



Parent/Student Handbook 2020

CONTENTS

Contents

SCHOOL VISION AND MISSION	4
<i>THREE PILLARS OF EXCELLENCE</i>	4
<i>CAMBRIDGE LEARNER ATTRIBUTES</i>	5
KEY PERSONNEL OF THE SCHOOL	6
ADMISSION OVERVIEW	8
<i>LATE ADMISSION</i>	8
<i>REINSTATEMENT</i>	8
<i>SIBLING DISCOUNT</i>	9
<i>SPECIAL DISCOUNTS AND SCHOLARSHIPS</i>	9
<i>ADVANCE ANNUAL FEE PAYMENT REBATE</i>	9
PAYMENT OF SCHOOL FEES	10
<i>FINANCE OFFICE OPERATING HOURS</i>	10
<i>PAYMENT OF FEES</i>	10
<i>OTHER CHARGES PAYABLE</i>	10
<i>MODE OF PAYMENT</i>	11
<i>DEPOSIT</i>	11
<i>RE-REGISTRATION FOR THE NEXT SCHOOL YEAR</i>	12
<i>REFUND POLICY</i>	12
<i>LATE PAYMENT</i>	12
<i>PROCESSING FEE FOR IMMIGRATION SERVICE</i>	12
<i>STUDENTS ACCOUNTS</i>	13
SCHOOL HOURS	13
<i>START OF SCHOOL DAY</i>	13
<i>NORMAL SCHOOL HOURS</i>	13
<i>MORNING BREAK & LUNCH BREAK</i>	14
<i>PUNCTUALITY</i>	14
<i>ABSENT FROM SCHOOL</i>	14

<i>ABSENT FROM CLASS</i>	15
<i>ABSENT FROM AN EXAMINATION DUE TO ILLNESS</i>	15
<i>LEAVING SCHOOL CAMPUS DURING SCHOOL HOURS</i>	15
STUDENT CONDUCT	16
<i>STUDENT MANAGEMENT AND WELL-BEING POLICY</i>	17
<i>MERIT AND DEMERIT POINTS SYSTEM</i>	19
<i>RESPECT FOR OTHERS</i>	19
<i>WHAT IS BULLYING</i>	19
<i>CLASSROOM BEHAVIOUR</i>	20
<i>TRAFFIC LIGHTS SYSTEM</i>	21
<i>QUIET CORNER</i>	21
<i>SCHOOL UNIFORM AND PE UNIFORM</i>	21
<i>FOOTWEAR</i>	22
<i>MODESTY, NEATNESS AND CLEANLINESS</i>	23
<i>VIOLATIONS OF PERSONAL APPEARANCE</i>	23
<i>USE OF ELECTRONIC DEVICES</i>	23
<i>ACADEMIC HONESTY</i>	24
<i>LANGUAGE POLICY</i>	25
CURRICULUM AND INSTRUCTION	25
<i>PRE- PRIMARY</i>	26
<i>PRIMARY</i>	26
<i>SECONDARY</i>	27
<i>CO-CURRICULAR ACTIVITIES</i>	28
<i>SCHOOL SPORTS TEAM & SPORTS DEVELOPMENT PROGRAMMES</i>	29
INSTRUCTION	29
ACADEMIC SUPPORT	30
<i>REMEDIATION & INTERVENTION</i>	30
<i>ENGLISH PROFICIENCY PROGRAMME (E-PROP)</i>	30
CHARACTER AND CAREER COACHING	31
<i>GUIDANCE & COUNSELLING PROGRAMMES & SERVICES</i>	32
<i>GRADING PRACTICES</i>	33
<i>PROGRESS REPORT</i>	33
<i>EXAMINATIONS</i>	33
<i>PROGRESSION</i>	34

<i>HOMEWORK</i>	35
<i>LATE WORK</i>	36
<i>RESPONSIBILITIES OF STAFF</i>	36
<i>RESPONSIBILITIES OF PARENTS</i>	37
<i>RESPONSIBILITIES OF STUDENTS</i>	37
COMMUNICATION CHANNELS BETWEEN SCHOOL AND PARENT	37
<i>SCHOOL/PARENT COMMUNICATION PORTAL - SENTRAL</i>	38
<i>E-MAILS</i>	38
<i>SCHOOL PLANNER</i>	38
<i>SCHOOL WEBSITE</i>	38
<i>NEW PARENTS ORIENTATION</i>	38
<i>PARENT-TEACHER COMMUNICATION</i>	39
<i>PARENT-VOLUNTEERS</i>	39
<i>INFORMATION BOARDS</i>	39
<i>ENQUIRIES AND COMPLAINTS</i>	39
STUDENT RECOGNITION	40
<i>CHAIRMAN'S AWARD</i>	40
<i>HONOUR ROLL</i>	40
<i>ACADEMIC EXCELLENCE AWARD</i>	41
<i>TRIPLE AWARD CHECKPOINT</i>	41
<i>TEACHER'S AWARD</i>	41
<i>SPORTSMANSHIP AWARD</i>	42
SPECIAL EVENTS	42
<i>PARENT-TEACHER MEETINGS</i>	42
<i>INFO SESSIONS</i>	42
<i>CULTURAL CELEBRATIONS</i>	42
<i>INTERNATIONAL UNDERSTANDING WEEK</i>	42
<i>STEM PROGRAMME</i>	42
<i>STEM LEARNING JOURNEYS</i>	43
<i>CARNIVAL DAY</i>	43
<i>TEACHERS' DAY</i>	43
<i>SPORTS DAY</i>	43
<i>AWARDS DAY</i>	43
<i>WOW CONCERT & X DAY</i>	44

<i>GRADUATION CELEBRATIONS</i>	44
<i>STUDENT DEVELOPMENT CAMPS</i>	44
CAMPUS SAFETY AND SECURITY	44
<i>NON-SMOKING CAMPUS</i>	45
<i>CCTV</i>	45
<i>SECURITY GUARDS</i>	45
<i>CAMPUS VISITORS</i>	45
<i>EMERGENCY CONTACT WITH PARENTS</i>	45
<i>FIRE DRILL PROCEDURES</i>	46
<i>LOCK DOWN PROCEDURES</i>	46
<i>SWIMMING SAFETY PROCEDURES</i>	46
STUDENT SERVICES	46
<i>ITEMS DROP-OFF</i>	46
<i>GATE A: PICK UP AND DROP-OFF ZONE</i>	47
<i>LOST AND FOUND</i>	48
<i>LOCKERS</i>	48
<i>MOBILE PHONES AND VALUABLES</i>	48
<i>SICK BAY</i>	48
<i>SICK STUDENTS</i>	49
<i>HEAD LICE</i>	49
<i>HAND FOOT AND MOUTH DISEASE</i>	49
<i>WIS BOOKSHOP</i>	50
<i>CAFETERIA</i>	50
<i>STUDENT HEALTH CHECKS</i>	50
APPENDIX 1: CHRONOLOGICAL AGE LEVEL	51
APPENDIX II: SCHOOL TERMS AND HOLIDAYS	52
APPENDIX III: KEY EXAM WEEKS (SUBJECT TO CHANGE)	53

SCHOOL VISION AND MISSION

Our **vision** is to transform minds and change lives in the pursuit of excellence as a responsive, relational and reflective school.

Our **mission** is to provide the B.E.S.T. education experience through:

1. **Boarding** that develops independence, integrity and emotional intelligence.
2. Excellent and holistic **Education**.
3. **Sports** that builds determination and discipline.
4. Recognising and nurturing **Talents**.

THREE PILLARS OF EXCELLENCE

WIS focuses on the **Three Pillars of Excellence** to achieve our goals:

- **Academic Approach**

Active learning in the classrooms engages students to question and think critically. This is complemented by the *Framework for 21st Century Learning* where students apply critical thinking, creativity, communication and collaboration to achieve their learning potential and be prepared for living in the 21st century.

- **Character Building**

The Westlake character attributes are developed through a formalised programme throughout the duration of our students' time with us. We believe in developing both moral and performance attributes: the former focuses on good moral values and the latter on wise management of life's challenges. Starting from 2019, we will focus on building the Cambridge learner attributes as described in the next page.

- **Community Partnership**

Parents are our partners on this journey of providing the best opportunities for their children to become happy and successful people. WIS students learn the importance of meaningful community service which in turn will develop their leadership and communication skills. Being mindful of the community also includes caring for both natural and built environments.

CAMBRIDGE LEARNER ATTRIBUTES

Cambridge International Examinations (Cambridge) uses 'Cambridge learner attributes' to refer to five highly desirable habits in learning representing a combination of values, attitudes, motivation, empathy, knowledge and skills.

Confident in working with information and ideas – their own and those of others. Cambridge learners are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.

Responsible for themselves, responsive to and respectful of others. Cambridge learners take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.

Reflective as learners, developing their ability to learn. Cambridge learners understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be life-long learners.

Innovative and equipped for new and future challenges. Cambridge learners welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.

Engaged intellectually and socially, ready to make a difference. Cambridge learners are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.

* *Extracted from Education Brief 4: The Cambridge learner and teacher attributes*

Westlake International School will adopt the Cambridge learner attributes as it incorporates the WIS character traits, but focuses on learning including the 21st century skills.

