Utahloy International School Guangzhou (UISG)

Parent Student Handbook

2017-2018
Purpose of the Handbook

The purpose of the Parent Student Handbook 2017/18 is to provide Parents and Students with general information about UISG including details on rules and policies, students code of conduct, contact information, school structures and procedures, parent and student agreements. We encourage Parents and Students to read this document carefully and should you have any questions please direct them to the Primary or Secondary School office.

Our Mission

UISG is an inquiry-driven learning community that embraces the diversity and uniqueness of each individual and commits to the International Baccalaureate Continuum.

Our staff, students and parents work together to ensure all members of our school community benefit from a first-class education and, when they leave UISG for pastures new, they leave as better students, educators and members of a global community.

Unique

- Commits to high quality education that values inquiry-led, student-centred learning through the IB Continuum.
- Promotes mother tongue learning, and recognises the importance of language acquisition in an international context.
- Creates a stimulating and protective learning environment based on understanding and respect of the UN Rights of the Child.

Inclusive

- Creates a caring and harmonious environment where students and their individual talents and needs are respected and cherished.
• Recognises student academic needs and well-being as the responsibility of the whole school community.
• Incorporates students' inter-cultural experiences into all teaching programmes.
• Develops and promotes effective cultural, social and sporting exchanges.

**Successful**
• Engages in challenging education that empowers students to be curious, independent, creative and innovative learners.
• Ensures a safe physical and virtual learning environment.
• Attracts, fosters and retains qualified, internationally-minded staff who contribute to the professional learning community so to inspire students to reach their full potential.
• Engages collaboratively with all school stakeholders.
• Encourages integrity and ethical behaviour in all aspect of school life.

**Globally Aware**
• Celebrates international and intercultural education through the study of languages, cultures and perspectives within and beyond our school community.
• Promotes understanding of the Chinese language through interaction with the local Chinese community.
• Promotes empathy and active service.
• Embraces responsibility in shared guardianship of the planet.
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Welcome to Utahloy International School Guangzhou

Welcome to Utahloy International School Guangzhou (UISG), an International Baccalaureate World School offering an exceptional education to day students from Kindergarten to Year 12. UISG provides world recognised academic programmes with a caring and friendly approach. UISG welcomes boys and girls from countries around the world, preparing them to be leaders of our global community.

Utahloy International School Guangzhou maintains close links with its sister school in Zengcheng. The school is built overlooking a beautiful lake. Our facilities include a swimming pool, basketball, volleyball, football fields and a multi-function hall.

Utahloy International School Guangzhou strives for academic excellence and the development of the intellectual, artistic, creative, physical and emotional dimensions of each individual student through:

✓ engaging every student as an individual and unique learner
✓ the progressive use of information and communication technology
✓ international mindedness and inter-cultural understanding
✓ celebration of artistic performance and engagement in physical pursuits and competitions
✓ respect for and understanding of the environment

The International Baccalaureate Diploma (IBDP), the Baccalaureate Primary Years Programme (PYP) and the Middle Years Programme (MYP) provide a framework that supports and enhances...
student learning and development. Our well-qualified and experienced teachers are recruited from countries all around the world. They bring to the school a global perspective that enhances student learning in a rapidly changing world.

UISG been accredited through the Council of International Schools (CIS), NCCT and the Western Academy of Schools and Colleges (WASC) which provides worldwide recognition. UISG offers a house structure bringing together students, taking part in artistic, sporting, social and community activities.

UISG is dedicated to offering our students a first-class international education with an emphasis on academic achievement, intercultural understanding and respect for all.

Welcome to Utahloy International School Guangzhou!

Dr. Michael Wylie

Head of School
SECTION A   An introduction to UISG

1   The International Baccalaureate (IB)

How does the IBO define international education?

The IBO chooses to define international education according to the following criteria:

- Developing citizens of the world in relation to culture, language and learning to live together
- Building and reinforcing students' sense of identity and cultural awareness
- Fostering students' recognition and development of universal human values
- Stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning
- Equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas
- Providing international content while responding to local requirements and interests
- Encouraging diversity and flexibility in teaching methods
- Providing appropriate forms of assessment and international benchmarking

(International Baccalaureate, 1997)

1.1   IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
1.2 **The Three Programmes at a Glance**

The IBO is a recognized leader in the field of international education. It is a non-profit, mission-driven foundation that offers three challenging programmes for students aged 3 to 19. The Diploma Programme was established in 1968 to provide students with a balanced education, to facilitate geographic and cultural mobility and to promote international understanding. Since then, innovative and committed teachers and examiners from around the world have played a significant role in the development of the Programme.

### 1.2.1 Primary Years Programme (PYP)

The PYP is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry.

### 1.2.2 Middle Years Programme (MYP)

The MYP is designed for students aged 11 to 16. It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century.

### 1.2.3 Diploma Programme (DP)

The DP is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world’s leading universities.

### 1.2.4 A Coherent Sequence of Education

*The 2-Year old programme at UISG.*
The overall philosophy of our two-year old programme is to learn and grow together through active PLAY in an enriching environment. The purpose of this programme is to foster competence in all aspects of life. It is aligned with our PYP K1 programme in that we cover four units of inquiry with big ideas for the children to explore. Children in K are introduced to a few of the attributes of the Learner Profile and IB Attitudes while engaging in playful inquiry.

The three Programmes form a coherent sequence of education by promoting the education of the whole person through an emphasis on intellectual, personal, emotional and social growth. The education of the whole person is evident in all domains of knowledge, involving the major traditions of learning in languages, humanities, sciences, mathematics and the arts in all three programmes. Furthermore, all three programmes:

- require study across a broad range of subjects drawing on content from educational cultures across the world
- give special emphasis to language acquisition and development
- encourage learning across disciplines
- focus on developing the skills of learning
- include, to a varying extent, the study of individual subjects and of transdisciplinary areas
- provide students with opportunities for individual and collaborative planning and research
- include a community service component requiring action and reflection

### 1.2.5 The IB Learner Profile

This is the essential heart of all three Programmes, and we expect all students and staff to demonstrate these qualities. The aim of all IB Programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

**Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

2 Accreditation and Authorisation

UISG is authorised by the IB for all three programmes (PYP, MYP and DP). The most recent programme evaluation took place in March 2013.

UISG is accredited by three internationally recognised accreditation agencies: Council of International Schools (CIS), Western Association of Schools and Colleges (WASC), and the National Centre for School Curriculum and Textbook Development (NCCT)

All effective organisations value accreditation and UISG is no exception to this. As a school, we greatly value the support provided by external accreditation agencies in working with us to make our great school into an even better school!

In July 2012, UISG was awarded accreditation from CIS and WASC. In September, 2013 UISG was accredited by NCCT.
Benefits of the accreditation process
There are many benefits to be gained from the accreditation process.
✓ The award of accreditation itself.
The fact that UISG has earned this accredited status from a respected agency should be very reassuring to parents and faculty. It is an indication to the school community and to other individuals and establishments (including universities) that the school offers a quality education.
✓ The opportunity for self-assessment.
Continuous improvement is a goal of all schools, but not at the level to which self-evaluation is taken during the writing of the self-study when the school is working to meet clearly stated external standards and demanding deadlines. Schools earning accreditation status tend to agree that introspection has been the most valuable aspect of the entire process. Also of significant benefit is the opportunity for school staff to meet collaboratively, often across disciplines and divisions of the school, to discuss issues, to identify concerns, and to propose improvements.
✓ The opportunity for improved intra-school contact and understanding.
In some schools it is quite possible to go from year to year feeling that staff members in other areas are vague acquaintances at best and that the concerns of other sections are of little interest to them. It is the common experience of schools undergoing evaluation that the accreditation process is a unifying force in a school.
✓ The opportunity to receive an external assessment.
The Team Visit involves a detailed, objective evaluation which reflects the perspectives of fellow professionals who have been trained in the evaluation process and who are familiar with both the Standards for Accreditation and the unique nature and concerns of international schools.
✓ A plan for the future.
The Preliminary Report and visit, the Self Study process and document, the Visiting Team Report and subsequent progress reports repeated on a 5 year cycle allows the school to articulate and follow a close set of plans for continued improvement.
✓ Affirmation of the school's needs.
It may be that Governing Body members, staff, management, students or parents have felt the existence of certain needs for some time. The Visiting Team Report will serve to validate concerns and to guide staff, Governing Body and administration in establishing priorities and developing action plans.

During the academic year 2016-2017 UISG completed the preliminary visit and commence a self-study of all aspects of the school in anticipation of a school visit in May 2018.
It is expected that all members of the school community will participate in the self-study but in particular, that our academic staff use this opportunity as a way to celebrate the successes of UISG and to highlight the areas for development and improvement.

3 History of UISG

Established in 1997, Utahloy International School Guangzhou (UISG) was one of the first International Schools in China. The school opened with a small number of kindergarten students and grew into a K-12 school with over 800 students representing more than 50 nationalities in just over a decade. UISG is authorized to deliver the three International Baccalaureate (IB) programmes.

The Middle Years Programme (MYP) was authorized in 2002. The Diploma Programme (DP) was authorized in 2004. The Primary Years Programme (PYP) was authorised in 2008. UISG was accredited by CIS and WASC in July 2012 and by NCCT not long afterwards.

Academic excellence is achieved through high expectations, strong motivation, a challenging IB curriculum, close monitoring and excellent teaching. Students who graduate from UISG gain places in renowned universities around the world, mostly in the USA, UK, Canada, Australia, South Korea, Japan and Hong Kong. We are proud to be an inclusive school that succeeds in finding places in higher education for all graduating students.

Language diversity at UISG is embraced and celebrated. Students develop a strong sense of self-identity and positive self-esteem. UISG has earned an international reputation for its Mother Tongue programme. In the Primary School our Mother Tongue Language teachers work together with the PYP teachers to deliver Units of Inquiry. Students are also given Chinese language lessons to develop both an additional language and a link to their host country. The school offers Language & Literature classes in Chinese, Korean, Japanese, French, German, and Spanish to students throughout Years 7 to 10 as part of the Middle Years programme and, as a progression, either Language and Literature or Literature courses in the same languages as part of our Diploma Programme. In addition, our expertise and network in the community has allowed us to offer School Supported Literature courses in Thai, Hungarian and Farsi in recent years.

Mother tongue languages are not the only language that UISG values. In addition, five languages are taught as Language acquisition courses at various levels/phases in Years 7-12. UISG students thrive in an international, multilingual learning environment.
Since small beginnings, our campus has seen huge improvements. Every year staff and students return to see significant improvements to our facilities. Recent developments have included a swimming pool, additional classrooms, a state of the art Multi-Function Hall, a new admissions and reception area and this summer a complete renovation of the school canteen.

Since its foundation, UISG has been known as a school characterised by warm relationships amongst teachers, students and parents. The school places great importance on providing a caring and supportive environment for teaching and learning. A range of pastoral care programmes provide support for our student community. All members of the UISG community are expected to positively contribute to the learning environment by respecting, caring for and supporting each other and the physical environment.

4 Our Community

The UISG community consists of more than 50 different nationalities. In a world where borders are disappearing, the mix of nationalities and backgrounds offers a welcome breadth of cultural experiences to the school community. This enables students to develop an understanding and appreciation of the cultural diversity that surrounds them and to have respect for the values of other cultures, races, religions and ways of life. Indeed, this presents a perfect match with the aims and framework of the IBO.

