. Also, e-GIRO registration option is available through MyOwis parent portal.

Administrative surcharges as set out in clause 1.7 herein below are applicable for non-GIRO payments.

- 1.5. Payment made by cashier's order, cheques or credit/debit cards through online payment gateway will be accepted at the time of admission towards payment of application fees. All cashier's orders and cheques are to be made in favour of "ONE WORLD INTERNATIONAL SCHOOL PTE LTD".
- 1.6. Any cheque/ GIRO payments which are dishonoured shall incur an administrative fee of SGD 200 (excluding GST) for each instance of

dishonoured payment without prejudice to other recourse available to the school under applicable laws.

1.7. The following additional terms and conditions will be applicable for those making payment of school fees other than by way of GIRO:

1.7.1. Non-GIRO administrative surcharge of SGD 100 (excluding GST) shall be applicable for each non-GIRO payment.

1.8. Application fees paid as per the school's fee structure is non-refundable except in the event that a place in school is not offered within the academic year of admission.

1.9. School bus fees (where applicable) are based on Zones and two-way commutes. Areas within 3 km distance by road are categorised under Zone 1. Areas between 3 km and 10 km distance by road are categorised under Zone 2. Areas beyond 10 km distance by road are categorised under Zone 3. The school bus does not offer a one-way commute. Please refer to the school fee structure for further details.

2. Contact Details

2.1. All parents should provide their particulars to the school for contact purposes.

2.2. All parents are required to keep their information/ details updated on their respective MyOWIS accounts at all times.

3. Cancellation of School Bus Service

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

| Bus Term | Cut off date for bus cancellation |
|-----------------|---|
| For Aug-Nov | 30 days before the course commencement date |
| For Dec-March | 30 September |
| For April- July | 31 January |

- 3.2. The school will not adjust or refund for any mid-semester amendment in the bus zone as a result of a change in the residential address or cancellation of bus services.
- 3.3. For bus refunds, the bus fees will only be refunded as set out in Schedule D of the Student Contract. Details of the school’s refund policy can be found in Clause 3 of the Student Contract.
- 3.4. The cancellation request can be made by email to transportny.owissin@globalschools.com . The same will be approved within two working days. Parents are advised not to inform or approach the bus driver or transport contractor directly regarding cancellation requests.

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

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

5. MOE Approval – Singapore Citizen

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

6. Student Withdrawal

OWIS transfer, withdrawal and deferment policies and procedures:

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

| Tuition Fee Period | Invoice Date Payment Due Date | Cut-off Date for Withdrawals |
|--|--|---|
| Fee Instalment 1: August to November | <p>For existing and new students, the first installment invoice is generated upon signing of the student contract; hence, the invoice date is determined by the day the student contract is signed. Payment due date: 25th Jun</p> <p><i>For contracts signed after June 25th, the first installment invoice will be generated upon contract signing, with the invoice date and payment due date being the same.</i></p> | 30 days before the course commencement date |

| | | |
|---|---|----------------|
| Fee Instalment 2: December to March | 1st October to 25th October Payment due date - 25th October | 30th September |
| Fee Instalment 3: April to July | 1st February to 25th February Payment due date - 25th February | 31st January |

- 6.3. School fees and Miscellaneous fees will only be refunded as set out in Schedule D of the Student Contract. Details of the school's refund policy can be found in Clause 3 of the Student Contract.
- 6.4. Once the student withdraws from the school, the Student Contract (Student eContract or Manual Student Contract) is deemed as cancelled with effect from the withdrawal date (i.e. last date of school) or earlier as may be agreed by OWIS. Cancellation of the student contract shall not absolve the parents/ guardians of the students from their liability to pay the pending dues (if any).

7. Adherence to School Policies

- 7.1. All students, whether at school or outside the school, have to adhere to all the school rules and regulations at all times and failure to do so may result in the school taking appropriate action including the termination of the student's admission, cancellation of the Student Contract or any action as per the Student Handbook.

8. Cancellation of Admission

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

- 8.1.1. The Student Contract has not been signed by the parent/guardian on behalf of the student. In this case, the Student Contract shall be deemed to not have come into existence, and therefore, there will be no binding contractual relationship between OWIS and the parent;
- 8.1.2. The student or their parent commits breach of the clauses mentioned herein;
- 8.1.3. The student breaches the school's behaviour agreement guidelines as detailed in the Student Handbook. The school reserves the right to amend the behaviour agreement guidelines from time to time as may be deemed appropriate, without notice, and the student and parents/guardians are requested to regularly visit Toddle and Managebac as well as the Student Handbook to keep themselves updated with all such changes;
- 8.1.4. The student or his/her parent/guardian are convicted of an offence involving honour, honesty or public morals and order;
- 8.1.5. The student and/or his/her parent/guardian discourages or attempts to discourage the public in seeking admissions or encourages them to withdraw admissions from the school;
- 8.1.6. The student and/or his/her parent/guardian defames the school or its teachers or management in public or carries out any unlawful activity against the school or its teachers or discloses false/incorrect information about the school so as to bring ill-repute to the school or the schools' teachers, present employees or the institution as a whole;
- 8.1.7. The student or parent/guardian is discovered to have misled or cheated the school by way of submitting false or fake documents/certificates or made incorrect statements to the school; and/or
- 8.1.8. Student has absented himself/herself from the school without prior permission or notification for more than 15 days.

9. Confidential Information

- 9.1 It is agreed and accepted that the student and their parents/guardian shall maintain absolute confidentiality and secrecy towards the school's confidential and/or secret and/or proprietary information or documents including any information in an electronic format. Unless the school has specifically authorised (in writing) a document to be made public or shared, all other information/documents would be deemed confidential/secret/proprietary and any sharing of such information/documents with the public or unauthorised persons shall be construed as a breach of admissions terms and conditions.
- 9.2. Confidential information/documents whether published, printed or communicated verbally, including minutes of meetings, circulars, learning at home assignments, exam papers, teaching aids on Toddle, Managebac and/or other materials/documents made available are strictly confidential in nature. Sharing them with unauthorised persons would constitute a breach of the school's terms and conditions.
- 9.3. Parents, guardians and students acknowledge that the intellectual property rights for any project, worksheet, information, writing, publication, printed books, industry papers, guides or any documents/data provided by the school to the student, during the course of enrolment at OWIS, shall remain the intellectual property of OWIS and shall belong exclusively and solely to OWIS in its entirety, and may be used by OWIS for any commercial or non-commercial purposes without any payment to the student, regardless of whether he/she continues to be enrolled at OWIS or not. Similarly, parents agree to OWIS using students' work, photographs and videos of the student and other materials for purposes such as publicising and promoting OWIS and its students' accomplishments.
- 9.4. The students or parents or guardians of students are strictly prohibited from disclosing to unauthorised users the contents of the school's intranet which may include parents' and students' contact information, telephone numbers and email addresses. If the student or parents discloses to any

other unauthorised person or person not related to or employed by the school or to any third party which may use the information for their commercial or personal benefit, the school reserves the right to take legal action against the students or their parents/ guardians who are found to be responsible for passing on such information or with whose help such information was acquired by the third party. The school also reserves the right to take legal action against such third parties for illegally using or acquiring the school's confidential information.