KEY PERSONNEL OF THE SCHOOL

The Senior Leadership Team of the school consists of the Principal, Academic Director, Marketing and Admin Director and Deputy Director. They may be contacted via school portal or by email:

No	Name	Position	Email Address
1	Ms Sherry Ann	Principal	sherryann@westlakeschool.edu.my
2	Ms Anushia	Academic Director	anushia@westlakeschool.edu.my
3	Ms Sara Wong	Marketing and Admin Director	sarawong@westlakeschool.edu.my
4	Mr Reuben Chan	Marketing and Admin Deputy Director	reubench@westlakeschool.edu.my

For matters related to student's wellbeing, kindly contact the following key personnel via school portal or by email:

No	Name	Position	Email Address
1	Ms Beverlyn	A Level Coordinator	beverlyn@westlakeschool.edu.my
2	Mr Nicolaas	Head of Key Stage 4	nicolaas@westlakeschool.edu.my
3	Ms Livien Khor	Head of Key Stage 3	livienkhor@westlakeschool.edu.my
4	Mr Arvin Poovalingam	Student Wellbeing Coordinator	arvin@westlakeschool.edu.my

For examinations, learning or subject specific matters, kindly contact the following key personnel via school portal or by email:

No	Name	Position	Email Address
1	Ms Choong Yao Jin	Head of Technology Learning	yjchoong@westlakeschool.edu.my
2	Ms Ellen Wong	Head of Science	ellenwong@westlakeschool.edu.my
3	Mrs Logen	Head of Mathematics	devamalar@westlakeschool.edu.my

4	Ms Michelle Looi	Head of English	michelle_looi@westlakeschool.edu.my
5	Ms Loh Choy Mun	Head of Modern Foreign Languages	cmloh@westlakeschool.edu.my
6	Ms Subhatra	Head of Humanities	subhatra@westlakeschool.edu.my
7	Ms Michelle Chew	Academic Quality Assurance Coordinator	michellechew@westlakeschool.edu.my
8	Mr Emeric Hing	CCE Coordinator	emeric@westlakeschool.edu.my
9	Ms Stella Jane Daniel	Primary English Coordinator	stella@westlakeschool.edu.my
10	Ms Amy Angelo	EProP Coordinator	eprop@westlakeschool.edu.my
11	Ms Wan Norazilnawati	Malay Language Coordinator	norazlinawati@westlakeschool.edu.my

For matters related to general services, boarding house and enrolment, kindly contact the following key personnel via school portal or by email:

No	Name	Position	Email Address
1	Ms Wong Su Ting	Head of Student Services	st Wong@westlakeschool.edu.my
2	Ms Soo Chee Mun	Head of Finance	finance@westlakeschool.edu.my
3	Ms Lim Ai Choo	Head of Human Resources	aclim@westlakeschool.edu.my
4	Ms Deriss Loh	Marketing & Events Assistant Head	derissloh@westlakeschool.edu.my
5	Mr Chong Kum Siong	Boarding House Coordinator	kschong@westlakeschool.edu.my

ADMISSION OVERVIEW

Applications for admission to Westlake International School are accepted throughout the year but only for the respective terms. All applications for the respective terms must be done within the first two weeks from the commencement of the term.

Application for admission at all levels requires the completion of the application form, and submission of all the documents required in the application form. Admission is subject to the payment of the appropriate enrolment fee and deposit.

The School's admission policies take into account the student's age, previous schooling, social development and academic abilities. Generally, the School does not consider advanced placement above a student's chronological age and result of entrance assessment as beneficial for the student's academic development or social well-being. Chronological age level table is shown in **Appendix 1**.

Therefore, the placement of students will be according to chronological age, entrance assessment and interview. Only in exceptional circumstances are students placed in a year group outside their age range.

Placement of a child is determined by the results of the entrance assessment and interview. The results of the entrance assessment may be discussed with the child/parent/guardian. However the entrance assessment will not be made available to them.

LATE ADMISSION

The school allows late admission of the new students within two weeks from the commencement date of the start of term. Thereafter, the students can only register for the following term.

Considerations include: the student's age, previous schooling and school records, time of year of admission, English language proficiency, and achievements in other core subjects. Students transferring from school systems that do not operate on a similar calendar year as WIS will normally be required to repeat part of a given grade level.

REINSTATEMENT

The school discourages acceleration to avoid students losing significant chunks of learning as well as prevent personal and social issues.

However, the school will consider application for reinstatement to the appropriate age group by skipping a year. For example, a student aged 10 or 11 in Year 4, may request to reinstate to Year 6 in the following year.

All requests for reinstatement **MUST** be written and addressed to the Principal; received by **30 September**.

Applicants who meet the following criteria will be notified to pay the admin fee and sit for the reinstatement assessment:

- Age falls within acceptable range for accelerated level
- Current level results (85% in 5 subjects including English, Maths, Science)
- Positive teachers' recommendation on learning attitude and aptitude, personal and social adaptability

Eligible candidates will take the GL Placement Test for the relevant year group to which reinstatement has been requested. This will be conducted after the End of Year Examinations.

Candidates will be informed of the results before school closes to prepare for the following year.

SIBLING DISCOUNT

In appreciation of the trust and confidence shown to the school by our parents, the school provides sibling discounts to the siblings of the first child who enrolls at our school. The first child is defined as the child who is admitted at the highest level of study at the school.

Other than the first child who enrolls with payment of full fees, the brothers or sisters of this student will be given a discount of fifteen percent (15%) on school fees. All siblings have to pay the full amount of one term deposit without discount.

SPECIAL DISCOUNTS AND SCHOLARSHIPS

The school also provides discounts and scholarships to special groups of people who fall within certain categories. Further details are available at the front office.

Please note that only one fee discount type is applicable for a child at any one time.

ADVANCE ANNUAL FEE PAYMENT REBATE

Parents who opt to pay the whole year's school fees at the beginning of Term 1 will be eligible for 3% rebate.

PAYMENT OF SCHOOL FEES

FINANCE OFFICE OPERATING HOURS

Day	School Term		School Holidays	
	Open	Close	Open	Close
Monday – Thursday	7:30am	4:00pm	9:00am	4:30pm
Friday	7:30am	3:00pm	9:00am	3:00pm
Saturday	9:00am	12:30pm	9:00am	12:30pm

Please note that we are closed on Public Holidays and Sundays.

PAYMENT OF FEES

Fees are to be paid in Malaysian Ringgit (MYR). All fees and the deposit must be paid before commencement of the term.

The school charges the following fees:

- Application fee (new students/re-registration of ex-students)
- Enrolment fee (new students/re-registration of ex-students)
- International Administration fee (new **foreign** students /re-registration of ex-students who are foreigners)
- Visa renewal fee (for **foreign** students for their student visa)
- Term fee (as per the fees schedule in use)
- Boarding fee (for boarding students)

OTHER CHARGES PAYABLE

Students are expected to pay the following charges in addition to the Fees listed above:

- Textbooks, reference books, folders, files and planners
- School and sports uniform
- Examination Fees
 - Primary Checkpoint (Year 6)
 - Checkpoint (Year 9)
 - IGCSE (Year 11)
 - A Level (Year 12 & Year 13)
 - Cognitive Ability Test 4 (CAT4) (Year 10)
- Extra-curricular Activity Fees
- School Sports Team Fee (dependent on selection)
- E-purse prepaid value for:
 - Food at the cafeteria

- Books and stationery at the bookshop
- Library fines for late return or lost books
- Class Resource Fee (applicable to Year 1 – Year 13 students only) to cover the costs of the worksheets given out to the students throughout the term
- Art Resource Fee (applicable to Year 1 – Year 9 students only) to cover the costs of the art materials supplied to the students throughout the term.
- Learning Packs (applicable to Year 1 - Year 6 mainstream students only) and Year 7 – Year 11 mainstream students to cover the cost of handouts to the students throughout the term
- Lab Fee (applicable for Year 7 – Year 13 students only)
- Student Development Camp Fee (applicable for Year 6 to Year 9 students only)
- Duke of Edinburgh Registration Fee (applicable for participating Year 10 and Year 11 students)
- Tablet Fee (applicable for all Year 7 and newly enrolled Year 8 students)

MODE OF PAYMENT

Payment to the school can be made by cheque, bank draft, direct credit from a bank account, online transfer or credit card (visa and master only) at the school office. Parents will be required to produce a hard copy as evidence of payment.

However, please take note that the school would not be responsible for any banking/service fees. Only the amount that Westlake International School actually receives would be credited into the respective parents' account.

All cheques are to be made payable to:

WESTLAKE INTERNATIONAL SCHOOL SDN BHD

DEPOSIT

A security deposit amounting to ONE-term fee equivalent to the amount for the current year of study must be maintained throughout the duration of the student's study at the school and shall not be treated as fee payment or off-set for any payment. Parents will be required to pay the difference in deposit when their child progresses to the next level in their study which charges higher fees.

For example, if the child is currently in Year 6, the payment is RM 4405 per term, when the child moves to Year 7, the term fee will be RM 6540 per term. Therefore, the top-up in deposit required will be $RM\ 6540 - RM\ 4405 = RM\ 2135$ when the child enters Year 7.

Parents are asked to take note that the deposit payable for ALL students will be the amount of ONE FULL TERM's fees.

For example, even though student X is entitled to 15% off term's fees for Sibling Discount, he will have to pay 100% of term fees as deposit.

The deposit is only refundable at the point of graduation or withdrawal provided that there are no outstanding fees or payments and that the parents/guardian has provided one full term's written notice to the School. Such written notice shall be received by the school before the end of the preceding term. Failure to provide sufficient notice will result in the forfeiture of the deposit.

Written notice of withdrawal (sample as per Appendix 2) to the Principal is required for the refund of deposit. Please submit your letters by the following dates:

- 10th January 2020 for students who intend to leave by End of Term 1, 2020
- 30th April 2020 for students who intend to leave by End of Term 2, 2020
- 21st August 2020 for students who intend to leave by End of Term 3, 2020

RE-REGISTRATION FOR THE NEXT SCHOOL YEAR

Fees for subsequent terms are to be paid on or before the commencement of each term. Students are not allowed to attend classes unless all fees have been duly paid.

REFUND POLICY

School fees and boarding fees are strictly NOT REFUNDABLE. The deposit will be refunded if all the requirements, including the one term notice period, are met.

LATE PAYMENT

Fees and charges must be paid within the dates specified by the School. A 5% surcharge of term fees pro-rated daily will be incurred on fees which have not been paid by the due date indicated on the invoice.

The school reserves the right to disallow a student from entering a class if the required fees have not been paid. The school may also withhold any student reports or certificates until the outstanding amount is fully settled.

Students yet to have settled their accounts will be disallowed from returning in the following term. Their enrolment will be suspended for one term after which it shall be terminated.

PROCESSING FEE FOR IMMIGRATION SERVICE

For students holding a non-Malaysian passport, it is the duty of parents to satisfy any visa/permit/other immigration requirements for their children to study at the school. While parents are encouraged to deal with the Malaysian Immigration Office directly, the school does provide such service at a fee. Parents are advised to find out about

these additional costs. Parents are entirely liable for all the fees charged by the school and any other incidental costs so incurred.

STUDENTS ACCOUNTS

The school maintains an internal account for every Westlake School student. The account acts as a bill that is sent to parents at the end of the term. Parents must ensure that all outstanding balances (debit balance) be settled within 7 days from the date of the statement. The school reserves the right to offset any fees/expenses that are rightfully incurred by a student against any available credit balance in the student account.

The student account must be settled in full before any student reports or certificates are released to a student.

SCHOOL HOURS

START OF SCHOOL DAY

The school gates open at 7:00 am. However, parents are advised to send their children after 7:15 am so that the children are not left unsupervised. There will be teachers on duty from 7:15 am onwards.

Students must then report to their assigned point of assembly by 7:35 am and wait for the first bell before moving in an orderly manner to their respective classes. Classes begin promptly at 7:40 am.