The school's professional teaching staff have a variety of educational backgrounds and international experience. Staff are required to undertake professional development in-service courses, including the school’s own Professional Development Programme, and be acquainted with the current research in education. Participation in external PYP, MYP and IBDP workshops is available to staff who have a proven dedication to the school and are willing to share the learning experience with both the school wide community and specific faculty. The diversity of students and teachers encourages the multicultural atmosphere within the school. The low student to teacher ratio creates an academically focused environment parallel with a family atmosphere and a friendly, caring school community where students, parents and teachers are encouraged to share their views and ideas.
5 Glossary

With such a diverse mix of professional staff, with various backgrounds and experiences, it is expected that we will sometimes mix and match different terminology. This has the potential to cause some confusion to our parents and student body (or even among ourselves). Staff members are requested to use the following terminology at all times.

It is expected that this list will evolve and grow as we highlight other issues with labels. All staff are requested to forward any examples they become aware of during the year to their Head of Section.

<table>
<thead>
<tr>
<th>Terms used at UISG</th>
<th>Alternative terms to be avoided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary School</td>
<td>Elementary School, Junior School</td>
</tr>
<tr>
<td>Secondary School</td>
<td>High School, Middle/High School</td>
</tr>
<tr>
<td>Primary Years Programme (PYP)</td>
<td>Key stage 1, Infants, Juniors</td>
</tr>
<tr>
<td>Middle Years Programme (MYP)</td>
<td>Key stage 3 or 4, IGCSE</td>
</tr>
<tr>
<td>Diploma Programme (DP)</td>
<td>IB, A Level, Sixth Form, AP</td>
</tr>
<tr>
<td>IB Diploma Courses Programme</td>
<td>UISG Certificate, IB Certificate</td>
</tr>
<tr>
<td>Activities outside the Classroom (AOCs)</td>
<td>Extra-curricular activities, after school activities</td>
</tr>
<tr>
<td>Head of Year</td>
<td>Year Level Coordinator</td>
</tr>
<tr>
<td>Homeroom teacher</td>
<td>Form teacher, Advisor</td>
</tr>
<tr>
<td>Learning Support</td>
<td>SEN</td>
</tr>
<tr>
<td>Year</td>
<td>Grade</td>
</tr>
<tr>
<td>EAL</td>
<td>ESL</td>
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<tr>
<td>Early Years</td>
<td>Early Childhood</td>
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<tr>
<td>UISG</td>
<td>Utahloy</td>
</tr>
</tbody>
</table>
6 UISG Leadership Team.

6.1 Academic: Senior Leadership Team Structure

Senior Leadership Team

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEF Head of School</td>
<td>Dr. Michael Wylie</td>
<td></td>
</tr>
<tr>
<td>Head of Primary School</td>
<td>Joan Philp</td>
<td><a href="mailto:jphilp@uisgz.org">jphilp@uisgz.org</a></td>
</tr>
<tr>
<td>Assistant Head of Primary School</td>
<td>Darren Pepperell</td>
<td><a href="mailto:dpepperell@uisgz.org">dpepperell@uisgz.org</a></td>
</tr>
<tr>
<td>Assistant Head of Primary PYP</td>
<td>Connie Chan</td>
<td><a href="mailto:cchan@uisgz.org">cchan@uisgz.org</a></td>
</tr>
<tr>
<td>Head of Secondary</td>
<td>Robert Service</td>
<td><a href="mailto:rservice@uisgz.org">rservice@uisgz.org</a></td>
</tr>
<tr>
<td>Assistant Head of Secondary TL</td>
<td>Sherry Malone</td>
<td><a href="mailto:smalone@uisgz.org">smalone@uisgz.org</a></td>
</tr>
<tr>
<td>MYPC</td>
<td>Jim Sangster</td>
<td></td>
</tr>
<tr>
<td>DPC</td>
<td>Jo Branick-Tolchard</td>
<td></td>
</tr>
</tbody>
</table>
### 6.2 Non-Academic Leadership Team

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Email</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIDWANI</td>
<td>Lena</td>
<td><a href="mailto:lgidwani@uisgz.org">lgidwani@uisgz.org</a></td>
<td>Marketing &amp; Admissions</td>
</tr>
<tr>
<td>AU-YEUNG</td>
<td>San San</td>
<td><a href="mailto:ssay@uisgz.org">ssay@uisgz.org</a></td>
<td>Development Manager</td>
</tr>
<tr>
<td>LI</td>
<td>Shirley</td>
<td><a href="mailto:sli@uisgz.org">sli@uisgz.org</a></td>
<td>Admissions Department</td>
</tr>
<tr>
<td>LI</td>
<td></td>
<td></td>
<td>Finance Department</td>
</tr>
<tr>
<td>JOK</td>
<td>Stephen</td>
<td><a href="mailto:sjok@uisgz.org">sjok@uisgz.org</a></td>
<td>Head of Finance</td>
</tr>
<tr>
<td>YAO</td>
<td>David</td>
<td><a href="mailto:davidyao@uiszcz.org">davidyao@uiszcz.org</a></td>
<td>Administration</td>
</tr>
<tr>
<td>YANG</td>
<td>Sukie</td>
<td><a href="mailto:syang@uisgz.org">syang@uisgz.org</a></td>
<td>Head of Operations</td>
</tr>
<tr>
<td>XU</td>
<td>Herman</td>
<td><a href="mailto:hxu@uisgz.org">hxu@uisgz.org</a></td>
<td>Facilities Manager</td>
</tr>
<tr>
<td>CAI</td>
<td>Julia</td>
<td><a href="mailto:jcai@uisgz.org">jcai@uisgz.org</a></td>
<td>Buses</td>
</tr>
<tr>
<td>LUO</td>
<td>Amanda</td>
<td><a href="mailto:aluo@uisgz.org">aluo@uisgz.org</a></td>
<td>Assistant Head of Purchasing</td>
</tr>
<tr>
<td>ZHONG</td>
<td>Serena</td>
<td><a href="mailto:szhong@uisgz.org">szhong@uisgz.org</a></td>
<td>Human Resources</td>
</tr>
<tr>
<td>CAI</td>
<td>Carmen</td>
<td><a href="mailto:clai@uisgz.org">clai@uisgz.org</a></td>
<td>PA to Head of School</td>
</tr>
<tr>
<td>HO</td>
<td>Kakei</td>
<td><a href="mailto:highschooloffice@uisgz.org">highschooloffice@uisgz.org</a></td>
<td>PA to Head of Secondary School</td>
</tr>
</tbody>
</table>

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7 Teaching Standards
UISG has the expectation that all academic staff consistently demonstrate an exceptional ability to:

- Be committed to the mission and values of the school and the IB Learner Profile.
- Be respectful to all members of the school community and act with integrity and professionalism.
- Being accountable for student learning by effectively applying the most up-to-date, research-based strategies to address the needs of diverse learners.
- Model the skills and actions of a global citizen, including: cultural sensitivity, positive attitude, commitment to pluralism and guiding students to create a better world.
- Support learning in a culture of differentiation, high expectations and global awareness.
- Collaborate and communicate professionally and constructively with all members of the international school community (students, parents, colleagues, leaders).
- Meet the learning needs of non-native speakers of English in the mainstream classroom.
- Skillfully and professionally contribute to curriculum development and evaluation.
- Assess, provide feedback and report on student learning. Use the student assessment process to reflect on student learning and teaching.
- Think systematically, reflect on, and learn from practice.
- Create and maintain supportive and safe learning environments.
- Use ICT meaningfully, safely, responsibly and ethically.
- Engage in professional learning.
SECTION B  Whole School Related Issues

The following section provides information on a range of school related issues or situations.

It has been organized in alphabetical order for ease of reading. This is a working document and therefore, if you notice any anomalies or sections missing, please inform the Head of Primary or Head of Secondary. Following the Whole School section are sections specific to the Primary School and Secondary School.

8 Accidents & Student Illness

8.1 Important Contact details

The generic email to contact our nursing team is schoolnurse@uisgz.org

School Nurse: Helen He  
189-22409087

Cover Nurse: Grace    
134-1115-1485

Cover Nurse: Lisa      
188-2080-5223

Cover Nurse: Jenny     
187-82981258

Health & Safety Officer: Mandy Spence  mspence@uisgz.org

NB: In the event of Nurse Helen being absent from school, an email will be sent to all staff giving the name and phone number of the nurse on duty for the day.

8.2 Accidents

It is the policy of UISG to maintain a safe place for students, staff and visitors and to have immediate first aid available in the event of accident. We take the prevention of accidents seriously and will do all that can be done to prevent all accidents.

The school nurse arrives at the school campus by 8:30am each morning.

In the event of any accident or incident, this must be reported immediately to the school nurse.

1. The Nurse must immediately attend the accident scene and render assistance.
2. The Nurse should make a decision as to the next step.
3. Parents/Guardians should be contacted as soon as possible. All parents/guardians contact details are available on SchoolBase.
4. In all accidents, an incident form should be filled in by the Nurse and details added to the students SchoolBase record.
5. The Nurse will send a copy of the incident form to the Head of Section and copy it to the Health and Safety Office.
6. Accidents will be monitored on a monthly basis by a meeting between the Health and Safety Officer and the Nurse.

Significant accidents or incidents should be reported to the Head of School.

8.3 Procedure to follow when a Child is Injured or Unwell

**Serious accident, injury or illness**
Send an older student or colleague as a messenger to alert the nurse with the relevant details, specifically the name of the student and the nature of the incident. The messenger should escort the nurse to the patient. If appropriate, the remaining children in the class should be sent to a neighbouring classroom to be supervised. If the nurse is not in her room she can be contacted via main reception or her mobile. Please see appendices for Serious Accident Form.

**Minor accident, injury or illness**
Where possible, the patient should be accompanied by another student or staff member to the nurse. Any students with very minor injuries - including cuts, grazes etc. - may be sent unaccompanied unless they are from one of the Lower Primary or Early Years classes in which case an assistant - where available - will accompany them. All Primary staff should carry a first aid bag when on duty. A note from the nurse will be sent to the homeroom teacher and to the parents.

Unless it is deemed necessary, students should not be sent out of class to see the nurse. During break/lunch times, students should seek the permission of the member of staff on duty to visit the nurse.

8.4 Students being sent home
The nurse has a supply of general medicines that can be administered to students after consultation with a doctor. Should a student require prescribed medication during school hours, the parents of the student should liaise directly with the nurse to ensure that instructions about dosage, timing and method of administration are clearly provided. All medicines brought to school should be clearly labelled and given to the nurse for safe storage. Homeroom teachers should also be informed.

8.5 Medical Insurance and disclaimer
UISG does not carry or maintain any health, medical, or disability insurance coverage for students including for any various activities/fields trips. Each student is expected to ensure appropriate medical insurance coverage as the school will not cover any medical expenses whatsoever relating to students.
8.6 Medical Treatment and vaccinations
Parents and/or legal guardians will keep their child/ren up-to-date with vaccinations recommended for their age group as they progress through the school. It is the full responsibility of parents/guardians to ensure appropriate medical insurance coverage as the school will not cover any medical expenses whatsoever relating to students.

By signing a permission form, parents and/or legal guardians may give permission for school staff to administer minor first aid or treatment when required and to give immediate medical assistance to a student in the event of medical emergency.