- 9.5. Provided always that should the school of its own volition disclose such information and make it available to the general public, the student or parent/guardian shall no longer be restricted but only as regards the public domain information disclosed by the school. Any information disclosed by the school to its students or other employees shall not be regarded as information in the area of public domain.
- 9.6. Upon withdrawal of the student for any reason whatsoever, the student has to return, without demand, all documents and electronic data (whether in printed or machine-readable form) provided by the school to the student.

10. Use of Data

- 10.1. OWIS will process personal data provided in accordance with the personal data protection standards required by applicable law.
- 10.2. During OWIS events, photographs, video/film recordings and/or audio recordings of participants (including students and/or parents/guardians) may be taken by OWIS or OWIS appointed vendors for the purposes of post-event publicity, marketing or promotional purposes relating to OWIS and may be published in official OWIS school communication channels such as school publications, magazines, website, intranet portal and/or social media. Students and/or parents/guardians agree and consent to being photographed and/or recorded at such OWIS events for such purposes and to their photographs and/or video/film/audio recordings being published in such official OWIS school communication channels.

- 10.3. Please note that parents are allowed to take photographs and video/film recordings of their children while they are at school, if they are invited to do so during school events etc. If these photographs or video/film recordings include other children, parents are not to share or circulate these images/recordings.

Pre-Course Counselling & Information

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

School Information:

1. The OWIS Vision, Mission and Culture
2. Infrastructure, Facilities and Campuses
3. School Timings
4. Course Information – Certification Body, Course Details
5. Admissions Process
6. CCA Information
7. Student Support Services
8. EAL/LS Details (If Required)
9. Progression and Award Criteria
10. Information on Communication with Parents
11. Attendance Policy
12. Information on Transport
13. Feedback Mechanism

Information on Fees:

1. Course Fee Details
2. Payment Methods

3. Withdrawal and Refund Policy

Information on EduTrust:

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

Draft Student Contract

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

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

A sample Student Contract can be found below:

[OWIS Student Contract](#)

Damage or Loss of School Property

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

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

Grievances and Dispute Resolution

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

- A dispute is recognised as such if the school and a student or parent does not agree to a decision of the school.
- The dispute resolution mechanism has three structural components which shall be followed sequentially:
 - Resolution by a staff member or a team appointed by the Head of School
 - Resolution by the Head of School
 - Resolution by reference to a third party like CPE or a small claims tribunal
- All disputes shall be filed in writing by the parent and should clearly state the issue, the facts and the area of disagreement.
- Modes of receiving formal feedback:
 - Email
 - eany.owissin@globalschools.com for general school feedback
 - financenw.owissin@globalschools.com for fees related queries and feedback.
 - gohtransport@owis.org and transportny.owissin@globalschools.com for bus transport related feedback.
- All written feedback shall be acknowledged by the school within three working days. Some feedback may require additional steps subsequent to the first response and shall be communicated to the parents.
- At the first instance, the Head of School shall ask a staff member or a team of staff (concerned teacher or administrative staff may also be included) to investigate the facts and recommend resolution options. These shall be discussed with the parents and an agreement shall be attempted.
- If necessary, parents may be invited for a face-to-face meeting with the Head of School to discuss the possible solutions and reach closure.

- In case of continued disagreement, the matter shall be taken up by the Head of School who, in consultation with the senior leadership team, shall explore the matter further.
- In the event of disagreement after this stage, the school shall advise the parents to refer the matter to third party mediation.
- Every effort will be made to resolve complaints within 21 days of having received written notification from a parent, provided no third-party intervention occurs.
- All feedback/complaints are considered resolved and closed by the school if the school does not receive any more correspondence from the parent relating to the feedback after seven working days from the date of resolution (written reply from the school on its decision).
- Transport-related feedback cases are responded to by the transport contractor. The school shall, however, monitor the contractor's responsiveness to and resolution of all complaints.

Third Party Mediation: (As Per CPE Guidelines)

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

- Students may approach the Committee of Private Education for problems with the school or if the school is unable to resolve the problem.
- The CPE shall investigate issues that have contravened the Private Education Act or its regulations and shall take appropriate action.
- For issues involving school administrative matters and service quality issues, the student is advised to resolve the conflict with the school. Should the issue not be satisfactorily resolved, the student may seek redress through:
 - CPE Mediation-Arbitration scheme OR

- Small claims tribunal (SCT) for clear cut fee refund issues of SGD 10,000 or less, or if both parties agree in writing, for issues relation to a sum up to SGD 20,000 OR
- Legal counsel

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

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

Appendix 4: Academic

Honesty Policy

Policy number- ACH September 2024 V2

Updated - JSw 2nd September 2024 [ACH Policy Link](#)

Purpose

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable, and caring young people who contribute to a better and more peaceful world through intercultural understanding and respect. These programmes encourage students globally to become active, compassionate, and lifelong learners who recognise that people with different perspectives can also be right.

Principles of the IB Curriculum

An IB education provides a balanced approach, offering students access to a broad range of content across academic subjects. The IB curriculum values concurrency of learning, helping students draw connections and pursue deep understanding of the relationship between knowledge and experience.

IB learners strive to embody attributes such as inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes go beyond intellectual development and academic success, fostering a commitment to respect oneself, others, and the world.

OWIS is dedicated to creating optimal learning environments and providing a curriculum that is creative and differentiated to support all students in reaching their potential. We collaborate with stakeholders to provide tailored support, which may include curriculum modification, enrichment activities, classroom accommodations, small group instruction, or one-on-one support.

Rationale

In today's information-rich era, fostering academic integrity is more crucial than ever. At One World International School (OWIS), we aim to nurture students who navigate this abundance of knowledge with integrity, critical thinking, and transparency. We strive to create a culture where students act with integrity in all aspects of their lives.

This academic honesty policy sets clear expectations and defines the roles of all stakeholders—school, teachers, students, and parents—in promoting ethical behaviour. We believe academic integrity is essential for maintaining trust in our educational system and for developing lifelong learners who respect intellectual property and others ideas.

Aligned with OWIS's mission and vision, we seek to develop inquisitive, compassionate, and reflective learners who embrace diversity and respect all cultures. By acting with academic integrity, our students lay the foundation for respectful, thoughtful interactions in a globally connected society. This commitment reflects our core values of creativity, inclusivity, and mindful independence, ensuring every student is equipped with the ethical skills to thrive academically and personally.

By fostering an environment that supports principled action and transparent learning, OWIS empowers students to contribute meaningfully to an interconnected world. The policy provides clear guidelines on addressing academic misconduct, ensuring a fair process while promoting learning from mistakes.