NORMAL SCHOOL HOURS

Level	Monday	Tuesday	Wednesday	Thursday	Friday
Early Years	7:40am – 1pm				
Year 1 – Year 2	7.40am – 3.00pm				7.40am – 1.00pm
Year 3 – Year 13	7:40am – 3:00pm		7:40am – 4:20pm	7:40am – 3:00pm	7:40am – 1pm
		7.40am – 4.20pm (Year 10 Only)		7.40am – 4.20pm (Year 11 Only)	

**Note: Students will be allowed to enter classrooms from 7:35 am

Students who need additional study support will be required to stay back after school for special guidance in core subjects (English, Mathematics and Science).

There is no supervision for students after school. Therefore, students should plan to leave the school at dismissal time unless participating in a scheduled after-school club or activity under direct parent volunteer/teacher supervision.

Students from Year 3 to A Level may stay back to use the school library until the library closes at **5pm**. Students from Early Years – Year 2 are expected to leave the school premises after dismissal.

MORNING BREAK & LUNCH BREAK

Level	Morning Break (20 minutes)	Lunch Break (40 minutes)
Key Stage 1	9:20am – 9:40am	12:20pm – 1:00pm
Key Stage 2	9:20am – 9:40am	12:20pm – 1:00pm*
Key Stage 3 & Key Stage 4	10:00am – 10:20am	1.00pm – 1:40pm*

*Except on Fridays

Please note that the student card also serves as an e-purse. Students are required to use the card for purchases in school. Failure to produce the card may result in a student not being able to have meals in school.

PUNCTUALITY

It is important that students observe punctuality at school. Latecomers disrupt classroom activities and may result in a student missing critical learning opportunities and affecting his/her grades.

Students who are frequently late will be subjected to disciplinary action.

ABSENT FROM SCHOOL

If a child is unable to attend school due to illness, parents/guardians are expected to send a message to the class teacher via SENTRAL by 7:40am. When the child returns, a medical certificate (MC) is expected, explaining the absence. For major illness, communicable disease, or injury, the doctor's note should state that the student is well enough to return to class as well as noting if there are any physical restrictions.

If a child is unable to attend school due to other unexpected non-medical circumstances, parents/guardians are expected to send a message to the class teacher via SENTRAL by 7:40am.

For planned absence, parents/guardians are required to send a message via SENTRAL to the relevant Key Stage Head or Head of Secondary so that the school may be informed and arrangements may be made for missed work.

If a student is reported absent without reason for 2 consecutive days, the school will attempt to contact parents via SENTRAL /phone call to substantiate the absence on the third day. If the school is unable to contact the parent/guardian and there is a prolonged absence of student from school, the school will remove the child from the class list at the end of the term.

ABSENT FROM CLASS

Students are not allowed to leave their classes during school hours without permission from their teacher. Students should notify their teacher when they need to leave the class for any reason, such as using the restrooms or going to the sick bay.

Truancy from class is subject to disciplinary action.

ABSENT FROM AN EXAMINATION DUE TO ILLNESS

If a child is unable to attend an examination due to illness, injury or other unavoidable circumstances, parents/guardians must inform the school, preferably in writing or by email, at the earliest point so that the school can help or advise you accordingly.

Provided that acceptable evidence of 'good cause' for such absence (e.g. a medical note) is presented, then students will be granted a right to re-sit. This applies to Mid-year examinations, End of Year Examinations and Trial examinations.

Absence from examinations due to non-critical reasons like vacations will not be accepted.

Absence and late-coming for Primary Checkpoint, Checkpoint, IGCSE and A Level examinations are governed by the examination guidelines from Cambridge Assessment International Education (CAIE). As a registered CAIE Examination Center the school has to abide by the set examination rules and regulations. Students will be briefed on these upon registration for respective CAIE examinations.

LEAVING SCHOOL CAMPUS DURING SCHOOL HOURS

Students are not allowed to leave the school campus during school hours on a school day without permission from the Principal.

Students will only be allowed to leave school with parents, or a verified adult who produces a letter of authorisation from the student's parents. Similarly, no student is permitted to leave an off-campus school sponsored event without permission from the teacher in charge.

Prior to leaving campus, the parent or verified adult is to complete an Exit Form. Once the Exit Form is verified by the Student Services Department, it will be given to the guard at the exit gate. Student is only allowed to exit if accompanied by the parent or verified guardian.

STUDENT CONDUCT

Developing students' character traits such as respect, responsibility, integrity, and kindness is our central pillar and student conduct reflects these character values of WIS. To support character development, WIS has categorised student conduct into expected, acceptable and unacceptable behaviours as follows:

Expected student behaviour:

- Behave in an orderly, safe and sensible manner
- Show respect to members of staff and each other
- Arrive on time to lessons, complete assignments on time
- Bring equipment appropriate for the lesson
- Keep mobile phones in their lockers (locked) during school hours.
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Acceptable student behaviour:

- Make honest mistakes and work towards correction
- Using a laptop or mobile phone during a lesson with the teacher's permission
- Give opinions or feedback to others, including teachers and staff, in a respectful tone
- Follow reasonable instructions given by the teacher
- Appropriate contact with peers and staff (e.g. handshake, high five)

Unacceptable student behaviour:

- Blatant disrespect in the form of lying, cheating, mocking
- Serious misbehaviours as outlined in Appendix 1: Sanctions

- Using a laptop or mobile phone without the permission of the supervising teacher
- Malicious accusations against staff
- Inappropriate contact with staff

STUDENT MANAGEMENT AND WELL-BEING POLICY

The WIS Student Management and Well-Being Policy outlines how students are expected to behave and helps create a consistent environment. WIS uses the **Restorative Justice** approach when managing student behaviour.

Restorative Justice is an approach to discipline where the focus is on **collaborative problem solving** between affected parties and harm caused by the misbehaviour can be repaired.

- This approach provides ways to effectively address complex school issues related to behaviour.
- It offers a supportive environment that can improve learning.
- It improves safety by preventing future harm.
- It offers alternatives and effective actions to prevent suspension and expulsion.
- It allows for instances and severity of misbehaviours to be recorded to assess student progress.

Students are required to comply with the regulations of the school listed in the Parent/Student Handbook, Student Management and Well-Being Policy, as well as other school policies and practices. Failure to do so may be grounds for warning and disciplinary action from the school.

The WIS Student Management and Well-Being Policy outlines misbehaviours into stages of increasing severity, which warrant varying degrees of consequences.

	Description	Possible Consequences
Stage 0	Minor offenses that are resolved by the teacher and the student. E.g. disturbing the class, speaking out of turn, not following instructions, lateness, improper personal presentation	Verbal reminder, change of seating, confiscate device, written in discipline record
Stage 1	Minor offenses which involve notifying parents and/or boarding house parents. E.g. Continued stage 0 behaviour, damaging or misusing school or other's property, uniform violations, hurtful or offensive remarks, truancy	Verbal reprimand, confiscate device, call to parents, cafeteria duty

Stage 2	Moderate offenses which involve notifying parents and boarding house parents, possibly in a meeting at school. E.g. Continued stage 1 behaviour, bringing controlled substances to school, cheating on exams, harming someone, inappropriate physical contact/ Public Display of Affection (PDA), leaving the school premises	Apology letter, counselling, in-school suspension, meeting with parents
Stage 3	Major offenses which may require an investigation. School Discipline Committee to deliberate on the consequences. E.g. Continued stage 2 behaviour, alcohol/cigarette/controlled substance usage, bullying, racial/religious persecution, fighting, major inappropriate contact/PDA	Ban on representing school in sports, ban on field trips, in-school suspension, meeting with parents, warning letters
Stage 4	Very serious or criminal offenses which may involve law enforcement. E.g. Continued stage 3 behaviour, malicious physical assault, theft, possession of illegal drugs, possession of weapons, sexual harassment or assault	Suspension, consideration of expulsion
Stage 5	Very severe or criminal offenses. E.g. Continued stage 4 behaviour involving assault, theft, illegal drugs, weapons	Immediate and permanent expulsion

***Note: The behaviours and consequences are examples used to discern the severity of any offense. The Principal reserves the right to include any inappropriate behaviour into this policy at any time, as necessary.*

All WIS teachers uphold the Student Management and Well-Being Policy. Students involved misbehaving may be required to write an Incident Report and be interviewed by a teacher or staff.

For serious cases, the WIS Discipline Committee will convene to discuss the matter after gathering all required information and evidence. Outcomes of the investigation will be conveyed to students involved, parents, class teacher and boarding house parent (if the student is a boarder).

If there are any concerns regarding the consequences, parents may appeal by writing to the school.

MERIT AND DEMERIT POINTS SYSTEM

To effectively record and report on student discipline, WIS uses a merit and demerit points system. These points are independent sums. Merit points can be shown publicly while demerit points are held confidentially.

All non-teaching staff may give points for exemplary behaviour by informing the student's class teacher to key in.

Accumulating merit points will result in recognition and rewards.

Demerit points will be issued to students who violate the discipline policy according to the severity of their offense. When a student has accumulated 30 points, a Warning Letter will be issued to his/her parent or guardian. Parents will also receive notification when their child is approaching the warning letter and other severe consequences. Multiple Warning Letters may result in suspension or expulsion of the student.

Parents may check how many merit or demerit points their child has accumulated through the student's class teacher.

RESPECT FOR OTHERS

Acceptable personal conduct involves showing proper respect toward others regardless of race, language, age and gender.

Students are expected to respect others, be courteous, helpful, and considerate of school's property and empathetic to other people's feelings at all times.

All staff, whether teachers, boarding house parents, administrative support, and security staff should be treated with respect by students.

Swearing or vulgar expressions in any language will not be permitted. Students must use polite language and respect the rights of other students.

WHAT IS BULLYING

Bullying is the use of actions with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, ostracism, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Verbal name-calling, sarcasm, spreading rumours, teasing

- Cyber bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

ANTI-BULLYING STAND

WIS promotes an atmosphere of mutual respect among students. Bullying of any kind is unacceptable at our school. This policy applies to bullying and cyber bullying of or by any student whether it occurs inside or outside of the school, and includes the boarding facility.

Bullying is considered a serious offense which will not be tolerated and appropriate discipline actions will be taken which may result in expulsion. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to inform a teacher.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

- Students and staff can report incidents of bullying using the Incident Report form and passing it to the Head of Discipline
- Parents can report incidents of bullying through email, phone, or a visit to the school they can contact the student's class teacher.
- After the Head of Discipline receives the case, an investigation will be carried out to assess the intent, number of occurrences, and severity of the offenses. Witnesses will be asked to write their account, CCTV may be checked, and messages may be checked especially in cases of cyber bullying.
- The students involved (bully & victim) will be reconciled through conversations to promote mutual understanding. Counselling is also recommended.
- CE Teachers will conduct school-wide anti-bullying campaign with the students.
- Scheduled PLCs/Newsletters to help teachers identify if bullying is occurring.

CLASSROOM BEHAVIOUR

Classrooms are set up to promote collaborative learning. The same classroom expectations are applied in every lesson. Students are required to talk quietly and politely at all times. Disruptive behaviour will not be tolerated. Students are to listen actively and participate in class lessons.