Please refer to the admissions package for further details regarding conditions and declarations

9 Air Quality

The policy states that when the reading reaches above 200 on the Air Quality reading that the school would enforce an indoors day. This means that there will be no outside playing and no outside lessons e.g. Physical Education or breaks.

The air quality level is monitored by the Health and Safety Officer, as well as a wide group of teachers around the school. The reading from the US Consulate Guangzhou is recorded on a whiteboard in the Secondary Office at 0815, 1000 and 1300 every day. When the air quality level reaches 200 or above the Health & Safety Officer, rings the Heads of Section and Head of PE and then emails all staff about the outdoor restriction. The move from outside to inside will occur as soon as practical.

RED flags are placed at strategic locations around the school campus to indicate “No outside activity”.
1. One outside the A Block/Canteen building
2. One on the basketball courts
3. One outside the Lecture Theatre

The levels are monitored more frequently by the Health and Safety Officer if above 200 and once the reading drops below 200, teachers will be emailed and the flags removed.

10 Assemblies

Assemblies are an important facet of school life at UISG as it allows the school community to come together. There are assemblies for both the Primary and Secondary School with the whole school community coming together at the beginning of the school year and at the culmination of each semester.
For the academic year 2017-2018 Thursday afternoon from 2:30pm until the end of the school day has been reserved as an Assembly ‘slot’. Week A is reserved for Secondary School and Week B is reserved for Primary School. The Secondary/Primary Leadership Team or Student Leaders will organise the formal running of these assemblies designating specific staff members or groups of students to contribute to the running of the assembly. All staff are expected to attend their respective assemblies.

In addition, Secondary Heads of Year will organise additional Year Assemblies as part of their Life Skills Programme.

The purpose of all assemblies is to:
- Recognise, celebrate and reward positive behaviour, academic effort and achievement
- Provide an opportunity for groups of students to perform for their peers something related to their studies or in relation to the IB Learner Profile attribute
- To communicate important information to the school community
- Continue to build school spirit, cooperation and involvement
- Reinforce the school’s expectations

11 Awards, Certificates and Recognition

UISG recognises academic achievement, effort, improvement and the qualities outlined in the IB Learner Profile through the presentation of Awards and Certificates. Awards and Certificates are presented to students throughout the academic year. Parents are encouraged to attend events to witness all student achievement.

11.1 Primary School
Throughout the primary school (K3 to Year 6), students participate in Celebrations of Learning usually after a Unit of Inquiry. Once a semester a more formal Celebration of Learning is shared with the broader school community. Parents are strongly encouraged to join their child on these special occasions. During their time in school, students are awarded Learner Profile cards or tokens when a student has shown to exhibit a particular Learner Profile attribute, attitude or action. These cards or tokens have a House Point value and therefore not only provide a personal recognition but also a collective value to the student's House.

Each month the primary school (Y1-Y6) will come together to celebrate and recognise “Students of the Month.” Students are selected by their respective homeroom teachers. Recognition takes the form of a presentation made during a Primary School Assembly. An Early Years Assembly (K-K3) takes on a similar format on a monthly basis. The K3 level will join the Primary School Assemblies after Chinese New Year in preparation for Y1.
11.2 Secondary School
In a Year Level assembly or Secondary School assembly, certificates are awarded to two students from each year group as “Students of the Month”. These certificates are based on a particular Learner Profile attribute – a different LP attribute will be highlighted each month and published in advance for all staff to be aware of.

In addition to the Student of the Month, all students are eligible to receive House Points each time they excel in demonstrating a particular Learner Profile Attribute. These are recorded in the Student Planner. Accumulation of House Points leads to the overall success of the house but also to individual LP Certificates awarded to each student.

11.3 Whole School Awards
In addition to student recognition within the school sections, the following awards are also presented to students either at the end of Semester 1 or 2:

- International Mindedness Award – presented at the end of Semester 1 to one student from each year group (Year 1 to 12)
- Global Citizenship Award – presented at the end of Semester 2 to one student from each year group (Year 1 to 11)

Sports Awards
The following sports awards are presented over two assemblies during the year:
- Most Valuable Player
- Most Improved Player
- Coaches Award

At the end of the Year, awards are also presented to:
- MS Female Athlete of the Year
- MS Male Athlete of the Year
- HS Female Athlete of the Year
- HS Male Athlete of the Year

Year 12 Graduation Awards
The following awards are presented to Year 12 students during their Graduation Ceremony/Dinner:
- UEF Special Recognition Award
- UISG Linguistics Award
- UISG Global Citizen Award
- UISG CAS Award
- UISG Service Award
**12 Break & Lunch Time**

**12.1 Lunches, Snacks and Breaks**
For students in K, K1 and K2 classes, the cost of lunch and snacks is included in the semester fees. K3 – Y6 lunches are not included in the fees. Menus are sent home regularly and are available on the school website. The canteen menu provides a variety of healthy and nutritious foods. We are able to accommodate a range of dietary requirements (e.g. allergies to dairy, vegetarian). Please ensure that all relevant information is provided to your child’s class teacher.

Refrigerators are available to store lunches and there are facilities for heating lunches. Please remember to label containers, packets or drink bottles to ensure that children receive the correct lunch. Students in K3 have their ordered lunches delivered to their classrooms. Y1-Y6 students and teachers eat lunch in the canteen. Students who choose to bring their own food use the canteen in the same way as those who have bought food at school.

Y7 to Y12 students are able to bring their lunches from home or use their ID cards to purchase meals from the canteen. Lunches are not included in the school fees for secondary students. Microwaves are available for students to heat food brought from home.

Water dispensers are placed around the school. Please ensure that your child has a refillable and clearly labelled non-breakable drink bottle.

**Fruit Snack**
To promote a healthy lifestyle and optimum learning, fresh fruit is provided each morning for all students. It is delivered directly to the primary classrooms. The older students are able to help themselves from outside the canteen entrance.

**School Canteen**
The canteen supplies a wide variety of delicious food. The canteen is supporting the school wide ‘fit for life’ programme by providing the highest standards of nutrition and hygiene. All food is prepared fresh daily in the canteen. Meals available daily include a hot buffet, sandwiches, salads and snacks. Vegetarian options are available. The canteen is open daily at recess and at lunch. It is not open for students in between lessons.
If any children have food allergies/special eating requirements they should notify the Homeroom Teacher school nurse so that this can be noted and information passed onto the canteen.
Making payments
Primary Students have their ID cards credited by handing money in a marked to the homeroom teacher. Their ID cards are then credited. Receipts are provided for all purchases. Primary receipts are paste in their communication book. Secondary students pay in advance at the Finance Office and then use their ID card as a debit card. They can check how much credit they have remaining at the machine outside the canteen.

Students can maintain credit by ‘topping-up’ their cards (minimum RMB 100) during break time or lunch time.

13 Buses
UISG provides bus services to and from school. Buses arrive at school between 7.50am – 8:15am each day. Afternoon buses depart between 3:30pm – 3:40pm. Parents and students are required to read and sign the Bus Home-School Agreement.

Late buses are scheduled to take students home from after school activities, although these late buses are a limited service. Please contact the bus office for more information. All transport enquiries can be emailed to: schoolbus@uisgz.org

The bus service is coordinated through the school office. All school buses have bus supervisors who are in mobile phone contact with the school at all times.

Students who take buses home are required to:

- Interact respectfully with the bus driver and supervisors at all times
- Wear seat belts
- Talk quietly and remain seated at all times
- Keep windows closed at all times
- Be on time at the bus stop
- Be responsible for personal belongings

It is the policy of UISG to provide a bus service for all students where possible. It is important that students get to school on time and in a safe manner. The school bus service is a safe and useful addition to the school facilities and our drivers are trained in the role of providing the service. No driver is employed at the school unless they have the proper driving licence and training. All parents will be informed of the bus service during registration. Parents should be told of the advantages of the service and convenient time tables will be worked out using the best routes. The main issue of concern during the pickup is student safety. No students should stand at any time while the bus is moving. And the driver will not depart until all students are seated. The bus will not pick up more students than the number of seats available.
Drivers will drive safely at all times and any driver who is deemed to be driving in an unsafe or reckless manner will be dealt with by the management as a matter of high concern and will result in the bus company being informed immediately. At the end of the school day, teachers and security staff will assist students in preparing for the bus departure. WeChat groups are created for each bus route to assist with quick communication in the event of a delay or accident.

13.1 Changing Buses
If a student is not going home on the bus they would normally use, they must inform the Bus office. Students are not allowed on a different bus without permission. This will cause unnecessary delay for everyone else.

Should your primary child’s transportation change (e.g. they are going to a friend’s house after school) written notification must be sent with your child and handed in to their homeroom teacher in the morning.

For Secondary School students, all bus changes must be emailed to schoolbus@uisgz.org before 12:00pm on the day the change is required. This can be done by the student or by a parent. The email must contain the following information:

- Students full name and homeroom
- Regular bus number and destination
- Requested bus number (if known) and destination*

In special cases, when the change of bus is unforeseen, parents may telephone the Bus Office that day to request an emergency bus change.

For reoccurring changes (e.g. every Wednesday for a semester) please supply written details by emailing schoolbus@uisgz.org providing details of the change and the length of time that change is effective for.

*Please note bus changes are only allowed if there is an available seat on the requested bus.

13.2 Late Buses
Once afterschool activities begin, there will be buses available on Tuesday to Friday at 5:15pm for students and staff involved in afterschool activities. Students who have signed up for an activity will automatically be transferred to a late bus. Any staff and students remaining on campus but not in an organised activity e.g. students staying behind to work under the supervision of a teacher must inform the bus office before 11:30am by emailing schoolbus@uisgz.org to ensure a place is available.
on the bus. No student is allowed to remain on campus unless at an authorised event or under the direct supervision of a member of staff. Please note late buses are limited in their routes and drop off points. Details can be checked by speaking to or emailing the Bus Office directly.

14 BYOD (Bring Your Own Device) Policy

The skills students need, as we move deeper into the 21st century, go beyond being passive users and consumers of technology. Increasingly our students are becoming active creators and collaborators of new knowledge and understandings. The school has a role to play in helping our students become effective users of technology and globally connected citizens.

UISG operates a BYOD policy in which the students are expected to bring their own electronic device as part of their daily school equipment. UISG firmly believes that technology should be integrated with teaching and learning throughout all subjects and learning environments. Today's students are already technology-capable and the effective use of these devices in their daily lives enhances the classroom learning experience. Research suggests that there is increased engagement by students when using technology, which leads to improved student achievement. The goal of the BYOD programme is to expand opportunities for a contemporary learning experience. The right to bring devices goes hand in hand with the responsible use of personally owned devices at school. It is imperative that students use their devices with respect for themselves, for others and their property, and follow the policies of the school.

Student devices can be used for a range of educational purposes, including:

- helping with self-management
- completing class work
- accessing educational resources online
- recording photographs, videos, and audio files
- research based activities, problem solving, creativity, collaboration both locally and globally.

It is widely recognised that personal devices offer many educational opportunities to our students, while also being affordable, versatile, easy to maintain, lightweight and robust. UISG provides parents with recommended tablet and laptop models for their children to use at school, however, parents are at liberty to make their own choice of tablet and / or laptop.