Principles of Academic Honesty

At OWIS, we are committed to the following principles of academic honesty:

- **Original Work:** All academic work submitted by students, including assignments, projects, essays, and assessments, must be their original work. Students should appropriately acknowledge and cite the sources of information and ideas that are not their own.
- **Plagiarism:** Plagiarism, which includes using someone else's words, ideas, or work without proper attribution is strictly prohibited. It is the responsibility of students to understand what constitutes plagiarism and to avoid it.
- **Honesty in Assessments:** Students must complete all assessments, examinations, and quizzes independently and honestly. Any form of cheating, including using unauthorised materials, communication with others during assessments, or providing or receiving unauthorised assistance, is not permitted.
- **Collaboration:** Collaboration with peers on assignments or projects is encouraged when it is explicitly allowed by the teacher. In such cases, students must follow the guidelines provided by the teacher and give credit to their collaborators.
- **Respect for Copyright:** Students must respect copyright laws and intellectual property rights when using or referencing external sources in their work. Proper citations and permissions must be obtained for copyrighted material.

- Consequences of Academic Dishonesty: Academic dishonesty undermines the learning process and the values of our school community.

Consequences for academic dishonesty may include, but are not limited to, the following:

- Reduction of assignment or assessment grades.
- Requiring the student to redo the assignment or assessment.
- Parental notification.
- Loss of privileges.
- Referral to the Academic Integrity Committee.
- Disciplinary action, including suspension or expulsion, in severe cases.

Definitions

Academic Honesty

A set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment. It involves acknowledging the work and ideas of others appropriately and ensuring that all academic work is authentic and original.

Academic Misconduct

Any behaviour that results in, or may result in, a student gaining an unfair advantage or affecting the academic integrity of themselves or others. Forms of academic misconduct include:

1. Plagiarism

Representing the ideas, words, or work of another person as one's own without proper acknowledgment.

Example: Copying text from a book or website into your assignment without citing the source.

2. Collusion

Supporting another student's academic misconduct, such as allowing your work to be copied or submitting work that is not your own in collaboration with others when individual work is expected.

★ Note: Collusion is different from collaboration. Collaboration involves working together with others with the teacher's permission and appropriate acknowledgment, whereas collusion is unauthorised and unethical sharing of work.

3. Duplication of Work

Submitting the same work, or substantially similar work, for different assignments or assessment components without teacher approval.

Example: Submitting the same essay for two different classes.

4. Falsification of Data

Creating or altering data dishonestly in an assignment.

Example: Inventing results for a science experiment you did not conduct.

5. Unauthorised Assistance

Receiving help from or using unauthorised sources, including people or technology, in completing an assignment.

Example: Having a tutor, parent, or friend complete or significantly edit your work.

6. Misconduct During Examinations

Any behaviour that breaches examination regulations and gives a student an unfair advantage.

Examples: Copying from another student during an exam.

Using unauthorised notes or electronic devices.

7. Misuse of Artificial Intelligence (AI) Tools

Using AI-generated content and presenting it as one's own original work without proper acknowledgment.

Example: Submitting an essay written by an AI language model without citing the source.

8. School Maladministration

Actions by the school or its representatives that breach IB regulations or school policies, potentially compromising the integrity of assessments.

Example: Altering student grades without proper justification.

Academic Integrity Across the Programmes

Our aim is to cultivate ethical attitudes and behaviours in all aspects of students' academic work, fostering integrity as a lifelong value. Academic integrity must be taught in age-appropriate ways, ensuring that students at every level understand and embrace its importance in alignment with our school's mission and core values.

In the PYP, students are introduced to the concept of academic integrity as an essential part of being a principled individual. Through storytelling, collaborative projects, and guided discussions, they learn to express ideas in their own words and give proper credit to others by creating simple citations. Students engage in age-appropriate conversations about intellectual property and respect for others' work. This solid foundation of academic integrity prepares them for the increased responsibilities of middle school programmes.

From Grades 6 to 10, students are incrementally taught how to properly cite sources using academic conventions like the MLA style. They develop skills in paraphrasing, summarising, and critically evaluating information. While they may receive support from teachers, peers, or tutors, they are expected to submit work that is authentically their own. Discussions expand to include a deeper exploration of intellectual property, digital citizenship, and the impact of sharing offensive or inappropriate information. By the end of Grade 10, especially with the completion of their course work, students are expected to independently demonstrate these skills and be fully aware of the ethical implications of their work.

From Grades 9 to 10, they learn to apply proper citation methods and adhere to the relevant external examination board regulations. Emphasis is placed on producing original work in coursework and understanding the consequences of academic misconduct in externally assessed components. By the end of Grade 10, students are expected to demonstrate independence in research, critical thinking, and ethical scholarship, preparing them for the advanced expectations of Grades 11-12).

In Grades 11-12 students are expected to exemplify the highest standards of academic integrity, recognising that their work contributes to a global academic community. They receive comprehensive support, including workshops on advanced research skills, proper citation methods, and ethical scholarship. All internal assessments and externally assessed coursework are subject to integrity checks. Students are required to sign and submit an academic integrity declaration covering all coursework and a conduct of examinations agreement that includes academic integrity. They are made aware that any breaches

identified in work submitted will be investigated by the relevant exam board, potentially resulting in sanctions ranging from receiving no grade for an assessed component to disqualification from the programme.

Support and Responsibility in the DP

Our DP students are encouraged to proactively seek advice from teachers, librarians, or the DP Coordinator if they require clarification on any aspects of academic integrity. The school provides resources such as research databases, one-on-one mentoring, and access to plagiarism detection tools to support students in meeting these expectations. By embracing these opportunities, students develop the skills and ethical understanding necessary for success in higher education and future careers.

Our DP students are therefore expected to consistently demonstrate the highest standards of academic integrity. Once expectations have been explained and the academic integrity declaration is signed, students are fully responsible for adhering to these standards, regardless of whether any breach is accidental or intentional. Understanding that their work is subject to scrutiny by external examiners, they are prepared to uphold the principles of honesty and integrity in all their academic endeavours. By progressively developing academic integrity across all programmes, OWIS ensures that students not only comply with academic standards but also internalise the values of honesty, respect, and responsibility. This approach aligns with our mission to cultivate principled, reflective lifelong learners who contribute positively to the global community.

How to Cite Sources

Understanding how to properly cite sources is essential for maintaining academic integrity. To simplify this process, OWIS uses the Modern Language Association (MLA) citation style school-wide. In MLA style, the author's last name and page number appear in parentheses within the text, and full details are provided in the 'Works Cited' or 'Bibliography'; section at the end of your work.

Note: All students should have a copy of the OWIS Citation Guidelines, either in print or digital form, for reference when completing assignments.

Taking Effective Notes for Citation

When you find information from external sources that you plan to use in your work, keep detailed notes in the following format:

- Author: Last name, First name
- Title of Source: Article, chapter, image, video, etc.
- Title of Container: Book, journal, website, etc.
- Publication Details: City of publication, publisher, publication date, pages (for periodicals or journals), issue, volume
- URL and Access Date: For online sources

Teachers will provide scaffolding and practice sessions to reinforce these skills during workshops.