Students are to meet deadlines for homework and assignments. All written work is to be neat, legible and reflect the pride of producing good work.

Students share the responsibility of keeping the classrooms and the school neat and clean.

Westlake International School believes that the time spent in class is crucial in a student's learning and development. Therefore, students are expected to arrive on time and be prepared for daily classes. They are encouraged to get enough sleep to be fully alert during class. If a student does fall asleep during class, the teacher will wake him/her and warn the student to stay awake and may ask him/her to stand.

TRAFFIC LIGHTS SYSTEM

Each class will have a traffic lights chart to visually monitor individual student behaviour. Our goal is to have all students end the lesson on green. If a student misbehaves after a warning has been given, the teacher may move the student's name to amber (warning). Persistent misbehaviour may result in the student's name being moved to red, where further consequences will be issued (e.g. reflection in the Quiet Corner). The student and teacher will meet at the end of the lesson to discuss a mutual strategy to return the student to green

QUIET CORNER

Students who are persistently disruptive may be asked to sit in the Quiet Corner in the classroom and to fill in a Back on Track Action Plan (BoTAP). The purpose of the BoTAP is to help the student reflect on their actions and to suggest ways to get back on track with their learning. Once the teacher has read and approved the BoTAP, the student may re-join the rest of the class.

For serious offences where there is a risk of physical or emotional harm, a student may be referred instead to the Reflection Room in the nearest staff room, where they will complete a Reflection Form or Incident Report. This will be followed by further consequences as per the discipline policy

SCHOOL UNIFORM AND PE UNIFORM

Students are expected to wear WIS uniform whenever they are on the School campus. During special events, students are allowed to wear other clothes, provided the School has given permission for students to do so.

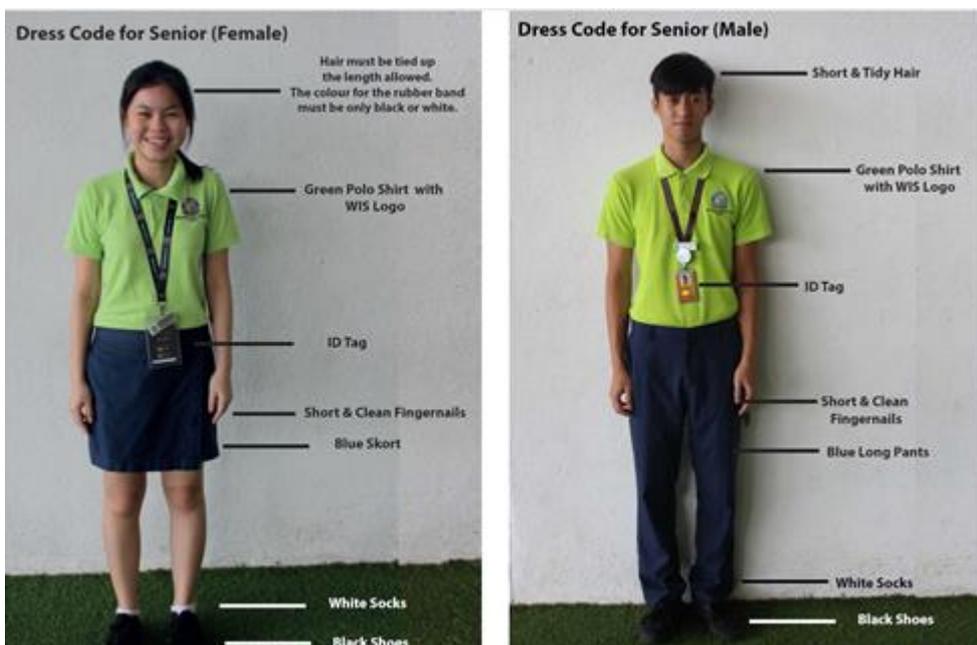
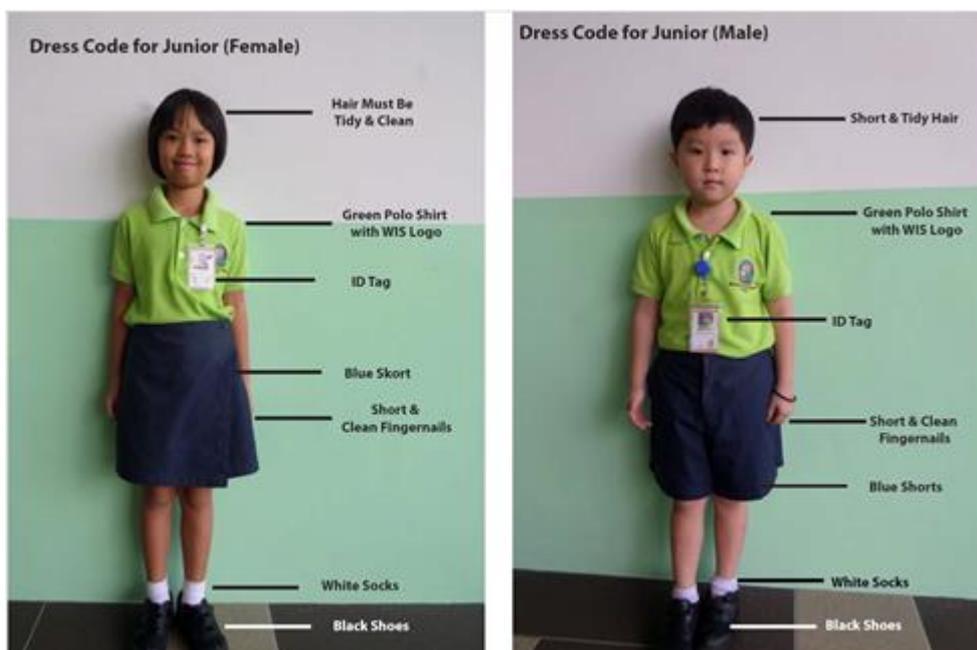
For Muslim students, girls are allowed to wear navy blue long pants or skirt as well as black or white head covering (tudung).

Students who are in a PE class are required to wear their Sports House t-shirt and WIS PE shorts or track bottoms with sports shoes.

Students are required to change before PE class into school PE shirt and PE shorts/ track bottom and change back to their WIS uniform (including school shoes) after PE lessons.

Owning several (3+) shirts to be used on alternate days are strongly encouraged.

Students must wear their WIS student card at all times when they are in the school. WIS student card must be visible to identify them. Students who do not wear their WIS student card will be subjected to disciplinary action and he or she will not be allowed to participate in any of the examination in the school.



FOOTWEAR

Students are required to wear appropriate black school shoes and white socks covering at least their ankles. Footwear must be worn at all times in the school except for designated areas.

Students who are not in the appropriate footwear must produce a valid medical letter, failing which they will be considered in violation of the school dress code.

MODESTY, NEATNESS AND CLEANLINESS

WIS students are encouraged to be presentable at all times in their dressing and grooming. Students are expected to dress modestly and decently. Worn out, stained or frayed clothing may not be worn to school.

Students are expected to keep themselves neat and well-groomed. Hair styles should be neat at all times and students are not allowed to have hair colour that is unnatural or dyed. Girls with long hair will be expected to have their hair tied up neatly when in school to avoid any accidents in the science labs and during physical activities. Ribbon or band colours permitted are black, white, blue or green. Boys are expected to keep decent short hair styles. Hair should be above their eyebrows, ears and collars.

Cleanliness is important for good health and appearance. Students show positive attitudes toward themselves and the school by looking good. Students are not allowed to wear any form of jewellery to school except for religious purpose e.g. bangle for the Sikhs. Girls are allowed to wear small stud earrings or loop earrings up to 1cm in diameter.

VIOLATIONS OF PERSONAL APPEARANCE

Students who violate the dress code regarding personal appearance will be subject to disciplinary action, which may include purchasing a new uniform item or calling the parents to bring an appropriate uniform item to school.

In cases in which a boarding student violates the dress code, the student will be asked to go back to the boarding house and change into an appropriate uniform.

USE OF ELECTRONIC DEVICES

WIS aims to instil discipline in the usage of electronic devices such as laptops and mobile phones, especially during school hours. This policy is in place to guide students in using their devices responsibly. The minimum age requirement for most social media applications is Year 7 and this is to ensure the safety and security of the users. For WIS we recommend that only students aged Year 7 and above be given their own smartphones or internet-ready devices. A basic, call and SMS enabled phone would be a reasonable option for those younger students.

WIS will require all students in Year 7 and Year 8 to have a tablet device (as prescribed by the school) to access the Digital Learning Platform during school hours. Students are required to purchase the tablet models proposed by the school through the authorized school vendor.

Students in all other years are allowed to bring their devices to school for academic purposes and will be notified by the teachers when they are needed for lessons. Otherwise, they are required to keep their devices locked in their lockers. In addition, the school will not be responsible for any loss of electronic devices, so students are strongly encouraged to leave their devices at home or at the boarding house.

Students are allowed to use their hand phones to communicate with their parents after dismissal but not to play non-academic games or videos.

Any student using a hand phone or other device without the permission of staff, will have the phone confiscated for 3 school days. Subsequent offences will result in a longer period of confiscation.

ACADEMIC HONESTY

We expect honesty in the actions of all members of the school community.

Students are expected to produce their own work. They must not pass off another's work as their own. The work submitted to a teacher should be the student's own work or should be correctly referenced.

Examples of academic dishonesty:

- Cheating on tests and exams, for example by copying, talking or sharing work.
- Copying homework or giving permission for another person to copy one's own work.
- Plagiarism (Plagiarism is defined as taking another person's ideas, from the Internet or otherwise, and claiming them as one's own.

Consequences

Should a student be found to have been dishonest in exams, tests and individual assignments, the student will be given a zero score. Parents will be informed of the dishonest act.

The teacher will make a comment on the homework of students who copy homework or give permission for another person to copy his/her own work. No marks will be awarded for copied work.

Plagiarised work will be rejected and must be correctly done. The teacher will explain to the student about the seriousness of claiming other people's ideas as their own without acknowledging the source. The student will be advised on how to avoid plagiarism in future work assignments.

It is the responsibility of parents to encourage academic honesty in their children.

LANGUAGE POLICY

WIS is an international school that offers the Cambridge curriculum which uses English as the medium of instruction. As English is recognised as an international language of communication and commerce, it would be of great advantage to our students to use only English as a language of daily communication while they are in the school campus.

WIS believes that mastering any language is something that is not only useful but enriching and fulfilling. Besides the language policy put in place to encourage the speaking of English, there are English language events organised throughout the year for students to hone as well as showcase their linguistic abilities. The objectives are to motivate students to improve in their use of the language as well as to create a love for English.