14.1 UISG BYOD requirements

Year 4 Students are strongly encouraged to bring devices to school such as tablet or laptop and their use is at the discretion of the teacher.
Year 5 to 12 Students are REQUIRED to bring a laptop computer to school, but may choose to bring a tablet (iPad or Android) computer in addition.

**Specifications:**

**MINIMUM** specifications for laptops include:

- Monitor screen size must be at least 18cm.
- Laptops must be capable of audio/video/web production and design.
- Netbooks are NOT viable solutions for audio/video/web production and design. They are really only useful for basic internet browsing and word processing.
- Downloaded with MS Word, Excel and PowerPoint
- English Operating System

A full list of recommended specifications can be found in the full BYOD policy.

**Additional notes:**

- In order to use a device at UISG, parents and students must have agreed to and signed a copy of the UISG User Agreement.
- All devices and their use are governed by our ICT policy and User Agreement, which must be signed by all students and parents prior to their admission to the school.
- Students should always use the school's wireless network, not personal data plans, to access the web.
- Wireless internet signal strength may vary depending on the location in the school and the number of devices simultaneously connecting to the network.
- Students should bring devices fully charged to school. Access to electrical outlets for charging may be available but should not be expected.
- The school will not bear financially responsibility for lost or stolen devices. The school will educate students in safe storage and security of their device. Lost or stolen devices will be dealt with according to schools’ security procedures.
- The school does not bear any responsibly for any physical damage or data loss, including damage/data loss resulting from connecting devices to the school’s wireless network or power outlets.
- School staff, including Technology staff, are not responsible for the maintenance of BYOD devices and will not configure, troubleshoot, or repair student devices.
- School officials may read, examine, or inspect the contents of any personal device upon reasonable suspicion that the contents or recent utilisation of the device contains evidence of a violation of these or other rules and policies, as well as any local laws.
- Use of Mother tongue: The school acknowledges that students can choose to use their mother tongue on their laptop. They should however understand that this might be an issue when facing technical difficulties with specialized software
Teachers are strongly encouraged to follow best practice and establish expected parameters of appropriate use of electronic devices within their classrooms / learning environments, and are encouraged to establish a set of Essential Agreements with their students.

If a student is found using electronic devices (personal laptops/tablets/mp3/mobile phones etc.) inappropriately and/or without permission from their teacher, the teacher has the right to remove it from the student. The teacher will hand in the item/s to the Head of Primary or Secondary Office. The Head of Primary will decide on the appropriate course of action. An email is sent home to parents of Secondary students. Depending on whether it is a first or subsequent offence, the item/s will be returned to the student by the end of the day or after two days or one week. It is the student’s responsibility to collect their items at the end of the day. For serious offenders, parents are required to come in to collect the item belonging to Secondary students.

If it has been deemed necessary by the Head of School, for serious cases involving electronic devices such as mobile phones or personal laptops, such as bullying and harassment, sending offensive or inappropriate material or messages or cheating, the School reserves the right to search a device. The device will be taken from the student and parents will be notified of the procedure.

The school acknowledges that students can opt for the Operating System of their choice (Windows or Mac). If students choose the MacOs, they should ensure they can submit files under a format readable on Managebac. The file format readable by Managebac are: .doc, .docx, .pdf, .ppt, .pptx
Other file format should be used only on request or with the agreement of the teacher.

**Playing Games or misuse of electronic equipment at school**

Due to the high incidence of students playing games or watching movies or videos at school, unless specifically permitted by a teacher, game playing devices, specifically PSPs are banned from school.

**Videoing of lessons is strictly prohibited unless permission is given by the teacher involved.**

See Appendix 1

14.2 Social media guidelines

Social networking sites such as WeChat, Facebook, Twitter, Weibo and Instagram are now widely used. This type of media allows people to communicate in ways that were not previously possible. To ensure the safety of the UISG community the social media guidelines sets out UISG’s approach to community use of social media and sets out the procedures we will follow and action we may take. The Social Media
guidelines apply to all stakeholders at UISG.

Aims

- To encourage social networking sites to be used in a beneficial and positive way by all stakeholders;
- To safeguard the school community from negative effects of social media;
- To safeguard the reputation of the school from unwarranted abuse on social media;
- Clarify what the school considers to be appropriate use of social media;
- Set out procedures the school will follow where it considers stakeholders have inappropriately used social networking sites to the detriment of the school;
- Ensure that social media practice align with the UEF Child Protection Policy.

Social networking sites such as Wechat, Facebook, Twitter, Weibo and Instagram have potential to enhance the learning and achievements of pupils and enable parents to access information about the school and provide feedback efficiently and easily. In addition, the school recognises that many teachers, students, parents and other family members will have personal social networking accounts, which they might use to discuss/share views about school issues with friends and acquaintances.

Appropriate use of social media.
As a guide, individuals should consider the following prior to posting information on social networking sites about the school, its staff, its pupils, or anyone else associated with the school;

- Is the social networking site the appropriate channel to raise concerns, give feedback or express these views?
- Would private and confidential discussions with the school be more appropriate? E.g. if there are serious allegations being made/concerns being raised. Social media/internet sites should not be used to name individuals and make abusive comments about those people. Please contact the school to discuss any concerns you may have.
- Are such comments likely to cause emotional or reputational harm to individual?
- The reputational impact that posting of such material may have to the school; any detrimental harm that the school may suffer as a result of the posting.

Inappropriate use of social media.
Although social networking sites may appear to be the quickest and easiest way to express frustrations or concerns about the school (and those associated with it), it is rarely appropriate to do so. Other channels, such as a private and confidential discussion with the school or using the school’s formal complaints process are much better suited to this.

The school consider the following examples to be inappropriate uses of social
networking sites. (This list is not-exhaustive and intended to provide examples only);
▪ Making allegations about staff/pupils at the school/cyber-bullying;
▪ Making complaints about the school/staff/students at the school;
▪ Making defamatory statements about the school/staff/students at the school;
▪ Posting negative/offensive comments about the school/staff/students;
▪ Posting photos of other parent’s children without consent;
▪ Posting racist comments;
▪ Posting comments which threaten violence.

15 Child Protection

The UISG Community work together to ensure the safety and wellbeing of children. The UISG Child Protection Policy and procedures describes the process to be followed in cases of suspected child abuse. The term “child” refers to a person under the care of a UEF school. The term “community” includes all staff, students, parents and relevant stakeholders.

UISG plays a vital role in their local communities as protectors of children. UISG aims to ensure that all children in their care are afforded a safe and secure environment to grow and develop. UISG recognises that:

• the protection and welfare of children is of paramount importance
• the education of all members of the UISG community is critical for the implementation of this child protection policy.

UISG must:
• maintain policies and procedures that ensure safe practice that minimizes the possibility of harm or accidents happening to children
• adopt procedures to protect staff from conduct which may leave them open to accusations of abuse or neglect
• develop a practice of openness with parents and encourage parental involvement in ensuring the protection of their children
• fully respect confidentiality requirements in dealing with child protection matters, subject to reporting requirements
• fully cooperate with the relevant authorities in relation to child protection and welfare matters
• ensure that policies, procedures and handbooks are kept up to date and accessible to the community.
16 Class Size
UISG believes that class sizes influence the quality of teaching and learning; thus a maximum class size is set in all cases. The following is the maximum numbers in each level:
K - 12, K1 - 16, K2 - 20, K3 to Y3 - 22 students, Year 4 to Year 6 – 24 students, except in certain circumstances approved by the Head of School.
Year 7 to 12 class size will not be allowed to exceed 24, except in certain circumstances approved by the Head of School.
In the Year 11 & 12 Diploma Programme, UISG strives to ensure a teacher: student ratio that fully supports the teaching and learning requirements of the IB Diploma Programme.

17 Code of Conduct
Members of the UISG community respect themselves and others by:

1. Taking responsibility for individual behaviour.
2. Acting in a safe and responsible manner.
3. Showing a willingness to understand other people’s points of view.
4. Taking care of the school environment.
5. Showing consideration for the whole school community.
6. Demonstrating self-management skills to ensure deadlines are met on time.

Celebrating Student Success
At UISG, we celebrate success through:

- The House System including Learner Profile Points
- Learner Profile Certificates
- Student of the Month Certificates
- International Mindedness Award
- Global Citizenship Award
- Sporting and other awards

Inappropriate Behaviour
Inappropriate behaviour is designated as level one, two, three or four offences depending on the severity. The person who deals with the inappropriate behaviour and the possible sanctions correspond to those levels.

Level One
- Late to lessons
- Lack of equipment
- Inappropriate use of devices in class
- Missed deadlines
• Failure to complete homework
• Graffiti or minor damage in classroom
• Low level disruption (eg. inappropriate talking or interruption, lack of focus, distracting other students, inappropriate language)
• Littering
• Kissing and inappropriate sexual body contact
• Inappropriate language
• Graffiti or minor damage to school property or equipment
• Forgery of parental signature
• Inappropriate behaviour on a school bus

Level Two

• Third logged level one offence in a 2 month period
• Offensive use of language
• Plagiarism in formative assessments/homework
• Major damage to school property or equipment
• Bullying or Cyber bullying

Level Three

• Possession, consumption or distribution of alcohol
• Smoking including vaping/e-cigarettes
• Use or possession of fireworks
• Truancy
• Violent behaviour including fighting
• Sustained bullying/cyber-bullying (2 logged bullying incidents)
• Plagiarism in internal or external summative assessments including externally assessed tasks and exams

Level Four

• Possession, consumption or distribution of illegal drugs
• Use or possession of dangerous or imitation weapons
• Use or possession of pornographic material
• Theft

Possible Sanctions for Inappropriate Behaviour

• Apology, oral or written
• Written reflection on behaviour
• 5-10 minute Break Detention
• 10-20 minute Lunch Detention (1340-1400 after eating)
• Volunteer work
• Confiscation of mobile device
• Behaviour Contract
• Homeroom Teacher Report Card
• Head of Year Report Card
• Head of Department Report Card
• Bus Warning letter
• Loss of privileges (participation in AOCs, school trip, sports team etc)
• Internal Suspension
• External Suspension with re-admission interview with student and parents
• Permanent Exclusion

Parents will be kept informed of inappropriate behaviour and any sanctions. A parent meeting may be arranged. Inappropriate behaviour, incidents and sanctions are logged.

18 Communication

Good communication is crucial to the smooth and successful operation of the school. UISG has a variety of strategies to ensure that parents remain informed of student progress and aware of school events. Publications include the following:
• A quarterly Joomag newsletter reviewing classroom and whole school events and a monthly/quarterly calendar listing upcoming events. These are uploaded to the school website.
• Online updates of school events and important messages on the school’s website, Wechat and the Primary Edublogs.
• Emails via Managebac for Secondary school parents and students.
• Annual Year Book
In addition to scheduled reporting times, open dialogue between the school and home is encouraged. Parents or teachers may request additional meetings to discuss issues relating to students. A mutually convenient time will be negotiated. All teachers can also be contacted by e-mail and addresses are provided. In Primary Communication Books are sent home daily and can be used for notices and writing communication between the teacher and parents. At the Secondary level, the ManageBac system is an online vehicle that allows parents access to students’ assignments and grades. It also allows parents to email individual subject teachers.