MLA Citation Formats and Examples

1. Books

- Single Author

Format: Author's Last Name, First Name. Title of Book. City of Publication, Publisher, Publication Date.

Example: Tragakes, Ellie. Economics in a Nutshell. Athens, Noema Press, 2015.

- Two Authors

Format: First Author's Last Name, First Name, and Second Author's First Name Last Name. Title of Book. City of Publication, Publisher, Publication Date.

Example: Kim, W. Chan, and Renée Mauborgne. Blue Ocean Strategy. New York, Hachette Books, 2017.

2. Periodicals (Newspapers, Magazines)

Format: Author's Last Name, First Name 'Title of Article', Title of Periodical, Day Month Year, page numbers.

Example: Lam, Lydia. "Donald Trump to Meet Kim Jong Un in Singapore: What You Need to Know About the Historic Summit": The Straits Times, 12 May 2018, p. A1.

3. Journal Articles

- Print Journal

Format: Author's Last Name, First Name 'Title of Article' Title of Journal, vol. Volume Number, no. Issue Number, Year, pages.

Example: Blau, Gary "Testing for a Four-Dimensional Structure of Occupational Commitment" Journal of Occupational and Organisational Psychology, vol. 76, no. 4, 2003, pp. 469-488.

- Online Journal

Format: Author's Last Name, First Name "Title of Article" Title of Journal, vol. Volume Number, no. Issue Number, Year, pages. Title of Website, URL. Accessed Day Month Year.

Example: Shadreck, Mandina “ School-Based Factors and the Dropout Phenomenon: A Study of Zhomba Cluster Secondary Schools in Gokwe District of Zimbabwe” *Journal of Education and Social Research*, vol. 3, no. 1, Jan. 2013, pp. 25-34. CiteSeerX, citeseerx.ist.psu.edu. Accessed 23 May 2018.

4. Websites

Format: Author’s Last Name, First Name. "Title of Page or Article." Title of Website, Publisher (if different from website name), Date published, URL. Accessed Day Month Year.

Example: Gardner, Amanda “Could You Have Type 2? 10 Diabetes Symptoms” *Health*, 26 Jan. 2016, health.com. Accessed 23 May 2018.

5. Online Videos

Format: Creator’s Last Name, First Name (or Username) “Title of Video” Website Name, Date published, URL. Accessed Day Month Year.

Example: Jodiecongirl. “Microeconomics versus Macroeconomics” YouTube, 12 Sep. 2011, youtube.com. Accessed 23 May 2018.

6. Digital Images

Format: Creator’s Last Name, First Name “Title of Image or Description” Title of Website, Publisher (if different from website name), Date published, URL. Accessed Day Month Year.

Example: “Diversity” Diversity Training, Moore Essentials, mooreessentials.com. Accessed 23 May 2018.

Good Practice Recommendations for Students

1. Acknowledge All Sources: Ensure that all sources you have consulted are acknowledged in your work using the MLA citation style.
 2. In-Text Citations and Bibliography: Include in-text citations where information from a source is used and provide full details in the “Works Cited” section.
 3. Use Quotation Marks for Direct Quotes: Use quotation marks or indentation to indicate exact words taken from a source, and always attribute them appropriately.
 4. Enable Readers to Locate Sources: Cite your sources so that readers can find them. If you cannot provide full details of the source, consider whether it is appropriate to use it.
- ★ See the AI Tools Within Academic Honesty section for how to cite AI usage

Roles and Responsibilities

Creating and maintaining a culture of academic honesty is a collaborative effort involving the entire school community, including administrators, teachers, students, and parents. Each stakeholder has specific roles and responsibilities to uphold and promote academic integrity at OWIS.

By clearly defining the roles and responsibilities of each stakeholder, OWIS aims to build a cohesive community committed to academic integrity. This collaborative effort ensures that students develop the ethical values and skills necessary for their academic and personal success, aligning with our mission to cultivate principled, reflective lifelong learners who respect all cultures and contribute positively to the world.

Responsibility of the School

OWIS is committed to fostering an environment that emphasises the importance of academic honesty and integrity. Recognizing that students generally do not intend to engage in malpractice, the school acknowledges that academic misconduct often occurs due to:

- **Lack of Understanding:** Students may not fully grasp what constitutes academic honesty or are unaware of the consequences of malpractice.
- **Time Constraints and Stress:** Tight deadlines and stress can lead students to make poor decisions regarding academic integrity.
- **Insufficient Skills:** Students may not know how to appropriately acknowledge the work of others due to a lack of practice or instruction.

To address these challenges, the school has the following responsibilities:

- **Education and Awareness:** Clearly define and communicate what constitutes good academic practices and emphasise why academic honesty is essential for personal and academic growth.
- **Training and Orientation:** Conduct regular orientation sessions, workshops, and training for students, teachers, and parents. These sessions will be differentiated to meet the specific needs of each group and will be scheduled based on necessity.
- **Creating a Supportive Culture:** Organise school-wide events such as assemblies, competitions (e.g., plays, posters, films), and campaigns to promote academic honesty. Encourage open discussions about ethics and integrity to reinforce these values.
- **Communication of Policies:** Ensure that procedures and consequences for academic misconduct are clearly communicated and accessible to all stakeholders.

- Provision of Resources: Provide access to tools like citation guides and plagiarism detection software to support the community in upholding academic integrity.

Role and responsibilities of the administrators (Programme Coordinators, Section Principals, Heads of School)

- Leadership and Promotion: Lead by example in fostering a culture of academic integrity. Initiate and sustain discussions with students and teachers about the importance of academic honesty.
- Orientation Sessions: Conduct introductory sessions at the start of each academic year for students, teachers, and parents, tailored to their specific needs.

- Ongoing Support and Reinforcement: Collaborate with teachers from Grade 5 onwards on a “Academic Honesty Reinforcement” to continually reinforce the principles of academic integrity and address any misunderstandings.

- Workshops and Training: Provide specialised training for IBDP students, focusing on skills such as citation, referencing, research methods, and ethical use of information.

- Record-Keeping and Investigation: Maintain secure records of academic honesty declarations and any instances of academic misconduct. Oversee investigations into reported cases, ensuring fairness and adherence to school policies and IB regulations.

- Policy Enforcement: Ensure consistent enforcement of the academic honesty policy across all levels and handle communications with the International Baccalaureate Organisation (IBO) if necessary.

- Support for School Initiatives: Encourage participation in events related to academic honesty and provide resources to teachers and students to promote integrity.