Students and staff are therefore **expected to speak the English language at all times** within the school buildings and on the school grounds. Although we acknowledge and appreciate that students face great challenges when speaking in a language other than their mother tongue, we believe the best way to learn English is by immersing in an English-speaking environment. This is especially true for second language speakers (ESL) who are new to the school.

If a student, who is capable of conversing in English, repeatedly chooses to ignore the teacher's requests to use the English language within the school buildings and school grounds, the student will impair efforts to build an English-speaking environment.

Other languages such as Chinese and Malay should be spoken only during class time when the students are studying these languages or language related events. This rule applies to students who are involved in learning other foreign languages.

CURRICULUM AND INSTRUCTION

The school's curriculum is broad, balanced, interesting and adheres to the requirements of the Cambridge International Assessment Education (CAIE). The CAIE syllabus provides the guidance for English, Mathematics, Science, Global Perspectives, Art, Physical Education and Music.

Provisions are made for the learning of Malay as a Foreign Language in accordance with the requirements of the Ministry of Education Malaysia. In addition we offer the learning of Mandarin as an additional language at First Language, Second Language or Foreign Language Level.

To provide students an enriched experience, whilst equipping them with 21st Century ready skills, the school has embedded Character and Career Education,

ScopeIT (Coding, Programming and Robotics) and Google Applied Digital Skills as part of our curriculum offering.

PRE- PRIMARY

Early Years

The Early Years is a one year foundation stage leading to formal primary education in Year 1. The areas of learning are communication and language, literacy, mathematics, understanding the world, physical development, personal social emotional development, and expressive arts and design.

It is designed and delivered as a play-based curriculum which allows children to explore and learn in an environment that is secure and safe, yet challenging. Children learn in self-contained classrooms with most subjects being taught by their homeroom teacher.

Children are assessed at regular intervals using classroom observations against the intended learning outcomes.

PRIMARY

Key Stage 1

In Years 1 and 2, the instructional programme for is based on the Cambridge Primary Curriculum for the core subjects of English, Mathematics and Science. In addition students develop key skills in the areas of Mandarin, Malay, Physical Education, Music, Art, Character Education and ScopeIT.

The focus of learning in Key Stage 1 is on developing core competencies that will allow success in the upper primary level. Classroom instruction is designed to be interactive and student-centred promoting communication and creative thinking.

Children are assessed at regular intervals using structured formative assessments against the intended learning outcomes outlined in the Cambridge Primary curriculum.

Key Stage 2

From Year 3 to Year 6, the instruction continues using the Cambridge Primary Curriculum and expands to include Global Perspectives.

Children are assessed at regular intervals using structured formative assessments against the intended learning outcomes outlined in the Cambridge Primary curriculum.

The use of the GL Progress Tests for English, Mathematics and Science provides detailed information of specific areas of progress for each child in different areas of the syllabus.

End of Year examinations are modelled against the Cambridge Progress Checkers.

At the end of Year 6, students will take the Cambridge Primary Checkpoint examination in the core subjects of English, Mathematics and Science. This is a diagnostic assessment tool which provides an indicator of students' strengths and areas for improvement.

SECONDARY

Key Stage 3

Year 7, 8 and 9 covers the crucial lower secondary years leading into IGCSE. At Key Stage 3 the curriculum adheres to the Cambridge Secondary 1 learning outcomes for the subjects of English, Mathematics, Science and Global Perspectives. In addition students will take Mandarin, Malay, Physical Education, Music, Art and Google Applied Digital Skills.

In Year 7 and Year 8 students will access the online learning platform Google Classroom via their tablet. This is part of the school strategy towards developing 21st century skills.

Formative assessments at Key Stage 3 are rigorous and conducted at regular intervals to ensure that students' progress is monitored.

In Year 7 and Year 8 the GL Progress Tests for English, Mathematics and Science provides detailed information of specific areas of progress for each child in different areas of the syllabus.

End of Year examinations for Year 7 and Year 8 are modelled against the Cambridge Checkpoint examinations.

Students in Year 9 will sit for Mid-year examinations and Trial examinations.

At the end of Year 9, students will take the Cambridge Checkpoint examination in the core subjects of English, Mathematics and Science. This diagnostic assessment tool provides guidance for selection of IGCSE subjects in Year 10.

Key Stage 4

In Years 10 and 11 students are prepared for Cambridge International General Certificate of Secondary Education (IGCSE) examinations. This two year course is rigorous and requires committed study for each subject selected.

The following subjects are compulsory study for IGCSE :

- English as a First Language or English as a Second Language
- Mathematics
- Malay (for Malaysian students)

Students will select a maximum of 6 other subjects from the following list to complete their IGCSE course:

- Additional Mathematics
- Biology
- Chemistry
- Physics
- Accounting
- Business Studies
- Economics
- Geography
- Art and Design
- Mandarin as a Foreign Language or Mandarin as a Second Language or Chinese First Language

Key Stage 5

The A Level programme is an 18-month programme starting in January or a 24-month programme starting in August. It is a 'staged' course with the AS examinations taken first and then completed with the final A-Level examinations in May of the following year.

A range of subjects are offered at A Level, subject to students' ability and aptitude. Please refer to the A Level Prospectus for further information.

CO-CURRICULAR ACTIVITIES

The school provides a wide range of Co-Curricular Activities (CCA) for students from Years 3 to A-Levels as part of our commitment to holistic and balanced education. The CCA provision at school comprises two parts; both of which are compulsory.

House Sports run on Mondays from, from 8.00am to 9.20am. Students will rotate through practicing 20 different sports according to their houses. This would lead to participation in Sports Day and the House Cup Challenge.

Clubs and Societies meet on Wednesday from 3.15 to 4.20pm. Students will be briefed about the CCA's available for 2020, and will be given the opportunity to register for a society of their choice.

SCHOOL SPORTS TEAM & SPORTS DEVELOPMENT PROGRAMME

There are 9 School Sports teams and students which are open to all students. Selection for the School Sports team will be via the Talent ID sessions. Selected students will have to attend the scheduled training sessions, participate in competitions and uphold good conduct.

In addition there are 3 Junior Sports development programmes which are open to all student keen to build their skills.

INSTRUCTION

Our instructional approach is guided by the *Framework for 21st Century Learning*. The focus of teaching and learning is on producing students who are skilled collaborators and communicators; inventive thinkers and problem solvers; self-directed and self-regulated learners; and skilled users of a wide range of fit for purpose technologies.

Classroom learning sequences are designed with a particular focus on developing the four core 21st Century skills of;

- Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication

This allows for rich, authentic, student-centred learning experiences with seamless integration of ICT literacy across all levels. The core subjects of English, Mathematics and Science; are each taught using a specific pedagogical approach which merges the 21st Century Skills with rigorous content knowledge.

SUBJECT	PEDAGOGY
English	Process Writing Guided Reading
Mathematics	Problem Solving Processes
Science	Inquiry Based Learning

ACADEMIC SUPPORT

REMEDICATION & INTERVENTION

Remedial support is provided for students who are falling behind in their understanding and application of knowledge, ideas and concepts taught in class. Depending on student needs, this may come in a variety of forms including scaffolded homework practice, targeted revision and after-school small group teaching.

Intervention support is provided for students who have significant gaps in their knowledge which is hindering their academic progress. Intervention usually takes the form of Peer Tutoring or after-school small group teaching.

The decision to provide Remedial or Intervention support is made by analysing students' results and based on the recommendations of teachers.

ENGLISH PROFICIENCY PROGRAMME (E-PROP)

The school is committed to supporting pupils for whom English is not a first language. As students receive their instruction mainly in English, reasonable achievement expectations must be met to protect both the child and the learning environment. These programmes are recommended to specific students at the point of enrolment after considering English placement test results. An additional fee is applicable for these programmes.

PRIMARY E-PROP STRUCTURE

Levels	STAGE 1	STAGE 2	STAGE 3
Focus	Students with zero based English	Student with English second language level proficiency	Students are in mainstream class with additional support.
Periods per week	32 periods	20 periods	3.30pm - 5.30pm Monday, Tuesday, Thursday & Friday
Entrance Assessment	GL Placement Test Written Assessment		
Promotion	To Stage 2	To Stage 3	Fully independent in Mainstream English

Promotion Criteria	Written Formative Assessment Average 85% on Formative Assessments	Written Formative Assessment Average 85% on Formative Assessments	Formative Assessment & End of Year Exam <ul style="list-style-type: none"> • Average of 65% on Formative Assessments • 65% on End of Year Exam
---------------------------	--------------------------------------------------------------------------	--------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SECONDARY E-PROP STRUCTURE

At secondary level, E-ProP support is provided at a Stage 2 and Stage 3 level until Year 9. Students with zero base English are not admitted at Secondary level.

Levels	Stage 2	Stage 3
Focus	Below English Second Language proficiency	Students are in mainstream English Second Language class with additional support.
Periods per week	19 periods	6.30pm - 8.30pm Monday, Tuesday, Wednesday, Thursday
Entrance Assessment	GL Placement Test Written Assessment	
Promotion	To Stage 3	Fully independent in mainstream ESL
Promotion Criteria	Written Formative Assessment Average 85% on Formative Assessments	Formative Assessment & End of Year Exam <ul style="list-style-type: none"> • Average of 65% on Formative Assessments • 65% on End of Year Exam

CHARACTER AND CAREER COACHING

The Character and Career Coaching programme supports the school curriculum to enhance the holistic development of the individual student, enabling him or her to lead a more fulfilling life. The programmes are designed to include Life Skills aligned to the 7 Habits framework and personal social development.

1) Career Coaching

- Career counselling is provided for those who are unsure or confused about career goals. We assist students in understanding their options to make decisions on educational and career directions.

2) **Character Developmental Programme**

- A developmental guidance programme (workshop, training or camp) with the purpose to systematically assist students develop the skills they need to enhance their personal, social, educational, and career development.

3) **Cognitive and Psychological Assessment**

- Cognitive Ability Test (CAT)
- Learning Styles Assessment
- Personality Assessment
- Interest & Vocational Assessment

GUIDANCE & COUNSELLING PROGRAMMES & SERVICES

The school supports students well-being and inclusion through guidance, counselling and learning support. The unit develops services and programmes for the personal, social and educational development of all students. Examples of services that we provide are Individual counselling, Group Counselling, Academic Coaching and Special Needs Screening.

Guidance and Counselling

a) Personal Counselling

- It entails a one-to-one meeting with a counsellor at school. Personal counselling provides a respectful, supportive and confidential environment, where you can openly talk about your concerns and feelings.
 - Self-discovery
 - Peer relationship
 - Boy-girl relationship
 - Emotional management
 - Self-esteem
 - School transition
 - Loss and grief etc.

b) Academic Counselling

- In academic counselling, we assist you in identifying any areas of difficulties and develop strategies to improve your study performance.
 - Study skills
 - Note taking skills
 - Time management
 - Goals setting etc.