**Student Planner**
The UISG Student Planner is designed to support secondary students with their learning. It is used for organising review activities, planning assignment timelines and the recording of homework each day. It is also an important link between school and home, and can be used for day to day communication between teachers and parents. Year 7 to 10 students are required to use the planner daily. Year 11 and 12 students may choose to use an alternative form of planner but all students must be able to show their homeroom teacher the method used to plan work.
The planner must be kept in good condition. Planners which are badly damaged or considered unusable for school purposes will need to be replaced and paid for by the student. Replacements can be purchased from the Secondary School Office at the cost of 50RB each. It is a serious offence if pages have been torn or removed from the diary or if white out, erasing or crossing out has been used to delete a comment made by a teacher or parent.

Students must have their planner with them when they are in class and if they are required to move around the school during a lesson, e.g. to visit the school nurse.

The planner must be presented to the homeroom teacher for signing when requested each week. **Parents must also sign the planner weekly.** The homeroom teacher is responsible for monitoring the student’s progress throughout the diary.

### 19 Daily Lesson Schedule

#### 19.1 Primary

The timetable for the primary school works on a one-week system for the majority of year groups however, Year 6 may have to follow a Week A and Week B rotation due to staffing availability from the Secondary school. The Early Years (K1 and K2) timetable is slightly adjusted to accommodate morning playground play and afternoon rest time.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Start</th>
<th>Finish</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>08:20</td>
<td>08:30</td>
<td>10 minutes</td>
</tr>
<tr>
<td>1</td>
<td>08:30</td>
<td>09:20</td>
<td>50 minutes</td>
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<tr>
<td>2</td>
<td>09:25</td>
<td>10:15</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Break</td>
<td>10:15</td>
<td>10:35</td>
<td>20 minutes</td>
</tr>
<tr>
<td>3</td>
<td>10:40</td>
<td>11:30</td>
<td>50 minutes</td>
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<tr>
<td>4</td>
<td>11:35</td>
<td>12:15</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:20</td>
<td>12:40</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:45</td>
<td>13:05</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Homeroom</td>
<td>13:10</td>
<td>13:30</td>
<td>20 minutes</td>
</tr>
<tr>
<td>5</td>
<td>13:35</td>
<td>14:25</td>
<td>50 minutes</td>
</tr>
<tr>
<td>6</td>
<td>14:30</td>
<td>15:20</td>
<td>50 minutes</td>
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</tbody>
</table>
During the Homeroom period, students will be learning Chinese as an additional language or, if Chinese is their mother tongue, having additional language and literature lessons in Chinese.

### 19.2 Secondary

The Secondary school works on a 2-week cycle. Week A and Week B. The allocation of these weeks can be seen on the published school calendar. Students must be in their homeroom by 8:20am every morning.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Start</th>
<th>Finish</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
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<tr>
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<td>11:10</td>
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<tr>
<td>Break</td>
<td>11:10</td>
<td>11:30</td>
<td>20 minutes</td>
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<tr>
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<tr>
<td>5</td>
<td>12:25</td>
<td>13:15</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Lunch</td>
<td>13:15</td>
<td>14:10</td>
<td>55 minutes</td>
</tr>
<tr>
<td>Homeroom</td>
<td>14:10</td>
<td>14:25</td>
<td>15 minutes</td>
</tr>
<tr>
<td>6</td>
<td>14:30</td>
<td>15:20</td>
<td>50 minutes</td>
</tr>
</tbody>
</table>

During Homeroom each afternoon each year group will follow a schedule of activities.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Week ahead/Planner check</td>
<td>TOK Tuesday</td>
<td>Service and Action</td>
<td>ATL/Learner Profile</td>
<td>News Quiz</td>
</tr>
<tr>
<td>8</td>
<td>Week ahead/Planner check</td>
<td>TOK Tuesday</td>
<td>Service and Action</td>
<td>ATL/Learner Profile</td>
<td>News Quiz</td>
</tr>
<tr>
<td>9</td>
<td>Week ahead/Planner check</td>
<td>TOK Tuesday</td>
<td>Service and Action</td>
<td>ATL/Learner Profile</td>
<td>News Quiz</td>
</tr>
</tbody>
</table>
Secondary students will find their timetables available on Managebac as well as the printed copy in their Student Planners.

### 20 Disclosing Telephone Numbers

It is a school policy not to give private telephone numbers of member of staff to parents or any other third party under any circumstances. This includes details on class contact lists. If parents want to make contact with any other staff member, staff are requested to convey that information to that staff member either in person or via a message written or electronic.

### 21 Discipline

The purpose of the UISG Behaviour for Learning policy is to help children learn appropriate behaviour. We believe that appropriate behaviour needs to be taught, modelled, monitored, and re-taught. This is a continuous learning process that children develop and refine over a lifetime. If responsibility and participation are prerequisites to high self-esteem and self-discipline, students need to feel that they are trusted to assume responsibilities and given opportunities to make critical decisions. It is important to remember that students have the right to be in school; however, with that right, comes the responsibility to respect the rights of others and to become actively and productively involved in their own academic learning.

To encourage this, the students need a safe place where they can be themselves, learn to know themselves and take important steps toward developing positive behaviours. School is a place where there is a joint effort to learn, to relate, and to grow. Our goal is to encourage children to realise that by being given responsibility they will learn to make appropriate decisions.

When a student behaves in an inappropriate manner, the first priority is to open up a dialogue with the student to ensure the student knows that their behaviour was
inappropriate. It is necessary to find out why the child thought it was acceptable. This is particularly important in a multi-cultural school.

21.1 Disciplinary Committee

In cases when there is a very serious breach of school rules by a student or other situations deemed necessary the Disciplinary Committee of the school will be consulted on request of the Head of the School. Without prejudice to other sanctions, the Head of School may be able to give up to three days of suspension in order to give time for the committee to convene.

The Disciplinary Committee is composed of one or more members of the Head of Secondary/ Primary School, Head of Year, Assistant Head of Secondary, School Counsellor, the Head of the School or his representative or a member of management, members of faculty as well as one or more representatives of the parents of the student. The Parent / Guardian of the student concerned will be contacted by email, letter or telephone correspondence at least two days before the meeting of the Disciplinary Committee. The correspondence will put forward the objections against the student, the means at the disposal of the student to present his or her defence, and his or her right to consult his or her file.

The Parent / Guardian of the student in question will be able to be heard upon the request of the Head of School and the Disciplinary Committee. On the day of the meeting, the student will be invited to provide all the explanations which he or she will judge useful in clarifying the debate.

On the basis of these explanations and those of the Parent/Guardian or a representative, the Disciplinary Committee will impose any sanction which it considers justified.

The Disciplinary Committee decision will on the same day be notified to the student and to his or her Parent / Guardian, confirmed by letter and email, also specifying that it could be the subject of recourse. The student and, if necessary, his or her guardian, will have a seven-day deadline from the notification to appeal. Any appeal must be made in writing to the Head of School within seven days of the date of the decision of the Disciplinary Committee.

On receipt of an appeal, the Head of School will forward it to the chairperson of the MDC. The MDC, either at a meeting or in circulation, will determine whether to consider the appeal itself or to nominate a Special Committee to consider the appeal. The MDC or Special Committee will meet to consider the appeal within ten days of the date of the appeal and will provide its decision on the appeal in writing. That decision is final.
Any sanction will be noted in the student’s file and will be erased at the end of two years, except in the case of expulsion. The sanction will be kept on file by the Student Counsellor.

22 EAL

At UISG we appreciate that the majority of students have English as an Additional Language and that their level of proficiency in English varies according to each individual student. As an English medium school, our aim to is support the development of language for each student in the best way possible. Full details can be found in the UISG Language Policy.

22.1 Language Usage Policy
UISG recognizes that language acquisition and proficiency are instrumental to the success of our students. In accordance with our Mission Statement, language development addresses each student’s social, emotional and intellectual needs to prepare him or her for life in a multilingual, multicultural world. Teaching and learning language at UISG is inherent in all subject areas and all teachers are language teachers, regardless of discipline or year level. UISG supports the development of mother tongue and additional languages.

23 External Assessments and Examinations

To ensure that our curriculum meets the highest standards, UISG supports internal assessment methods by externally assesses students’ progress throughout the three IB programmes. This is done through the Australian Council for Educational Research (ACER) and the International Baccalaureate Organisation (IBO).

ISA
UISG students from Year 3 to Year 10 take the International School Assessments (ISA). The ISA assessment programme is designed especially for students in international schools. It is based on the internationally endorsed reading, mathematical literacy and scientific literacy frameworks of the OECD’s Programme for International Student Assessment (PISA).
Note: the ISA is not part of the PISA programme, and it is not endorsed in any way by the OECD.

MYP eAssessment
MYP eAssessment provides external evaluation for students in MYP in year 10 (15–16 years old) that leads to the internationally (Ofqual) recognized IB MYP certificate.
MYP eAssessment represents a balanced, appropriately challenging model that comprises examinations and coursework. MYP eAssessment consists of two-hour onscreen examinations in some courses and ePortfolios for other courses. All assessments focus on conceptual understanding and the ability to apply knowledge in complex, unfamiliar situations. They offer robust and reliable assessment of student achievement in the MYP.

<table>
<thead>
<tr>
<th>On-screen exams</th>
<th>ePortfolios</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language &amp; Literature</td>
<td>Language Acquisition</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Design</td>
</tr>
<tr>
<td>Integrated Humanities</td>
<td>The Arts</td>
</tr>
<tr>
<td>Integrated Science</td>
<td>Physical &amp; Health Education</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
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</tbody>
</table>

**Diploma Programme**

The Diploma Programme has externally assessed components for each subject, these individual components are completed throughout Year 12 and submitted to the IBO in April of the academic year. At the beginning of each academic year the Diploma coordinator will ensure that all assessment deadlines for Year 11 and 12 are published to staff, students and parents. In May of the final year of study, the school will administer written examinations provided by the IB.

**24 Extra-curricular Opportunities**

**Field Trips**
The Field Trips are an important part of the overall school curriculum. The benefits include:

- The opportunity to apply their learning in a new environment
- Taking responsibility for their learning
- Interacting with their peers and their teachers in a different setting

Field Trips are planned to support the Programme of Inquiry at the Primary level and the MYP/DP Curricula at the Secondary level. They are designed to provide optimum learning experiences. Activities and observations from Field Trips then form the basis
for further learning back in the classroom. Shared experiences enable students to engage in discussion with their classmates and to participate fully in follow up activities.

**Extended Field Trips and Annual Camps** The extended field trips and annual camps are an important part of the overall school curriculum. The benefits include:

- Opportunities for real-life learning within natural environments provide unambiguous feedback on behaviours and decisions.
- Participation in group challenges and problem solving activities encourage active citizenship.
- Problem based learning fosters opportunities within a range of novel outdoor learning environments, for learners to critically evaluate how their actions influence themselves, other group members and the environment.
- Provides opportunities for learners to explore lifestyle alternatives including their involvement in outdoor and environmental related pursuits.
- Self-direction and self-regulation, including negotiation, allows the opportunity to learn through experience.
- Inclusion in a group working in unfamiliar circumstances promotes strategies to adapt to change and uncertainties.
- Appreciation of China's diversity, cultural knowledge and respect for the environment encourages the development of a sense of community.
- Accepting and meeting sustained physical, social and emotional challenges encourages learners to extend themselves beyond their comfort zone.
Experiences in outdoor environments provide opportunities for learners to question their personal lifestyle choices and their commitment to environmental sustainability.