Responsibilities of the Teachers

Teachers are instrumental in modelling and promoting academic honesty:

- **Professional Development:** Attend all staff training on academic honesty and sign a declaration confirming understanding of the policy and commitment to uphold it.
- **Clarification and Support:** Seek assistance from colleagues or administrators if unclear about any aspect of the policy.
- **Vigilance and Detection:** Be attentive to signs of academic misconduct, such as inconsistencies in student work. Engage in conversations with students about their work to understand their thought processes and sources.
- **Assignment Design:** Create assignments that minimise opportunities for plagiarism by emphasising critical thinking, analysis, problem-solving, and original evaluation.
- **Assessment Practices:** Include academic honesty as a significant component (10%-15%) in assessment rubrics and share these with students to set clear expectations.
- **Instruction on Citation:** Teach and reinforce proper citation practices, ensuring students know how to acknowledge sources in all types of work, including oral presentations.
- **Regular Reinforcement:** Conduct regular sessions to discuss academic honesty, clarify misconceptions, and practice citation and research skills.
- **Role Modelling:** Demonstrate academic honesty in their own work by citing all sources used in teaching materials.
- **Collection of Declarations:** Collect and submit academic honesty declarations from students to the appropriate administrators.

- Support School Initiatives: Participate in and support events and competitions that promote academic honesty within the school community.

Responsibilities of the Students

Students are expected to uphold the highest standards of academic integrity:

- Active Participation: Attend all orientations, seminars, and informational sessions related to academic honesty.
- Engagement with Materials: Read and understand all materials provided on academic honesty.
- Proactive Communication: Seek assistance from teachers or coordinators if unsure about any aspect of academic integrity, including citations and referencing.
- Compliance with Policies: Sign a declaration at the beginning of each academic year confirming understanding and commitment to the academic honesty policy.
- Original Work: Ensure all submitted work is authentic and properly acknowledges the contributions of others.
- Accountability: Accept the consequences of any academic misconduct as determined by the school or the International Baccalaureate Organisation.
- Continuous Improvement: Engage in opportunities to develop skills in research, citation, and ethical use of information.

Responsibility of Parents

Parents play a supportive role in promoting academic honesty:

- Open Dialogue: Discuss the importance and benefits of academic honesty with their child.
- Encouragement: Promote good time management and organisational skills to help their child meet assignment deadlines without undue stress.

- Guidance: Assist their child in understanding research methods, note-taking, and referencing techniques.
- Communication with School: Maintain open lines of communication with teachers and administrators to stay informed about academic expectations and policies.
- Support Seeking Help: Encourage their child to seek assistance from teachers if they experience difficulties with assignments.
- Avoiding Unauthorised Assistance: Refrain from completing assignments on behalf of their child or arranging external help that violates academic honesty policies.
- Positive Reinforcement: Praise and reinforce their child's efforts to act with integrity and uphold ethical standards.

Responsibilities of the Librarians

Librarians play a crucial role in supporting the development of academic honesty skills among students and teachers. Their responsibilities include:

1. Resource Management:

- Curate and maintain a diverse and up-to-date collection of resources that support research and learning, including guides on citation and referencing.
- Provide access to tools and software that facilitate proper citation and plagiarism detection.

2. Instruction and Support:

- Teaching Research Skills: Instruct students on effective research methodologies, including how to locate, evaluate, and use information ethically.

- Citation and Referencing Guidance: Educate students on proper citation practices using the MLA style, helping them understand the importance of acknowledging sources.

- Workshops and Training: Conduct workshops for students and teachers on topics related to information literacy, academic integrity, and the ethical use of information.

3. Collaboration with Teachers:

- Curriculum Integration: Work collaboratively with teachers to integrate information literacy and academic honesty principles into the curriculum across all subjects.

- Resource Development: Assist in creating teaching materials and assignments that promote critical thinking and reducing opportunities for plagiarism.

4. Promotion of Academic Integrity:

- Role Modelling: Demonstrate ethical use of information and proper citation in all library materials and communications.

- Awareness Campaigns: Lead initiatives to promote academic honesty, such as library displays, informational posters, and newsletters highlighting the importance of integrity.

5. Support for Students:

- Individual Assistance: Offer personalised support to students who need help with research, citation, or understanding the academic honesty policy.

- Guidance on Tools: Assist students in using research tools, citation generators, and plagiarism detection software responsibly.

6. Professional Development:

- Continuous Learning: Stay informed about the latest developments in information literacy, citation styles, and academic honesty practices.

- Sharing Expertise: Provide training and resources to teachers and staff on topics related to academic integrity and effective research strategies.

A Levelled Approach to Academic Honesty

At OWIS, we are committed to nurturing principled, reflective lifelong learners who act with integrity and respect for others. Our tiered approach to academic honesty is designed to educate and support students in developing ethical academic practices, aligned with our mission, vision, and core values of global engagement, creativity, community, and mindful independence.

We recognise that understanding and adhering to academic honesty principles is a developmental process. Therefore, our approach is differentiated across the Primary Years Programme (PYP), Middle School, and the Diploma Programme (DP) to ensure age-appropriate guidance and consequences.

Primary

Awareness and Education

Academic Honesty Introduction

- Orientation Sessions: All PYP students will participate in age-appropriate sessions introducing the concepts of honesty, fairness, and respect for other's work.
- Classroom Integration: Teachers will incorporate discussions and activities related to academic honesty into their lessons, using stories, role-play, and collaborative projects to illustrate the importance of integrity.

➤ Level 1: Guided Practice and Reflection

First Instance of Misunderstanding

- **Teacher-Student Discussion:** The teacher will discuss the incident with the student to understand their perspective and clarify expectations.
- **Learning Opportunity:** The student will be guided to correct their work, learning how to acknowledge sources appropriately.
- **Parental Communication:** Parents will be informed to reinforce the learning at home.

➤ Level 2: Reinforcement and Support

Repeated Instances

- **Collaborative Meeting:** A meeting with the student, teacher, and PYP Coordinator to explore underlying issues and provide additional support.
- **Action Plan:** Develop a personalised plan to help the student internalise academic honesty practices, including parents.
- **Ongoing Monitoring:** Regular check-ins to assess progress and provide encouragement.

➤ Level 3: Intervention

Persistent Challenges

- **In-depth Support:** Referral to the school counsellor for additional guidance.
- **Family Engagement:** Enhanced collaboration with parents to support the student's development of integrity and responsibility.
- **Review of Progress:** Continuous assessment to ensure alignment with the school's values.

Middle School

Education and Skill Development

Academic Honesty Orientation

- Comprehensive Workshops: At the start of each year, students participate in sessions covering plagiarism, citation methods, and the importance of original work.
- Curriculum Integration: Teachers emphasise academic honesty across subjects, teaching proper research and citation skills.

➤ Level 1: Initial Violations

First Violation

- Teacher Intervention: The teacher discusses the violation with the student to understand the reasons and reinforces expectations.
- Opportunity to Redo Work: The student may redo the assignment to demonstrate understanding, possibly with a reduced grade.
- Documentation: The incident is recorded for reference, and parents are notified.

➤ Level 2: Continued Violations

Second Violation

- Meeting with Coordinator: The student meets with the Middle School Coordinator to discuss the seriousness of the issue.
- Reflection Assignment: The student completes an assignment reflecting on the importance of academic honesty.

- Grade Impact: The assignment receives a zero, but the student may redo it to learn how to do it correctly for partial credit.
- Parental Involvement: Parents are invited to a meeting that will be recorded and go into the student's academic file to develop strategies for improvement.