- c) Expressive Counselling through
 - OH cards
 - Arts
 - Play
 - Sand tray

- d) Group Counselling
 - A small counselling group which is moderated by a counsellor. Group members get together for a planned session. Joining a counselling group enables you to learn more about yourself through the eyes of others, share experiences, as well as listen and give support to other members.
 - School transition
 - Inter-personal skills
 - Self-discovery
 - Emotional management learning group etc.

GRADING PRACTICES

Assessment is crucial as a measure of students' progress. This includes a combination of Formative and Summative assessments. As a school that adopts the Cambridge International Examinations curriculum, we also adopt the standard grade boundaries as set by Cambridge. The table below shows the percentage uniform mark range for each grade.

GRADE	MARK RANGE
A*	90 – 100
A	80 – 89
B	70- 79
C	60 – 69
D	50 – 59
E	40 – 49
F	30 – 39
U	Below 29

PROGRESS REPORT

Students' progress reports are recorded **twice** a year and will be given out before or during Parent-Teacher Meeting (PTM) to facilitate a fruitful discussion to support students' progress in school.

EXAMINATIONS

Examinations are an integral and important part of assessing students' progress. It is the policy of the school that they be taken only during regularly scheduled times.

LEVEL	Mid-year Examinations	Trial Examinations	End-of-year Examinations
Key Stage 1	Non-examinable		
Key Stage 2	Year 6	Year 6	Year 3, Year 4, Year 5, Year 6 (Mandarin & Malay)
Key Stage 3	Year 9	Year 9	Year 7, Year 8, Year 9 (Malay & Mandarin)
Key Stage 4	Year 10	Year 11 : Trial 1 & Trial 2	Year 10
Key Stage 5	Year 12	Year 12 & Year 13	

New students admitted throughout Term 1 and Term 2 will be required to sit for all scheduled Formative Assessments. They will only receive their Progress Report in Term 3, after they sit for their End of year examination.

New students admitted in Term 3 will be required to sit for all scheduled Formative Assessments and the End of year examination. However they will not be issued a Progress Report as it would not accurately reflect the learning for the year.

Exceptions to examinations are only made in extreme circumstances and serious emergencies. Requests for exceptions to the school's policy and must be made in writing to the Principal **six weeks** before the start of exams and are granted by the Principal. Failure to provide proper notification and appropriate supporting documentation will result in a score of zero (0) for the exam.

New students admitted into Year 6 and Year 9 will be exempted from the Checkpoint examinations, as the school does not have a proper record of their previous academic progress. We do not advocate putting our students under undue stress or unfair circumstances in taking the NON-COMPULSORY Checkpoint examinations.

PROGRESSION

Automatic Promotion

All students in Key Stage 1 will be promoted automatically to the next level. In circumstances where a student exhibits issues that inhibit their learning, and upon professional advice, the school will recommend retention in Key Stage One.

For students in Key Stage 2 and Key Stage 3, the criteria for Automatic Promotion is to achieve a minimum 50% final grade in 3 out of the 4 following ;

- i. English Language
- ii. Mathematics
- iii. Science
- iv. average of all other subjects

For students in Year 10, the criteria for Automatic Promotion is to achieve a minimum 50% final grade in English and 4 other IGCSE subjects.

Conditional Promotion

Any student who fails to meet the criteria for Automatic Promotion as stated above will be given a Conditional Promotion into the next level.

Students who are at risk for Conditional Promotion will be issued a Caution Letter in Term 2, to allow them sufficient time to work towards Automatic Promotion.

Where students do not meet the criteria for Automatic Promotion and are given a Conditional Promotion, they will be subject to the following conditions :

- To meet the criteria for Automatic Promotion in the subsequent year
- Adheres to the **age boundaries** set for the respective year group
- Maintains **good behaviour** with no incident reports being filed.
- Maintains **good attendance** throughout the year (95% or higher)
- Maintains **punctuality** to school and class throughout the year (95% or higher).
- Joins any **Peer Tutoring / Intervention Programme** scheduled and advised for

Retention

Any student who fails to meet the criteria for Automatic Promotion 2 years consecutively, and after being given a Conditional Promotion, will be subject to Retention.

This is to allow the student the opportunity to close the gaps in learning and build the required skills and knowledge to succeed in the higher levels.

Students who are at risk for Retention will be issued a Warning Letter in Term 2, to allow them sufficient time to work towards Automatic Promotion.

HOMEWORK

The purpose of homework is to reinforce learning in school, help with the practice of skills and retention of knowledge as well as promote independent learning and self – discipline. Homework assignments are intended to be relevant, challenging and meaningful; as a means to support and extend classroom learning objectives. The intention of homework is to provide students with the opportunity to apply information learned, prepare for learning and develop critical thinking skills.

Homework IS NOT intended to be rote drill exercises or memory work.

Homework assignments may include a range of the following:

- Reading and oral work
- Practice exercises that support classroom instruction
- Extension assignments to transfer new skills or concepts to new situations
- Creative activities to integrate many skills toward the production of a response or product
- Journal or reflection writing activities
- Research readings
- Note making / graphic organizers / mind maps to support learning
- Online quizzes or Google Classroom assignments
- Major Projects : Research Reports, Interdisciplinary Problem Projects, Book Reports

Actual time required to complete homework assignments will vary at different levels and is dependent on each student's study habit, aptitude, and selected course load.

Average time **per week** for homework:

- 2 hours per week for Key Stage 1
- 3 to 5 hours per week for Key Stage 2
- 5 to 7 hours per week for Key Stage 3
- 7 to 8 hours per week for Key Stage 4
- 4 to 5 hours of independent study, per subject, per week for A Levels

If your child is spending an inordinate amount of time doing homework, you should contact your child's teachers. Students are encouraged to pursue non-assigned, independent, leisure reading.

LATE WORK

Students are expected to turn in their work on time. Students will be given fair warning when they are late in their submissions. Parents will be informed via the CENTRAL Portal if students are consistently late in the submission of assigned work.

RESPONSIBILITIES OF STAFF

Assign relevant, challenging and meaningful homework that reinforces classroom learning

- Give clear instructions and make sure students understand the purpose
- Give feedback and correct homework
- Communicate with other teachers
- Involve parents and contact them if a pattern of late or incomplete homework develops

RESPONSIBILITIES OF PARENTS

We encourage parental involvement in process of education. Guidance will be sent to parents at start of school year explaining our homework policy and strategies of how to support your child. Teachers will update homework assigned to students on the SENTRAL Portal for parent reference.

Parents can support their child in the completion of homework through the following :

- Set a regular, uninterrupted study time each day
- Establish a quiet, well-lit study area
- Monitor students' organisation and daily list of assignments in the "WIS School Planner" and SENTRAL portal.
- Help students work to find the answer, not just get it done
- Be supportive when the student gets frustrated with difficult assignments
- Contact teacher to stay well informed about the student's learning process

RESPONSIBILITIES OF STUDENTS

- Write down assignments in their "WIS School Planner"
- Be sure all assignments are clear; don't be afraid to ask questions if necessary
- Set aside a regular time for studying
- Find a quiet, well-lit study area
- Work on homework independently whenever possible, so that it reflects student ability.
- Produce quality work.
- Make sure assignments are done according to the given instructions and completed on time.

COMMUNICATION CHANNELS BETWEEN SCHOOL AND PARENT

One of the most important factors leading to the success of our school is the communication between parents and the school. By maintaining effective, open communication channels, potential problems can be avoided.

The education of all students is clearly a partnership between teachers and parents. To this end, an effective line of communication between these two groups is essential. The Class Teacher/Home Room Teacher should be the first point of contact when there is any level of concern. These teachers will have the most contact with the students at school and are in the best position to discuss their progress.

The following are ways that parents can be kept informed of their children's activities, academic progress, school events, etc.

SCHOOL/PARENT COMMUNICATION PORTAL - SENTRAL

SENTRAL is the dedicated web based communication portal between teachers and parent. All parents are required to provide the school with their email addresses as it will be used to create their login access to SENTRAL. The password for the login access will be SENTRAL and sent directly via email to the email address provided by the parent. Parents are required to have internet access on a laptop or mobile in order to receive updates from the school on matters pertaining to their child.

It is the school's intention to have every one of our parent accessing SENTRAL and use it as the main communication tool to communicate to the school.

E-MAILS

In addition to the use of SENTRAL important school updates and other relevant information will still be sent via e-mail. It is important that parents maintain a valid and accessible email address with the school. Parents are reminded to update their contact details with the school.

SCHOOL PLANNER

The main purpose of the School Planner is for the student to note the homework for each day. Although the school is using SENTRAL as the main communication portal, the planner is used as a complimentary means. Parents may use the planner to send documents, for example, medical certificates of the child to the class teacher.

Parents should look at and sign the School Planner once each week or more frequently if they have concerns about their children's completion of homework or behaviour at school.

SCHOOL WEBSITE

The school website is updated regularly to keep you informed of activities, events, and on-going services. Log on to www.westlakeschool.edu.my to view.

NEW PARENTS ORIENTATION

In conjunction with the orientation week, the school will host a new parents orientation for new school families, and orientation for new boarding parents.

Parents are encouraged to attend this informal event, as the school seeks to answer any questions they may have, and become better acquainted with the school.

PARENT-TEACHER COMMUNICATION

Direct communication between parents and teachers can often be very helpful in understanding particular children's needs and to sort out day-to-day problems. However, a teacher's prime responsibility is to teach. They are not permitted to leave the classroom to meet with parents or take phone calls.

We hope that parents will bear this in mind when contacting a teacher. The best initial contact is via **SENTRAL** or by email. If parents wish to speak to a teacher on the phone, they will be expected to leave a message requesting the teacher to phone back once a teacher is not occupied in class. Often, the teacher may not be able to return the call until the end of the school day.

Parents may request a meeting with a teacher at a mutually convenient time. Please contact the school office to request and arrange a meeting time. If you arrive without an appointment, the teacher you wish to see may not be available.

For urgent matters, parents may contact the principal or heads of school directly who will always try to be available to deal with the problem.

PARENT-VOLUNTEERS

We believe that parents in our community have a great deal to offer in complementing the work that we do with students. Parents are encouraged to contact the front office to volunteer in their areas of expertise. The parent-volunteers may be involved in industrial expert talks or assist in school and community activities throughout the year.

INFORMATION BOARDS

Information bulletin boards are located in various locations around the school campus. Student work is displayed on the boards and parents are invited to stop by and take a look regularly. School events and activities are posted on the information boards.

Students and parents must have School approval before posting anything on these boards or around campus.