Primary Field Trips and Camps
Field Trips are an important part of the school curriculum. The benefits include:
- The opportunity to apply learning in a new environment
- Interacting with peers and teachers in a different setting

Field Trips are planned to support the Programme of Inquiry and are designed to provide optimum learning experiences. Activities and observations from Field Trips then form the basis for further learning once back in the classroom. Shared experiences enable students to engage in discussion with their classmates and to participate fully in follow up activities. Any such opportunities are fully funded by the parents.

Extended Field Trips
Year 3-4 participate in extended 3-5-day field trips in the Guangdong province.
Year 5 camp in Yangshuo in the Guangxi Province.
Year 6 journey to Chiang Mai, Thailand for a 5-day trip

Secondary Camps and Extended Field Trips
The annual camps allow Year 7 – 12 students to travel to various destinations throughout China. In recent years, in conjunction with external outdoor education providers, students have had the opportunity to apply classroom learning and principles in a rich outdoor setting. Years 7-10 have experienced camps in a number of rural areas of China, in Guangxi, Guizhou, Hainan Yunnan, Beijing and Inner Mongolia provinces. Many camps have been based in areas where minority villages predominate, allowing students to gain an appreciation of the cultural diversity within China. Each camp allows students to take part in both community service projects, such as helping out in village schools or orphanages and a range of outdoor activities, such as rock climbing, abseiling, camping, hiking, mountain biking, rafting and surfing.

Students in the Secondary School may also be offered the opportunity to join a range of over-seas trips during the academic year. These trips will, whenever possible, be organised during school vacation times to maximise the number of students who can participate without having a detrimental effect on their education by missing class time. Any such opportunities are fully funded by the parents.

AOC’s (Activities Outside the Classroom)
After school and at lunch times, all secondary students are given the opportunity to participate in AOC’s. There are always a wide range of exciting activities on offer, giving
students a chance to try something they might not otherwise get the opportunity to take part in, e.g. a cooking course, Roots & Shoots Club, Global Issues Network, Chinese Calligraphy, Robotics, or learn how to play chess, Model United Nations, join the Jazz Band, Choir, or Orchestra. There is an AOC sign up session at the start of each rotation. There are at least 40 different clubs on offer.

This is a good opportunity for students to take part in some community & service activities like UFO (Utahloy Foundation for Orphans), where students visit an orphanage, GIN (Global Issues Network), or debating club. Primary students participate in a similar programme of activities (AOCs) during the school day.

For older Secondary School students, AOCs provide a fantastic opportunity for students to develop new skills and improve on existing talents. We encourage students to take the initiative of running their own activities as well as participating in clubs run by other students or members of staff. All students are then asked to reflect on their progress as part of their S&A or CAS portfolio. For students applying to a specific University course, AOC’s that have related skills/interests are specifically recommended as they enhance the students University application.

**Private Music Lessons**

UISG currently offers private music tuition in the following: Guitar, Drums, Bass, Flute, Saxophone, Clarinet, Violin, and Piano. Outside tutors, who are professional musicians in their own right, come to teach these lessons. Lessons are available on a one-to-one lesson or as a small group lesson depending on parental choice. Lessons are fully funded by the parents. Please talk to the Head of Performing Arts for more details and the cost of this programme.
Festival of Light

The Festival of Light (FOL) is one of UISG’s largest events in the school calendar. It is when we, as a community, come together and celebrate the cultural diversity of our school through a festival of music, dance, drama and food. It is held towards the end of December and involves the entire school from K class through to Secondary. It is an event to look forward to.

25  Governance

25.1  UEF Vision and Mission

Vision
UEF’s vision is to offer the best international education in South China and enable students to thrive and create a better tomorrow within a harmonious community.

Mission
UEF’s mission is to inspire and nurture confident, creative, technologically innovative, caring, environmentally responsible and global minded students. UEF is committed to an inclusive, student-centered, all-round, international education, incorporating Western and Eastern values, provided in a beautiful environment, with highly qualified teachers.
Structure
UEF has a balanced governance structure that effectively enables a variety of stakeholders to participate in the decision-making process.

25.2 UEF’s governance organisation structure

26 Graduation & Certificate Awarding Ceremony

**PYP Graduation Ceremony**
This event takes place in early June. It is designed to recognise achievements of students completing their final year of the Primary Years Programme and all its requirements.

**MYP Awards Ceremony**
This event takes place in November following the completion of the Middle Years Programme. It is designed to provide an opportunity for the awarding of the official IB Middle Years Programme Certificates and Records of Achievement.

**UISG High School Diploma Graduation Ceremony**
This event is the final formal event for Year 12 students. It takes place on the last Saturday in May of the academic year. The event is separated into two parts:

**Graduation Ceremony**
A formal graduation ceremony takes place in the MFH each year. All members of the teaching staff are invited to this event.
Graduation Dinner

An informal dinner follows the ceremony. This event is a social gathering for the Graduates, parents and Year 12 teaching staff. Additional tickets are available for purchase by students or teachers.

26.1 Graduating from UISG

Graduation from UISG is an internally assessed High School Programme that is awarded to each student on the culmination of their Secondary education. Students can graduate with certificates:
- High School Diploma with Honours
- High School Diploma
- High School Certificate
The level of Graduation awarded is dependent on the following criteria:
- Effort Grades
- Attendance level
- Attainment in the Year 12 mock examinations
- Completion of CAS
- Completion of an Extended Essay or Research Question
The High School Diploma/Certificate is in addition to an IB Diploma/Certificate of Achievement. If you require more details, please contact the Head of Secondary School.

27 Health and Safety

Health and Safety issues are of paramount importance to UISG. Health and Safety issues or concerns should be raised by any member of the school community. The Health and Safety Committee shall have the responsibility of ensuring that all areas of the school meet the highest standards with regard to Health and Safety. Parents and Students are encouraged to contact any member of the Administration who will pass their concerns onto the Health and Safety Committee with concerns they may have in regards to health and safety concerns within the school.

27.1 School Closure

The School may close, either to students only or to both staff and students, in exceptional circumstances. This may occur, for example, when the bus company informs the school that they have been directed (e.g. by government officials) to cancel school bus services in the region or if they consider that the conditions are too dangerous to ensure the safety of the students.
There are two possible situations that may arise: early departure of buses from school and the cancellation of the entire school day including the bus service to and from school. In either case the following are the procedures UISG staff must follow to ensure that full communication takes place within the UISG community.

Parents are contacted via Wechat and SchoolBase and a message will be posted on the School Website.

28 Homework

Homework at UISG encourages real-life problem-solving, logical thinking, creativity and imagination. Homework should embody a balance of academic and holistic engagements, fostering the development of good study habits and supporting a commitment to well-being. Homework should be seen as one way of supporting and fostering lifelong learning and connecting families with the learning of their children.

Homework at UISG…

Embraces a balance of academic and holistic engagements

Academic:
- Homework allows for the consolidation and revision of knowledge and skills. Emphasis is placed on applying knowledge in context.
- Homework can involve provocations, pre-reading, tuning-in and prior research in preparation for further classroom engagements,

Holistic:
- Encourages students to join clubs and engage in a variety of AOCs
- Nurtures a love of Reading
- Encourages students to engage in music and the arts
- Promotes mindfulness
- Values the importance of sleep, diet, physical activity and recreation as key contributors to balance and wellbeing

Promotes home-school connections:
- Effective communication between teachers, between teachers, students and parents.
- Commitment to developing strategies within school to support parents to become active partners in homework.
- Offers a wide range of opportunities to engage in their child’s learning
- Relates homework activities to what is being taught (or about to be taught) in the classroom

Acknowledges Time
- Students are given sufficient time to complete assignments and tasks, considering home obligations and extra-curricular activities.
- Consideration is given to the need for students to have a balanced lifestyle. This includes time for family, sport and recreation and cultural pursuits.

Individualized and personal learning
- Homework provides an element of challenge
- Individualized homework activities should be aligned with individual styles and abilities (personalization and choice)
- Personal Inquiry is encouraged and celebrated
- Homework is meaningful to students and allows them to apply new learning in context

Focus on ATLs
- Research skills, Thinking skills, Communication skills, Social skills and Self-management skills are explored and developed
- Homework allows for exploration of developmentally appropriate Life Skills

Consistency
- Homework expectations are consistent across Year Levels/Departments.
- Homework is clearly communicated
- Timelines are set with consideration and deliberation.

29 Library Policy

Library Hours:
The Library is open on the following schedule:

- Monday to Thursday: 8:00am to 4:30pm
- Friday: 8:00am to 3:30pm

Secondary students can sign up for supervised Study Hall 3.30-5pm Tuesday, Wednesday and Thursday of each week. (If Study Hall is cancelled due to clashes with other school events, notices will issue to students through the daily notices)

Library Essential Agreements:
The Library exists to meet the needs of the UISG community. The essential agreements in effect are discussed with the students at the start of each school year. These are necessary for the well-being of all library users, and the protection and preservation of the library materials:

- All library users agree to consider the needs of other library users at all times.
- All library users agree to use appropriate behaviour and voice level in the library.
- All library users agree that all areas of the library are food and drink free zones except for the meeting room and the back of the library. Bottled water may be brought in and used in the main library. The understanding is that bottles are not placed near the computers.
- All library users agree to treat all library materials with care and return books on time so that others are able to share these materials.
- All library users agree to use the computers in accordance with the UISG computer policies.
• All library users agree not to disturb other library users with the use of cell phones.

Students may come to the library at lunch and during their break for research and study. Students may search the OPAC (Online catalogue) from school or search for books from home. Databases have been purchased so that students may research from school or at home. The school currently subscribes to Newsbank, Nettrekker, World Book, Grolier Online, Facts on File, Proquest, Culturegrams, Tumblebooks and Noodletools. From time to time, the library will trial new databases and get feedback from students, teachers and parents.

The UISG International School Library has some 14,000 Titles in its database and uses the Follett Software System (Destiny). Books are Lexiled in the library and students can be assessed with the Scholastic Reading Inventory in order to determine their Lexile level. This ensures that the student reads books matched to their reading level. Reading comprehension will improve as they read and take quizzes on their books. Their progress can be tracked as they read.

The library is not a place for social interaction and play. Students should be aware of the essential agreements (library rules) that mirror the philosophy of the PYP, MYP and DP.

There are sixteen computers for student use. These are connected to the copy machines outside the library. Students use their personal ID’s to access printing from the Internet or from their USB’s. Classes that are signed in on the booking sheets at the circulation desk are given first priority. Primary students wishing to use the computers for research during the secondary break are given priority over secondary students during this time. Students are asked to leave their bags in the cubbyhole at the entrance of the library or the hangers on the wall. Valuables should be carried with the student and NOT left in the bag.

**Textbook Circulation:**
Students are allowed to keep their textbooks for the school year with the exception of novels or plays that are signed out for shorter periods of time. Textbooks are issued according to criteria such as NEW, EXCELLENT, GOOD, FAIR and POOR. Book criteria used can be provided upon request. If a student returns a book beyond the normal wear and tear he/she will be charged a percentage of the cost of the textbook upon return. Textbooks should all be returned at the end of the year. If they are needed over the summer holiday they must be signed out again and brought back at the start of the new school year to be reissued.