➤ Level 3: Serious Violations or Extreme Violation

Third Violation

- Academic Integrity Committee Review: A panel reviews the case to determine appropriate consequences.
- Consequences:
 - Loss of Privileges: Restrictions on participation in certain school activities.
- Academic Contract: The student signs an agreement outlining expectations and consequences for future violations.

High School or Diploma Programme (DP)

Reinforcement of Academic Integrity

Advanced Orientation

- In-depth Sessions: DP students receive detailed training on IB academic integrity policies, citation standards, and the ethical use of information, including AI tools.
- Ongoing Support: Access to resources and workshops on research skills and academic writing.

➤ Level 1: Initial Violations

First Offense

- Teacher-Student Meeting: The teacher and student discuss the violation, its implications, and steps to prevent recurrence.
- Documentation: The incident is documented, and parents are informed.
- Reflection Essay: The student writes an essay on the importance of academic integrity.
- Parental Conference: A meeting with parents to discuss consequences and support strategies.

➤ Level 2: Repeated Violations

Second Offence

- Meeting with DP Coordinator: A formal meeting to address the pattern of misconduct.
- Academic Probation: The student is placed on probation, with clear conditions for continued enrolment in the DP.
- No Credit for Work: The assignment receives a zero and the student must redo it to meet course requirements.
- Parental Conference: A meeting with parents to discuss consequences and support strategies will be recorded and go into the student's academic file.

➤ Level 3: Severe Violations

Third Offense or Serious Misconduct

- Administrative Review: The case is escalated to the Head of School
- Possible Consequences:
 - Removal from the DP programme: The student will be withdrawn as an IB Diploma candidate.

- Disciplinary Action: Suspension, expulsion or withdrawn from their course resulting in loss of course credit.
- Official Record: The violation is noted in the student's permanent academic record.
- ★ Note: In all programmes, severe violations, such as cheating on examinations or fabricating data, may result in immediate escalation to higher tiers, regardless of prior incidents.

Procedure for reporting misconduct

Maintaining academic integrity is a collective responsibility that involves students, teachers, administrators, parents, and all members of the school community. To uphold our mission of fostering principled and reflective lifelong learners, we have established a clear procedure for reporting suspected instances of academic misconduct. This process ensures that concerns are addressed promptly, fairly, and in alignment with our core values of community, inclusivity, and mindful independence.

Who Can Report

- Students: Encouraged to report if they become aware of academic misconduct by themselves or others.
- Teachers and Staff: Obligated to report any suspected instances of academic dishonesty.
- Parents and Guardians: Invited to report concerns regarding their child's academic integrity.

- Other Community Members: Any member of the school community who observes or suspects academic misconduct.

How to Report and to whom

➤ Reporting Channels

1. Direct Reporting:

- To Teachers/ To Coordinators: Students or parents can report concerns directly to the relevant teacher.
- To Librarians: For issues related to research and citation practices.

2. Written Reports:

- Email: Send a detailed email to the appropriate coordinator or administrator.
- Academic Honesty Report Form: Complete a standardised form available on the school's website or at the administration office.

Information to Include in a Report

- Detailed Description: Provide a clear account of the suspected misconduct, including dates, times, and specific details.
- Evidence: Attach any relevant documents, assignments, or materials that support the concern.
- Witnesses: List any individuals who may have relevant information.

Confidentiality and Non-Retaliation

- Confidentiality Assurance: All reports will be handled confidentially to the extent possible, respecting the privacy of all parties involved.

- **Non-Retaliation Policy:** The school prohibits retaliation against anyone who reports academic misconduct in good faith. Any acts of retaliation will be subject to disciplinary action.

Guidelines for Reporting

- **Prompt Reporting:** Reports should be made as soon as possible after the suspected misconduct is discovered to allow timely investigation.
- **Good Faith Requirement:** Reports should be made honestly and with the belief that the information provided is accurate.
- **Respectful Communication:** All reports should be communicated respectfully and constructively, focusing on facts rather than personal judgments.

Procedure for investigating transgression

We are committed to upholding the highest standards of academic integrity. In alignment with our mission to develop principled and reflective lifelong learners, we have established a clear and fair procedure for investigating instances of academic misconduct. This procedure ensures that all cases are handled consistently, transparently, and in accordance with our core values of mindfulness, inclusivity, and respect.

Role of Teachers in Vigilance and Detection

Teachers are on the front lines of maintaining academic integrity:

- **Familiarity with Student Work:** Teachers are expected to be familiar with their student's writing styles and abilities, enabling them to identify inconsistencies that may indicate academic misconduct.

- **Use of Plagiarism Detection Tools:**

- Grades 9-12: All major course work and inquiry-based assignments, may be checked using Turnitin or similar plagiarism detection software.
- Grades 10 to 12: Any work submitted to external examination authorities (e.g., IGCSE Cambridge or International Baccalaureate) must undergo plagiarism checks.

Steps for Investigating Suspected Academic Misconduct

When a teacher suspects that a student has engaged in academic misconduct, the following procedure should be followed:

➤ Step 1: Preliminary Review

1. Gather Evidence:

- Review the Work: Examine the assignment for signs of plagiarism, collusion, or other forms of misconduct.
- Similarity Reports: Analyse the Turnitin similarity report. A high similarity index (e.g., over 20%) warrants further investigation but is not sole proof of misconduct.
- Compare with Previous Work: Consider the student's previous assignments to identify discrepancies in writing style or quality.

2. Consultation (if necessary):

- Collaborate with Colleagues: Discuss concerns with other teachers or the librarian to gain additional perspectives.
- Check for Administrative Errors: Ensure that the suspected misconduct is not due to a misunderstanding of the assignment or incorrect instructions.

➤ Step 2: Initial Meeting with the Student

1. Private Discussion:

- Set a Meeting: Arrange a confidential meeting with the student as soon as possible.

- Present Concerns: Clearly and respectfully explain the concerns regarding their work.

- Student's Explanation: Allow the student to explain their perspective and provide any relevant information.

2. Educational Opportunity:

- Clarify Expectations: Reinforce the principles of academic honesty and discuss how to properly acknowledge sources.

- Determine Intent: Assess whether the misconduct was unintentional due to misunderstanding or lack of skills.

➤ Step 3: Documentation

1. Record Keeping:

- Incident Report: Complete an Academic Misconduct Incident Report detailing the findings, discussions, and any evidence.

- Documentation: Attach relevant documents, such as the assignment, Turnitin report, and notes from meetings.

2. Notification:

- Inform Relevant Parties:

- For PYP and Middle School: Notify the PYP Coordinator or Middle School Coordinator.

- For DP Students: Notify the IBDP Coordinator.

- Parental Communication: Depending on the severity and frequency, inform the parents or guardians about the incident.

➤ Step 4: Further Investigation (if necessary)

1. Administrative Review:

- Coordinator Involvement: The respective coordinator reviews the case to ensure that procedures have been followed correctly.

- Additional Meetings: A meeting may be arranged involving the student, teacher, and coordinator to delve deeper into the issue.