ENQUIRIES AND COMPLAINTS

Complaints which are related to teaching and learning should be handled first by contacting the classroom teacher directly. If the matter is not resolved satisfactorily, the parent may contact the Principal.

Issues related to social and emotional wellbeing can be directed to the Class Teacher or the Student Well-being Coordinator.

Questions related to tuition fees and other payments should be directed to the Finance Office staff.

Matters related to student services should be directed to the Head of Student Services and matters related to facilities should be directed to the Head of Estate Management.

Matters related to the boarding house should be directed to the respective boarding house parents. If the matters are not resolved satisfactorily, the parent may contact the Boarding and Admin Director.

STUDENT RECOGNITION

The WIS awards programme is designed to recognise both outstanding academic and extracurricular achievement. Awards are intended to provide motivation for students to achieve high standards in the areas of academics, sports, community service, and character leadership. Awards will be given at a special awards ceremony at the start of each academic year. These award ceremonies are held to recognise students publicly for their achievement.

CHAIRMAN'S AWARD

For Year II, this award is given to the graduating student who has achieved academic excellence and who exemplifies outstanding character, sportsmanship, contributions to school or community, as well as leadership.

HONOUR ROLL

Students who attain the Honour Roll will receive the Honour Roll Award Bursary. This will entitle students for a 10% Bursary on Annual Term Fees.

For Years 3 – 9, this award is given to the students who have met the following criteria:

1. Must have taken all the exams for all subjects offered by the school.
2. The overall average marks must be more than or equal to 80%.
This calculation based on the Report Card scores of English, Mathematics, Science and an average of the other subjects.
3. Must be in the mainstream English class; English as a First Language or English as a Second Language.
4. Must maintain a 90% Attendance Record.
5. Must maintain a good Discipline Record; no Warning Letters or Serious Incidents.

For Years 10 – 11, this award is given to the students who have met the following criteria:

1. Must have taken all the exams for a minimum of 8 subjects.
2. The overall average marks must be more than or equal to 80%.
This calculation based on the Report Card scores of English and the four best subjects achieved.
3. Must maintain a 90% Attendance Record.
4. Must maintain a good Discipline Record; no Warning Letters or Serious Incidents.

ACADEMIC EXCELLENCE AWARD

For Years 3 – 10, this award will be presented to only one student in each level, who scored the highest among the Honour Roll.

For Year 11, an award will be presented to the top performer of each IGCSE subject with 5 or more candidates.

For A-Levels, this award will be presented to the best student based on the Advanced Subsidiary (AS) results.

TRIPLE AWARD CHECKPOINT

All students in Year 6 and Year 9 who sit for the Checkpoint Examinations are eligible for this award. Students who attain this award will receive the Triple Award Checkpoint Bursary. This will entitle students for a 15% Bursary on Annual Term Fees.

Criteria for the Triple Award Checkpoint :

1. Must achieve a Band 6 for all 3 subjects in the Checkpoint examinations.
2. Must maintain a good Discipline Record; no Warning Letters or Serious Incidents.

TEACHER'S AWARD

Students nominated by their teacher as the most outstanding student in a class merit this award. Students are selected based on the quality of their participation, eagerness to learn, benefit to classmates, well-mannered speech and action and their overall commitment to excellence in the class. Some classes may not have a nominee.

Only one student may be selected per class from Early Years to Year 12.

SPORTSMANSHIP AWARD

This award is presented to one boy and one girl who actively participate in sports at different levels of competitions and with the recommendation of the physical education staff in consultation with teachers in recognition of the following qualities: sportsmanship, participation in various sports, athletic ability, and competitive spirit during the year.

SPECIAL EVENTS

School events for the academic year have been scheduled in the School Calendar. The Calendar will be distributed to parents at the start of the year and available online on SENTRAL. Parents will also be sent updates and relevant information regarding school events as required. The key school events planned include but are not limited to the following listed below.

PARENT-TEACHER MEETINGS

At the end of each term, parents will be invited to meet the teachers to discuss their children's academic performance progress reports, character development and extra-curricular participation.

INFO SESSIONS

Held during the first three weeks of each school year, parents are invited to a tea session to learn of the school's approach to academics, communication with parents as well as any new initiatives for the year. It is also an excellent opportunity to network with teachers and staff who will be involved in your child's development.

CULTURAL CELEBRATIONS

A WIS student is expected to be open-minded to the values and traditions of different cultures. An excellent way to do this is to celebrate different festivals such as Chinese New Year, Hari Raya, Deepavali, Christmas and the main festivals of other nationalities.

INTERNATIONAL UNDERSTANDING WEEK

International Understanding Week is planned to promote peace, trust and global understanding amongst the students of various nationalities at WIS.

STEM PROGRAMME

The STEM Programme at WIS aims to enhance the learning of science, technology, engineering and mathematics (STEM) outside the classroom. The activities under

the STEM Programme include the STEM Exhibition, STEM Challenge, International Competitions and Assessments for Schools (ICAS) and the Maths Olympiad. This programme aims to foster inquiring minds, logical reasoning and collaboration skills.

STEM LEARNING JOURNEYS

As part of the STEM Programme, one day Learning Journeys are organised to support and complement the STEM curriculum in school. These Learning Journeys provide students with experiential and multi-disciplinary learning to embed, extend and enrich classroom learning. Learning Journeys are carefully planned to allow students to make authentic connections between STEM subjects and the world they live in.

CARNIVAL DAY

Every alternate year, WIS organises a fun filled, fund raising event called the Carnival Day. It is a day where all stakeholders of WIS and the community at large collaborate and partner towards organising food and good sales, games and workshops, all for a good cause. In the past, WIS has raised substantial funds during this day and the proceeds have been channelled to local organisations who work with the marginalised groups of people, such as the handicapped, orphanages, old folks home and the orang asli community in Perak.

TEACHERS' DAY

Celebrated by students to show appreciation to the teachers and staff, WIS takes this opportunity to teach our students to show gratitude and appreciation to their teachers. Students will be encouraged to use their creativity to show their appreciation rather than the usual tradition of buying gifts.

SPORTS DAY

Each year the school participates in a sports day, organised by the PE department with the help of parent volunteers. This is a regular school day and attendance is mandatory for students. Parents are encouraged to attend and participate in the event.

AWARDS DAY

This is an annual event to celebrate our students' achievements and outstanding contributions both in and out of school. It is important to acknowledge and recognize the efforts which our students have put in during the year and it is equally important for our parents to celebrate this wonderful event together with their children.

WOW CONCERT & X DAY

Students' talents are showcased in musicals, concerts as well as Wind Orchestra Westlake (WOW) and Co-curricular performances. These performances are directed by the Music Department in collaboration with the respective co-curricular bodies and have received encouraging support from the media.

GRADUATION CELEBRATIONS

Graduation is celebrated after students have completed a milestone in their learning journey as follows:

- Year 6 marks the completion of primary school
- Year 11 marks the completion of IGCSE exams and secondary school
- Year 13 marks the completion of A Level programme

Detailed information about date, time, and nature of the event will be provided to parents and staff in due course.

STUDENT DEVELOPMENT CAMPS

At the Secondary level, Student Development camps are organized to facilitate the development of personal, social and emotional skills. The Student Development Camps are an integral component of the Character Education programme at WIS. These camps provide a range of empowering and challenging activities that promote the development of communication skills, leadership, positive self-image, self-expression and social awareness. The extended time outdoors provides opportunities for guided socialization and the development of healthy, respectful relationships.

Camps for each year group build progressively on the in school learning of the CE programme. These camps are provided by independent, external vendors in close collaboration with the school to ensure that it meets the needs of our students. Camp vendors are thoroughly vetted to ensure the safety, security and wellbeing of all students.

CAMPUS SAFETY AND SECURITY

The safety and security of students, staff and campus visitors is of paramount importance to WIS. Keeping the school campus environment healthy is equally important. Therefore, the school utilises a number of important measures to ensure safety and security and a healthy environment.

NON-SMOKING CAMPUS

WIS is strictly a non-smoking campus in order to protect the health of our staff and students from the damaging effects of inhaling second-hand smoke. Anyone who is on the campus, whether staff, students or visitors, will be required to comply with this rule and breaking of this rule will lead to action being taken. Staff and students will face disciplinary action and visitors will be asked to leave the campus.

CCTV

A Closed Circuit Television system is in operation on the school campus. The system covers all entry and exit points as well as a number of key areas.

SECURITY GUARDS

The school employs security guards who have been well screened. They provide twenty-four hour security protection on campus, including the boarding houses. The security guards also provide traffic control during peak hours when parents drop off or pick up their children.

They have been given strict instructions by the school to check every visitor who comes to the school. Parents are expected to comply with their requirements to show photo identification of themselves and information of appointments made with the school.

In the event that no appointment has been made, the security guard will direct parents to the school Reception to see the Front Office staff. Parents will not be allowed to enter restricted areas of the school grounds without prior arrangements.

CAMPUS VISITORS

All visitors to the school campus must provide photographic proof of identity and have a legitimate purpose for being on campus. All visitors will be asked to fill up a Visitors Form indicating their name, contact number and purpose of visit. This Visitors Form must be signed by a member of WIS staff to validate the purpose of visit. Upon exit, the visitor must return the completed Visitors Form to the security guard for clearance. Visitors must wear the visitors tag while they are on campus.

EMERGENCY CONTACT WITH PARENTS

In an emergency, parents will be contacted by short message service (SMS) or by a phone call. It is essential that updated mobile phone contact numbers be given to the school.

FIRE DRILL PROCEDURES

Fire drills will be conducted on a regular basis to train staff and students on the standard evacuation procedures. Parents are requested to explain to their children the importance of obeying the procedures of a fire drill as this will save lives in the event of a real fire.

LOCK DOWN PROCEDURES

Lock down procedures are put into operation when students have to be kept within the school building to protect them from any external threats. There will be briefings and drills performed yearly to familiarise staff and students in the school with regards to this procedure.

SWIMMING SAFETY PROCEDURES

Students swimming on any school sponsored activity must be supervised by an adult within reasonable proximity at all times. Water safety guidelines are to be observed in any swimming activity.

- No students may enter the pool grounds without a supervisor present.
- No student may be in the pool without a supervisor visually present.
- No one with sores, wounds, or contagious conditions may enter the pool.
- Student should be wearing proper swimming attire including swimming suit and cap when in the pool.