**Library Circulation:**
Students are allowed to borrow books during their library time and free time in the library. If books are overdue, students will not be allowed to borrow books. If books are lost or damaged by students it will result in suspension of borrowing until the student pays for the book or a replacement is provided. Students may sign out books in their name only and must not sign out in another student’s name. Writing in books is strictly forbidden. There is a return box for returning books.

Students are allowed to borrow books as follows:

- **K2/K3**: One book per week
- **Year 1**: Two books per week.
- **Year 2**: Two books per week.
- **Year 3**: Three books per week.
- **Year 4-6**: Four books per week.
- **Years 7-12**: Six books for three weeks excluding textbooks.

The Patrons

The UISG International School Library serves some 850 students and 90 faculty and staff. Primary classes come in weekly for book exchange and library information literacy skills. Middle School classes have scheduled lessons on information literacy with a specialized teacher.

The Collection

The library has subscriptions to 7 newspapers in Chinese, Korean, Japanese and English and 51 magazines in French, Spanish, German, English, Japanese, Korean and Chinese. The library has a collection of DVDs and CDs for teacher use only. UISG’s library has a large number of mother tongue books (French, German, Spanish, Japanese, Chinese, and Korean). The collections are all housed under one number (according to language) and are being changed in order to reflect the subject matter according to the Dewey Decimal System. Textbooks that are part of the collection are housed in departments and are managed by each Head of Department.

30 Lost Property

All lost property is stored in the Primary and Secondary school offices. On a weekly basis the two school secretaries will go through the lost property and organise the return of named items. At the end of each Semester, all unclaimed items will be displayed in the Atrium for 3 days. At the end of that time, any unclaimed items will be disposed of or, if possible, donated to charity.
31 Lockers

All Secondary students are assigned a locker at the commencement of the school year. It is the responsibility of the student to ensure that:

- The locker is secured at all times with a lock
  - Students using a combination lock must not leave it set to the default 000
  - Combinations must not be shared with other students
  - Broken locks must be replaced
- Lockers are kept neat and tidy at all times
- No food or drink items are left in lockers over night
- Visits to their locker are at lesson transition time, break or lunch times only.

Students who regularly bring items too large for one locker e.g. musical instruments, sports equipment may request a second locker – this will be granted based on need and availability.

32 Managebac

ManageBac is the electronic academic management system that is used throughout the Secondary School for curriculum articulation, assessment planning and tracking. Students are expected to submit their work electronically and upload their work into appropriate assignment dropboxes in a class page if directed to do so by their teacher. Our school’s Turnitin account is linked with our ManageBac account, which enables automatic checking for academic malpractice when a piece of work is uploaded. Secondary school reports are also produced via ManageBac four times per year. Parents have ‘live’ daily access to their child’s ManageBac pages through their own parent account. When a student is enrolled at UISG in the Secondary school, an account will be set up for both registered parents automatically. This process is also done when students move from Year 6 to Year 7.

Any parents unable to access Managebac should email the Secondary Office at highschooloffice@uisgz.org or middleschooloffice@uisgz.org for assistance.

Expectations for the use of Managebac as a Curriculum Management System and as a communication tool with parents.

- Unit planning - this will be an ongoing task for departments throughout the year as units are reflected upon and updated.
- Summative Tasks – details of unit assessments to be completed by students during or at the completion of each unit.
• Formative Tasks – details of on-going activities during the unit. This may include homework tasks, classwork, activities or tests.
• Reporting – Reports will be published four times a year. Full written reports at the end of each semester, and mid-semester progress reports.
• Files - any supporting documentation used in classes (notes, powerpoint slides, curriculum documents such as case studies and data booklets)
• Messages – from either teacher to all students in the class or, more often, messages to year groups or parents.

Managebac provides a comprehensive view of the Secondary School curriculum and student progress as well as the most commonly used communication platform.

Access to Managebac can be via the internet or through the Managebac App available for smart phones and tablets.

33 Mobile Phones

Students may bring a mobile phone to school. However, the use of devices is carefully monitored by the school to ensure we maintain an educational environment. Students should not make or answer phone calls whilst at school unless given permission. They can also phone home from in the Secondary Office.

Students are not allowed to use mobile phones during lessons unless they are given permission by a teacher for educational purposes. Laptops should be used for educational purposes only during lessons. During Break and lunch, students may use laptops and phones for leisure but must not access inappropriate sites.

The inappropriate use of any device will result in it being confiscated and locked in the Secondary Office. An email will be sent to parents. For the first offence, the student can collect the device at the end of the day. For a second offence, the device will be kept for 2 days and must be collected by a parent. For a third offence, the device will be kept one week and must be collected by a parent.

34 School Calendar

During Semester two of each academic year, the school shall publish a detailed calendar relating to the following academic year. This should highlight all formal school functions, known sporting fixtures and events. This calendar will be circulated to all staff, students and parents prior to the end of the academic year and again at the commencement of the following academic year.

Changes and additions to the school calendar are likely to occur, and the Head of School has the responsibility of ensuring that staff, students, parents and the wider school community (where appropriate) are notified in good time.
35 School Camps

In addition to fieldtrips throughout the year, UISG also supports longer residential trips for students to gain independence and experience new activities and opportunities. All students are expected to attend camps. (please refer to section 24 for more details)

36 Student Services

36.1 School Leadership

It is the policy of UISG to have capable and visionary leadership. The Senior Leadership Teams of the school endeavour to provide leadership that motivates, inspires, nurtures and supports the staff to carry out their tasks of educating students and all that it entails in a quality manner. Responsibility for quality teaching is system-wide. A major focus of school leadership is to ensure decisions are made in the best interest of the students, the staff, and the school.

36.2 School Teams

UISG provides many opportunities for students to represent the school through sport, drama, music, service learning and activities such as GIN (Global Initiatives Network) and MUN (Model United Nations). Primary activities include a Maths Olympiad, and annual SingUp and Bang-Crash-Wallop Interschool Festivals. Students involved in these activities are representing the school and, as such, this is a privilege, not a right. Appropriate behaviour and full commitment is expected by students.

Staff are required to run AOCs which may involve the creation of a school team. Staff members understand and accept the commitment they are making when undertaking this activity. Activities are run with the same dedication as a teaching class.

36.3 Service Learning

Service learning is a core element of IB programmes and students must complete this component to successfully finish both the MYP and DP programmes. In the MYP programme it is called Service and Action (S&A), in the Diploma Programme it is called Creativity, Activity and Service (CAS).

Action (learning by doing and experiencing) is a key component in constructivist models of education, including the kind of teaching and learning common to all IB programmes. Action in the IB Continuum continues across all three programmes and is as an essential component of the learning process, both as part of the IB educational philosophy and as a practical outcome of students’ learning.

Through responsible action, tightly connected with sustained inquiry and critical reflection, students develop the attributes described by the IB learner profile, these are
essential for success in future academic pursuits and becoming a responsible global citizen. The service as action continuum is summarized by the following diagram:

![Service Continuum Diagram]

**Figure 1** Adapted from MYP: From principles into practice (May 2014: 23)

### 36.4 Student Leadership
UISG encourages all students to take an active part in the school community as well as their own learning. UISG develops opportunities for student involvement in the areas of decision making, building community, encouraging self-esteem, developing effective communication and leadership qualities.

**Primary School**

**UCAC**
The Utahloy Captain's Action Committee is comprised of Year 6 students who are elected annually by Year 5-6 students and staff as role models and leaders in the Primary School. The UCAC discusses and initiates ways to improve the school, decides on the most effective ways to bring about change and communicates with the people who can help them to make changes happen. The UCAC represents different year levels and promotes school spirit by leading monthly assemblies.

**House Captains**
The house system is an integral part of the student experience at UISG. In Year 5, students have the opportunity to run in an election for House Captain of the four school houses, Dragons, Pandas, Tigers and Warriors. They are elected by Y4-6 students as role models and leaders in the primary school. They prepare and deliver a speech, which runs concurrently with a Literacy focus on persuasive writing. A male and female captain are elected by their house peers for each house. The House Captains, once elected, are responsible for organizing team spirit during house events, encouraging participation in events, and planning and leading assemblies.
Secondary School

**School Council**
The Secondary Student Council exists as a forum for the Student Voice. Student Council members are directly elected by their peers. They are guided by a member of staff and liaise on a regular basis with the UISG Senior Leadership Team to address areas of interest concerning the student body.

**House Captains**

The house system is an integral part of the student experience at UISG. Year 11 Students have the opportunity to run in an election for House Captain of the four school houses, Dragons, Pandas, Tigers and Warriors. In addition, House Reps are elected by their house peers for each House. The House Captains and Reps, once elected, are responsible for organizing team spirit during house events, encouraging participation in events, and planning and leading assemblies. Each House has a Secondary House Leader to liaise with the House Captains and Reps and the Assistant Head of Secondary – Operations and Pastoral.

36.5 **Student Recommendation Letters**

Sometimes students and/or parents request recommendation letters from teachers to apply for other schools. The following procedure must be followed:

- Recommendation requests are sent to the Head of Year in writing or email.
- The Head of Year confirms the student’s status i.e. fee payments, official withdrawal notice
  1. Recommendation letters are not written if students have outstanding fees.
  2. The admissions department will contact all families who request recommendation letters who have not confirmed an intention to withdraw from UISG.
- Head of Year sends approval to the staff member to write the recommendation letter.
- All completed recommendation letters are sent to the Head of Secondary for final checking, printing and stamping.
• The original copy is sent to the student/school and a scanned/electronic copy is attached to the student’s school base record for future reference.

36.6 Student Welfare

Security & Visitors
UISG provides a 24-hour security service. All visitors must register at the front gate where they will be given a visitor’s pass which must be visible at all times. All secondary students must show a permission form signed by the school office and the relevant Assistant Head to leave the campus during the school day.

Former students of UISG are welcome to come back to visit the school but they must email the Secondary Office in advance middleschool@uisgz.org or highschool@uisgz.org to request permission. The Head or Assistant Head of Secondary will give permission and inform teachers of the visit. On arrival, they must sign in at the Main Reception and get a Visitor’s Pass.

Former students will not normally be allowed to spend the whole day at school unless they are in class with teachers by agreement. Otherwise, they can arrive at 1.15 pm and spend lunch seeing friends and teachers, go to Homeroom with the teacher’s agreement and stay for lesson 6 either with an individual teacher or in the library with the agreement of the Librarian.

If they wish to take a student bus at 3.30 pm, they must say where they want to go when they arrange to come in to school so the Bus Office can be informed.

UISG welcomes visits from alumni and other former students. Visitors are not permitted to take photographs of children on campus unless it is of their own child or visitors have been given prior permission.

Health & Health Services
A clinic, staffed by a nurse, provides medical services to students from 8am to 5pm. A log is kept of all treatments and any accident and the nurse notifies the Primary or Secondary office as appropriate, the parents concerning students who visit the medical room.

Illness
It is important that parents keep their children home if they are sick. UISG maintains a ‘fever free’ environment and will send students home if they have a temperature over 37.5°C. Students in Year 10-12 may be sent home unsupervised if the parent or guardian agrees to this and it is felt the student is able to do so. Students from Year 7 - 9 and all primary students must be collected by a parent or guardian. By following this
procedure, we are able to maintain a healthy environment for all and minimise flu infections. Primary parents must email the homeroom teacher if their child is absent.