2. Rights of the Student:

- Fair Treatment: Ensure the student's rights are respected throughout the process.
- Opportunity to Respond: Provide the student with a chance to respond to any new findings.

➤ Step 5: Decision and Consequences

1. Determine Outcomes:

- Unintentional Misconduct:
 - Educational Response: Provide additional guidance on academic honesty practices.
 - Assignment Redo: Allow the student to redo the assignment properly.

- Intentional Misconduct:

- Consequences: Apply appropriate consequences as outlined in the tiered approach, which may include a reduced grade, zero credit, or disciplinary actions.
- Restorative Actions: Require the student to complete a reflection or attend workshops on academic integrity.

2. Communication:

- Inform the Student: Clearly communicate the decision and consequences to the student.
- Parental Involvement: Notify parents or guardians of the outcome and any steps for moving forward.

➤ Step 6: Follow-Up

1. Support:

- Additional Resources: Offer resources such as tutoring, workshops, or meetings with the librarian to strengthen the student's understanding.
- Monitoring: Teachers and coordinators monitor the student's work for improvement.

2. Record Maintenance:

- Confidentiality: Maintain all records securely and confidentially.
- Duration: Keep records as per school policy to track repeated instances while respecting the student's privacy.

Special Considerations for External Assessments

- Non-Submission to External Bodies: If academic misconduct is confirmed in work intended for external assessment (e.g., IB or IGCSE), the work must not be submitted as authentic.
- Reporting to Examination Authorities: In cases where misconduct is detected after submission, the school is obligated to report the incident to the relevant examination authority.
- Student and Parent Notification: Inform the student and parents of the potential implications on external qualifications.

Ensuring Fairness and Consistency

- Training: All teachers and administrators involved in the investigation process receive training to handle cases objectively and sensitively.
- Policy Accessibility: The procedure is made available to all members of the school community to ensure transparency.

- Regular Review: The policy and procedures are reviewed periodically to remain current with best practices and any changes in external examination regulations.

Rights and Responsibilities

Student Rights:

- Fair Investigation: The student has the right to a fair and impartial investigation.
- Opportunity to Respond: The student can present their account of the incident.
- Confidentiality: The matter will be handled discreetly to protect the student's privacy.

For Misconduct During External Examinations always follow the regulations of the relevant examination body.

References to Examination Board Policies

IGCSE:

- Students and parents should refer to the Cambridge Handbook for detailed regulations on examination conduct.

IB Diploma Examinations:

- Refer to the IB Diploma Programme Assessment Procedures and Academic Integrity policy for comprehensive information on misconduct definitions, reporting procedures, and consequences.

AI Tools Within Academic Honesty

At OWIS, we recognise the growing impact of Artificial Intelligence (AI) tools in education and their potential to enhance learning. This section outlines the

standards for the responsible and ethical use of AI tools by students within the context of our academic honesty policy. Our goal is to empower students to utilise AI tools effectively while maintaining the integrity of their own work and adhering to our core values of mindful independence, creativity, and global engagement.

Appropriate Use

- Supplement, Not Supplant: AI tools should be used to support and enhance your own critical thinking, creativity, and research skills, not to replace them.
- Learning Aid: Utilise AI tools for brainstorming ideas, preliminary research, or seeking constructive feedback.

Responsible Use

- Critical Evaluation: Scrutinise the credibility, reliability, and relevance of the outputs generated by AI tools. Always verify information with reputable sources.
- Understanding Limitations: Be aware that AI-generated content may contain inaccuracies, outdated information, or biases.

Ethical Use

- Original Work: Ensure that all submitted work is your own. Do not submit AI-generated content as if it were your original creation.
- Acknowledgement: Properly acknowledge any assistance received from AI tools in your work.
- Transparency: Be prepared to explain your understanding of the AI-generated content and how it contributed to your assignment.

Consequences

- Academic Dishonesty: Any misuse of AI tools that violates this policy is considered academic misconduct and will be addressed according to the school's tiered approach to academic honesty violations.

Limitations of AI Tools

- Accuracy Issues: AI tools may produce incorrect or misleading information. They do not replace the need for critical analysis and fact-checking.
- Dependence Risks: Over-reliance on AI tools can hinder the development of your own skills and understanding.
- Copyright Concerns: AI outputs may inadvertently include copyrighted material. Always ensure compliance with intellectual property laws.

Recommendations for Appropriate Use

- Preliminary Research: Use AI tools to gather initial ideas or understand broad concepts.
- Feedback and Revision: Seek suggestions on improving your writing or arguments, but ensure that revisions are made in your own words.
- Learning Enhancement: Employ AI tools to practise problem-solving or explore topics further, reinforcing your independent learning.

Restrictions

Prohibited Actions:

- Do not submit AI-generated essays, reports, or assignments as your own work.
- Do not incorporate AI-generated content into your assignments without proper acknowledgement.

- Do not use AI tools during examinations or assessments unless explicitly permitted.

Acknowledging AI Tools

Proper acknowledgment of AI tools is essential to maintain transparency and academic integrity.

➤ When to Cite AI Tools

- Content Generation: If you include text, ideas, code, translations, or summaries generated by an AI tool in your work.
- Assistance in Writing: If an AI tool significantly aids in structuring your work or provides substantial suggestions.

➤ How to Cite AI Tools in MLA Style

In-Text Citation

- Format: (“Description of AI Output”)
- Example: (ChatGPT response to a question about renewable energy)

Works Cited Entry

- Format:
 - “Description of AI Content” Name of AI Tool, version (if available), Publisher (if applicable), Date of interaction, URL. Accessed Day Month Year.
- Example:
 - “Explanation of the Causes of the French Revolution” ChatGPT, OpenAI, 15 Sep. 2023, chat.openai.com. Accessed 15 Sep. 2023.

➤ Statement of AI Use

Include a brief statement in your assignment explaining how you used the AI tool.

- Example:

- In preparing this essay, I used ChatGPT to generate an outline of the key events leading up to the French Revolution, which I then expanded upon and analysed in my own words.

Acknowledgment Template

For transparency, you may use the following template to document your use of AI tools:

- Name of AI Tool: [e.g., ChatGPT]
- Input Prompt: [Insert the question or prompt you used]
- Date Generated: [Insert the date of interaction]
- Output Generated: [Include the AI tool's response, if appropriate]
- Impact on Submission: [Detail how the output was employed in your work]

Alignment with School Values

The responsible use of AI tools aligns with OWIS's mission and core values by:

- Mindful Independence: Encouraging self-awareness in learning practices and responsible use of technology.
- Creativity and Innovation: Leveraging technology to enhance creativity while maintaining originality.
- Global Engagement and Adaptability: Preparing students to navigate and ethically utilise emerging technologies in a rapidly changing world.