STUDENT SERVICES

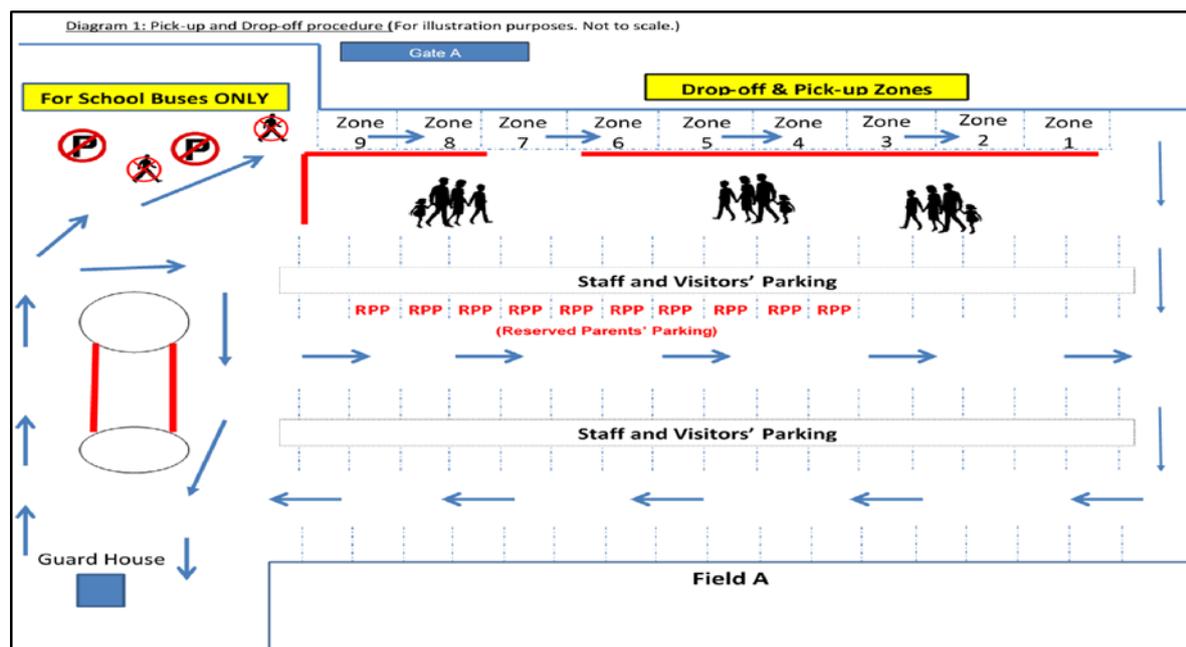
ITEMS DROP-OFF



KS 1: We understand that KS 1 students will need guidance for item collection. Therefore, please send the items to Student Services and we will inform respective teachers to make the collection on the student's behalf.

KS 2 - KS 5: A Drop-off corner has been set up at the courtyard for the convenience of all parents to drop items off for their children in KS 2 to KS 5. Kindly label your items by name and class. We acknowledge health items such as medications are crucial and require immediate attention. For items as such, parents may send it to Student Services and we will send it to the child immediately.

GATE A: PICK UP AND DROP-OFF ZONE



To further enhance traffic safety and smoothen traffic flow, we would like to invite the cooperation of all parents on the following areas:

1. Pick-up & Drop-off Zone

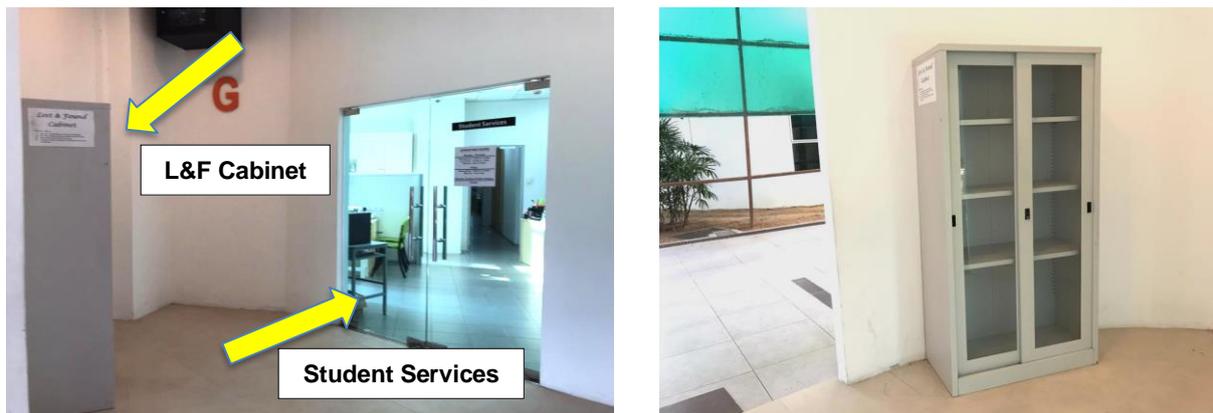
Referring to the diagram above, please stop your car at Zone 1. If you are first in line, please do not stop in front of gate A (Zone 7,8,9) as this will lead to congestion and safety hazard.

2. Reserved Parents' Parking [RPP]

Parents who require more time to assist their child(ren), to see their child(ren) enter through Gate A, or to accompany their child(ren) to Gate A, are required to park at the parking lots reserved for this purpose.

Guards and staff on duty will assist and direct traffic. Kindly cooperate with the guards to ensure pedestrian safety and smoother traffic flow.

LOST AND FOUND



The Lost and Found cabinet is located in the foyer of the Student Services office for students to access. If any parents wish to identify the items in the cabinet during school hours, you may seek assistance from the Student Services department.

LOCKERS

Year 3 to Year 11 students are allocated a locker in which to store their school books, equipment and personal possessions. All school lockers are situated outside respective classrooms that are accessible to students.

Each student will require a good quality padlock to ensure the security of his or her locker. Parents should provide padlocks with keys or with combination locks.

Each student is responsible for the contents of the locker. Items prohibited in school should not be stored in the lockers. Lockers and their contents may be inspected by the Principal or senior members of staff.

Lockers must be emptied and left clean at the end of each school year or when the student leaves the school.

MOBILE PHONES AND VALUABLES

Students are advised not to bring valuable items to school. All valuables must be kept secure in the students' lockers and it is the students' responsibility for the safety of such valuables including their mobile phones.

SICK BAY

The Sick Bay is located conveniently at the Ground Floor. Students must obtain written permission in the planner from their teachers in class prior to visiting the sick bay.

The Sick Bay is equipped for any minor accidents or illnesses that occur during the school day. When your child visits the sick bay personnel, you will be informed of the injury or illness and what care and medication have been administered. If hospitalisation is necessary, a parent or guardian will be contacted immediately.

In the event that the illness is not serious but the sick bay personnel recommends that the child be taken home, either the Principal or senior staff member will first be contacted for agreement. With their approval, the parent or guardian will be contacted to arrange for the child to be collected from school.

SICK STUDENTS

If your child shows signs of sickness before coming to school in the morning, parents are requested to keep him/her at home and inform the school by telephone.

All students must participate in PE unless they have a doctor's letter stating otherwise.

Students who are ill are strongly advised to stay at home. However, if they have recovered but still on any medication, kindly inform Student Services of the type of medication that the student is taking. The teachers and staff are not in a position to dispense medication to students.

Boarders who are ill will be taken to the clinic upon receiving consent from parents or guardians.

HEAD LICE

Head lice are a problem in many communities and do not reflect poor hygiene or social status. Lice are spread by head-to-head contact and by sharing personal items such as hats, combs, brushes, scarves, bedding and clothes.

Parents will be notified by letter and called if hair lice were found on student. Parents have to seek for treatment and ensure that no live lice are seen before the student returns to school.

HAND FOOT AND MOUTH DISEASE

Hand foot and mouth disease is a viral and highly contagious disease, common in young children. It is spread through contact with infected people. Should there be an outbreak in school, parents will be informed.

The school will perform daily monitoring of children's temperature and be on the lookout of symptoms to show infections. The school will also increase the frequency and thoroughness of cleaning furnitures and fittings frequently used by students.

Parents are not permitted to send their child to school should they display symptoms of Hand Foot Mouth disease or any other illnesses as with a weakened immune system, they will be more susceptible to infection.

WIS BOOKSHOP

The bookshop is located in the main reception area of the school. Students are allowed to purchase items during their break times only. They must not go to the bookshop during lesson times. The bookshop is also open during part of the school holidays.

Stationery and other items are available at the bookshop such as:

- General stationery
- Uniforms
- Textbooks and Workbooks
- Gift items

Parents should always come to the bookshop with a book list and indicate the items they want. Staff members will then pick out these items accordingly. Prices are subject to change with current value of goods. Goods sold are neither returnable nor exchangeable.

CAFETERIA

The cafeteria provides a spacious and pleasant environment for our students to have their breaks and lunches. The food sold at the cafeteria will meet our standards of nutrition and hygiene. Menu will be uploaded to the school website for your information.

STUDENT HEALTH CHECKS

Regular health checks and talks will be conducted in school in collaboration with the government local health centres.

APPENDIX 1: CHRONOLOGICAL AGE LEVEL

Age of child in the academic year	Level
5	Early Years
6	Year 1
7	Year 2
8	Year 3
9	Year 4
10	Year 5
11	Year 6
12	Year 7
13	Year 8
14	Year 9
15	Year 10
16	Year 11
17	Year 12
18	Year 13

APPENDIX II: SCHOOL TERMS AND HOLIDAYS 2020

Term	School Days and Holidays	Start	End
1	School Days Mid Term Holiday Term Holiday	6 January 24 January 11 April	10 April 2 February 26 April
2	School Days Mid Term Holiday Term Holiday	27 April 23 May 1 August	31 July 31 May 16 August
3	School Days Mid Term Holiday Term Holiday	17 August 12 September 21 November	20 November 20 September 3 January 2021

APPENDIX III: KEY EXAM WEEKS (SUBJECT TO CHANGE)

TERM 1

IGCSE Trial 1 (Oral)	:	17th February 2020 to 28th February 2020
A Level (A2) Trial	:	30th March 2020 - 10th April 2020
IGCSE Trial 1 (Written)	:	30th March 2020 - 10th April 2020
IGCSE (May/June) Examination - Oral	:	16th March 2020 - 27th March 2020

TERM 2

IGCSE (May/June) Examination - Written	:	4th May 2020 - 12th June 2020
A Level (A2) Examination	:	4th May 2020 - 12th June 2020
Mid-Year Examination	:	29th June 2020 - 10th July 2020
IGCSE Trial 2	:	20th July 2020 - 29th July 2020

TERM 3

A Level (AS) Trial	:	17th August 2020 - 21st August 2020
Checkpoint Trial	:	24th August 2020 - 28th August 2020
Actual Checkpoint Examinations	:	12th October 2020 - 16th October 2020
A Level (AS) Examination	:	5th October 2020 - 13th November 2020
IGCSE (Oct/Nov) Examination	:	5th October 2020 - 13th November 2020
Year-End Examination	:	26th October 2020 - 5th November 2020