Revision Summary

Academic Integrity Policy

Document No.: Academic Integrity Policy 2024 Revision No.: 2

Prepared by: Prepared by: Head of School First Preparation Date: May 2018

Approved by: IB PYP and IBDP Coordinator in consultation with Head of School

Last review date: 2nd September 2024

Next review: September 2026 Review cycle: Once every two years

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Review Date : 1st September 2026

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

Here, I declare that I have read and understood all the sections of the Academic Honesty Policy (ACH September 2024 V2). I confirm to abide by the policy under all circumstances. In the case of misconduct, both intentional as well as unintentional, I agree to bear any consequences as decided by the school or IBO.

Signature of the student

Name of the Student

Grade

Place

Date

Appendix 5.1b

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

Here, I declare that I have read and understood all the sections of the Academic Honesty Policy (ACH September 2024 V2). I confirm to abide by the policy under all circumstances. I will support the school in implementation of this policy. In case of misconduct by my child, I agree to bear any consequences as decided by the school or any external examining organisation.

Signature of the Parent

Name of the Parent

Name of your child

Grade level

Place

Date

Appendix 5.1c

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

Here, I declare that I have read and understood all the sections of the Academic Honesty Policy (ACH September 2024 V2). I confirm to abide by the policy under all circumstances. I will support the school in implementation of this policy. I will encourage the students to follow academically honest practices at all times.

Signature of the Teacher

Place

Date

Appendix 5: School Bus Terms & Conditions

A. For safety and security purposes, all children must wear a seatbelt once they board the bus. The only exception is when they get on or off the bus

B. All children are expected to behave in a responsible and courteous manner while riding on the bus.

- Children are also expected to use acceptable language and speak softly so as not to distract the bus driver from the road. This is to ensure a safe and comfortable ride for all

C. All children are responsible for keeping track of their own belongings; and disposing of their trash.

- For hygiene purposes as well as safety considerations (e.g. eating a lollipop with a long stick may pose a safety hazard if the bus makes a sudden stop), eating and drinking is prohibited on the bus.

D. Children are required to be punctual for their school buses pick-up. We seek parents' assistance so that students reach the waiting point prior to their pick-up timing, to avoid the school bus waiting for them. A delay in one pick-up point will result in delays at all subsequent points.

- Parents of young children are required to ensure someone (family member or helper) meets the child at the drop off point

E. Children may be moved from one bus to another to accommodate changes in traffic conditions or students; cohort or changes of bus routing

F. We seek parents' understanding to deal only with the bus office and NOT directly with the Bus Driver or the Bus Aunty. This is to avoid any unnecessary miscommunication.

G. All students are subject to transportation laws, rules, and regulations from the time they board a school bus until the bus route is completed or until the students arrive at their normal destinations, either at school or home.

H. The bus company shall not be held liable for any loss if it is unable to retrieve or return any item of lost property left in the bus by passengers.

- Any items found will, however, be kept in our office for three months.
- Thereafter, we reserve the right to donate or otherwise dispose of the items accordingly.

I. The Rules and Regulations provided herein are subject to change from time to time as our operating condition evolves.

Bus Rules & Regulations while waiting for the School Bus

- Bus Riders (Students) must be punctual when boarding the bus.
- Bus Riders (Students) must board the bus in a peaceful and orderly manner.
- Bus Riders (Students) must form polite queues and wait for their turn to be seated.
- Reservation of seats is strictly not allowed.
- Bus Riders (Students) must remain seated and keep their seat belts fastened throughout their journey.
- Bus Riders (Students) are not allowed to exit the bus and loiter out of the bus
- Bus Riders (Students) is entitled to one seat only and school bags should be placed on the floor
- Adults and/or visitors are not allowed to travel in the bus with the students

Bus Rules & Regulations while riding on the School Bus

- Bus Riders (Students) should conduct themselves in an acceptable manner at all times.
- Seat belts must be fastened securely at all times and must not be removed until the bus has come to a complete stop
- Profanity, obscene gestures, horseplay, throwing objects, fighting, bullying, shouting, uttering offensive language, boisterous or any unruly behaviour

will be reported to the School and subsequent disciplinary action may be taken.

- Bus Riders (Students) who misbehave will be issued with Misbehavior Form from the Bus Aunty after 3 repeated warnings
- Bus Riders (Students) with repeated misconduct may be suspended from the use of the bus service.
- Chewing gum, eating, drinking and littering are not allowed on the bus.
- Sharp and potentially hazardous items such as pen knives and aerosol sprays are prohibited on the bus; stationery and toys must be kept in school bags.
- Bus Riders (Students) shall follow safety instructions given by the bus driver and attendant during their bus journey.
- Bus Riders (Students) are expected to be considerate and respectful towards the bus driver, attendant and fellow passengers
- Bus Riders (Students) are expected to use the bus facilities with care.
- In the event of any damage, defacement or vandalism caused by a Bus Rider (Student) it will be reported to the School and the parents will be held responsible and financially liable for the cost of the repair.
- Changing of clothes on the bus is not permitted.
- Bus Riders (Students) should not tamper with the emergency door, fire extinguisher, or other safety equipment on the bus
- Bus Riders (Students) should refrain from talking to the driver except in an emergency

Bus Rules & Regulations while leaving the School Bus

- Bus Riders (Students) should remain seated until the bus comes to a complete stop
- Upon arrival at school, Bus Riders (Students) in front seats will leave the bus first and all will exit in an orderly fashion.
- Bus Riders (Students) are allowed to leave the bus only at regular stops.
- All Bus Riders (Students) should promptly move away from the bus after exiting and should never go back toward the bus once the driver has broken visual contact with them. (Following these instructions saves lives.)

Other Rules & Regulations

- There will be an additional fee charged if a child (EC/Grade 1 or 2) is brought back to school due to the absence of a parent or guardian at the drop off point
- Buses will wait 2 minutes at the designated pick-up time before moving on to the next pick-up point.
- Unauthorised personnel, parents, family members, guardians and domestic helpers are NOT allowed to accompany the children on the bus.
- The bus company shall not be held liable for any loss if it is unable to retrieve or return any item of lost property left in the bus by passengers.
- The terms and conditions provided herein are subject to change from time to time as our operating condition evolves.

Indemnity

The Parents shall indemnify the bus operator against all proceedings, costs, expenses, liabilities, injury, death, loss or damage arising out of the breach or negligent performance or failure in performance by the Parents and/ or the Student of the Rules and Regulations.

Appendix 6: Medical Insurance Process

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

What is Covered?

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

Exclusions:

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

Documents and Resources

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

- [GPA Policy](#)

Claims Procedure

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

Step-by-Step Process

(a) Notify OWIS:

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

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

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

(d) Submit Required Documents:

- Upload all necessary documents through the MediHub app within 30 days from:
 - The date of discharge from hospitalisation,

- The date of death, or
- The date expenses were incurred (whichever applies).
- Bank Details: Ensure bank details are included for reimbursement.

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

(f) Check Claim Status:

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

[MediHub App – Registration Process](#)

Scope of Coverage

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

Payment of the Claim Amount

The insurance operates on a reimbursement basis:

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

For Claims Assistance:

- Email: helpdesk.owis.sg@globalschools.com
- Alternatively, you may call + (65) 6914-6700 for support.

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

Insurance Provider Contact

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

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

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