Medication at School
If you wish the school nurse to administer medication during school hours, please send the consent note from the parents or guardian with the student’s name, the reason for giving the medicine, dosage, time and for how many days (from the Communication Book or a doctor’s note) to the nurse. Students and teachers must not administer their own medication, unless permission has been granted by the school. Medications must be clearly labelled.

Injuries and emergencies
The school nurse will contact the Head of Primary or Assistant Head of Secondary as well as the parents in the event of an injury or illness. In the event of a serious injury or illness, the parents will be contacted so that we can transport the student to a hospital or medical clinic for further treatment. Usually the nurse will accompany the student to the facility and meet the parents there.

Unless parents specify otherwise, the students will be taken to Nan Fang Hospital.

Guangzhou Nan Fang Hospital
广州南方医院

Address: No. 1838, Guangzhou Da Dao Bei, Guangzhou ,China
地址：广州大道北 1838 号南方医院
Postcode: 510515

Emergency Room: 24-hour Duty

Out-patient clinic working time: [normal clinic]
Monday-Friday: 8:00 am-12:00 pm and 2:30pm-5:30pm
Saturday: 8:00am-12:00 pm
Sunday: off

HuiQiao Building clinic working time: [for Expatriate, 30% surcharge]
Monday-Friday: 8:00am-12:00 pm and 3:00pm-5:30pm
Saturday: 8:00am-12:00 pm
Sunday: off
Receptionist Telephone:62787098.13580455154

Telephone: 87706163 (Emergency Hotline)  62787064 (Clinic Registration)
Student Support Centre (SSC)
The Student Support Centre provides students with two separate, but inter-related parts.

1. STUDENT WELFARE this handles social, mental health and crisis intervention issues
2. LEARNING SUPPORT – this handles student access and extension to academic learning, this includes support for students requiring additional assistance and resources to accommodate their learning needs

The department works with students, parents, Heads of Year, Homeroom and subject teachers as appropriate in order to facilitate a balanced, positive framework for students as the centre of the process.

School Counsellor (K- Year 12)
The School Counsellor is responsible for supporting staff with students exhibiting risk or ongoing urgent emotional/social behaviour, this is to be addressed through the School Base system.

School Counsellor Martina Roy (K-Year 8)
School Counsellor Tiese Bright (Year 9 – Year 12)

Two Learning Support Coordinators who share support in the following areas:
- K - Year 4 Melanie Botes
- Year 5 - Year 8 Melanie Botes and Felicia Gilley
- Year 9 - Year 12 Felicia Gilley

Childhood and adolescence has challenges, and students sometimes find it difficult to sort through their fears, worries and problems alone.

UISG counsellors have an “Open-Door” policy and understand the issues young people face with growing up, like making choices, being an international student – always on the move (TCK – Third Culture Kids), needing to improve relationships and coping with transition and change. Students learn to trust the counsellor and to work collaboratively to find ways to aid in their personal growth. Counsellors work with students quietly and confidentially knowing that some students may worry about what others will think if they think they were in trouble.

36.7 Counselling
How can the school counsellor help?
Talking to a counsellor can enhance self-esteem and help young people cope more effectively in school. If something is worrying a student, they will tell the counsellor their thoughts and feelings. The counsellor will listen and discuss possible solutions with them. The counsellor may provide the students with information but will avoid giving advice or trying to impose values on them. Students know that the counsellor will not judge them and that all conversations are confidential unless the counsellor feels that the student is in danger of harming himself or others.

At UISG the Student Support Centre is a quiet, comfortable and easily accessible place where students can sit and talk without being disturbed. The counsellors are friendly and wants to get to know all students on campus, while working with teachers to provide a caring educational community.

**How does a student get to see a school counsellor?**

Students can stop in any time to the Student Support Centre. If the counsellor is not available, the students can make an appointment by emailing the counsellor directly. Students are encouraged to check in periodically with the counsellor even if there isn’t a pressing issue to discuss and certainly to report any instances of bullying or breaking of school rules. Students can visit the counsellor individually or in small groups, which may allow students to feel more comfortable in their initial session when something is bothering them and they need to talk.

Appointments last approximately 30 minutes and consideration is given so a student does not miss the same lesson on a regular basis. The teacher of the student’s lesson will be notified about the absence, and appointments will be rearranged to avoid students missing tests or assessments.
Secondary Referral process:

Pastoral
Social/Emotional
Homeroom Teacher
Head of Year
Student Support Centre
Head of Section
Head of School

Academic
Subject related
Subject Teacher
Head of Department
Program coordinator
Head of Section
Head of School

What issues can school counsellors help with?
Personal/Social/Emotional issues: family problems, stress, illness, loss or bereavement, difficulties with friendship or teasing/bullying, transition to a new school and other changes, anger or mood swings, anxiety, depression, alcohol, tobacco, drug or food addictions, or problems with cultural values and expectations.

Educational/Academic issues: study skills, organization and scheduling, relationships with teachers and other students, as well as other issues that may affect learning.

36.8 University Guidance and Career Services
Students are supported by two counsellors, advising them throughout the university application process in coordination with homeroom teachers, administration staff, students and parents. Each year a schedule of events is planned for students in which they are advised to participate. This includes: visiting universities/professors for lectures and admission presentations, country specific application advisement, university fairs and field trips to neighbouring universities.

Information sessions are available for students throughout the year along with ongoing monitoring of SAT/TOEFL standardized testing, IB course grades and outstanding applications at universities. Throughout Upper Secondary School, students will be exposed to a range of learning opportunities and are always welcomed to participate in shaping their own futures!
37 Translations

Due to the number of nationalities at UISG it is not possible to translate information into all languages however, when a parent does not speak English, every effort will be made to have information translated. In the majority of cases this includes Korean and Chinese and occasionally Japanese.

38 Uniform Policy

School Day Dress Code

Uniform Policy

The UISG uniform policy is set for K to Year 10. There is no set uniform for Year 11 and 12, but students are expected to dress in a respectful manner, being mindful of the School as a learning institution. A student not wearing full and correct uniform must carry a note of exemption from the Head of Primary / Head of Secondary. Individual students are responsible for attaining this note before 8:25 am on a school day.

✓ Where set, the full and correct school uniform is to be worn in its entirety (not only parts) all day, to and from school.
✓ Uniform items must be purchased from the School Uniform Shop, located on the school campus. A price list and order form is available at the Reception desk.
✓ It is advised that all uniform items are marked with student’s name.

The official uniform for K to Year 3 is:

BOYS:
✓ Green polo t-shirts (short sleeves for summer, long sleeves for winter) with the school logo can be worn loose.
✓ Grey school shorts or long grey trousers must be worn.
✓ Students can wear PE uniform on days when they have PE lessons.
✓ Black socks and shoes must be worn. Belts in black or grey colour can be worn.
✓ School cap with official logo must be worn when playing outdoors during break and lunchtime.
✓ Cold weather approved items: Grey school hoodie, grey cardigan and black school winter jacket, all with the official school logo. Only grey scarves with school logo are permitted.

GIIRLS:
✓ Green polo t-shirts (short sleeves for summer, long sleeves for winter) with the school logo can be worn loose.
✓ Grey school skorts (or long grey trousers) must be worn.
✓ Students can wear PE uniform on days when they have PE lessons.
✓ Black socks and shoes must be worn.
School cap with official logo must be worn when playing outdoors during break and lunchtime.

Cold weather approved items: Full black leggings or full stockings, Grey school hoodie, grey cardigan and black winter school jacket, all with the official school logo. Only grey scarves with school logo are permitted.

The official uniform for Year 4 to Year 6 is:

**BOYS:**
- White polo t-shirts (short sleeves for summer, long sleeves for winter) with the school logo can be worn loose.
- Grey school shorts or long grey trousers must be worn.
- Students can wear PE uniform on days when they have PE lessons.
- Black socks and shoes must be worn. Belts in black or grey colour can be worn.
- School cap with official logo must be worn when playing outdoors during break and lunchtime.
- Cold weather approved items: Grey school hoodie, grey cardigan and black school winter jacket, all with the official school logo. Only grey scarves with school logo are permitted.

**GIRLS:**
- White polo t-shirts (short sleeves for summer, long sleeves for winter) with the school logo can be worn loose.
- Grey school skorts (or long grey trousers) must be worn.
- Students can wear PE uniform on days when they have PE lessons.
- Black socks and shoes must be worn.
- School cap with official logo must be worn when playing outdoors during break and lunchtime.
- Cold weather approved items: Full black leggings or full stockings, Grey school hoodie, grey cardigan and black winter school jacket, all with the official school logo. Only grey scarves with school logo are permitted.

The official uniform for Year 7 – 10 is:

**BOYS:**
- Grey school shorts or long grey trousers, and a white collared buttoned shirt (short sleeves for summer, long sleeves for winter) with the official school logo or a white polo shirt (short sleeves for summer, long sleeves for winter) with the official school logo can be worn daily. Students must own at least one white buttoned short with the official school logo to wear on formal occasions or when requested by the school, with a tie.
- Students should not wear PE uniform in any other lessons aside from PE. Students will change into and out of PE uniform in the changing rooms. If PE is held in period
1, then they can come to school in PE uniform, and change after. If PE uniform is lost, it must be replaced as soon as possible.

- Black socks and shoes must be worn. Belts in black or grey colour can be worn
- Cold weather approved items: Grey school hoodie, black cardigan and black school winter jacket, all with the official school logo. Only grey scarves with school logo are permitted.

**GIRLS:**

- Grey school skorts or long grey trousers, and a white collared buttoned shirt (short sleeves for summer, long sleeves for winter) with the official school logo or a white polo shirt (short sleeves for summer, long sleeves for winter) with the official school logo can be worn daily. Students must own at least one white buttoned short with the official school logo to wear on formal occasions or when requested by the school, with a tie.
- Students should not wear PE uniform in any other lessons aside from PE. Students will change into and out of PE uniform in the changing rooms. If PE is held in period 1, then they can come to school in PE uniform, and change after. If PE uniform is lost, it must be replaced as soon as possible.
- Black socks and shoes must be worn. Low heels are acceptable, so long as they do not pose a health and safety risk.
- Cold weather approved items: Full black leggings or full stockings, Grey school hoodie, black cardigan and black winter school jacket, all with the official school logo. Only grey scarves with school logo are permitted.

Please refer to section 60.2 for the dress code for year 11 and 12 students.

### 39 Utahloy Parent Teacher Association (UPTA)

Links are maintained through the vital and active parent teacher association called the UPTA (Utahloy Parent Teacher Association), which was founded in 2006. All parents and teachers of UISG are automatically members of the UPTA and welcome to join meetings and activities.
The UPTA provides a good channel of communication between parents and the school. Parents can receive information and raise questions if there are areas of concern. In turn they can give valuable recommendations and support, sharing ideas by drawing upon the varied backgrounds, cultures, professions and talents of its members.

The UPTA plans and coordinates fundraising events for the school community. Regular events include a Welcome Picnic at the start of the school year, food sales at the Festival of Light in December and a primary and secondary school book fair. These are good social opportunities for parents, teachers and families to enjoy together. Funds are raised for charity donations and/or to improve the school’s environment and support future activities.

**Parent Representatives**

Each EY and Primary classroom has a ‘parent representative’ who provides a vital link between families. Volunteers are called for early in the year and class reps meet on a regular basis. They assist in coordinating classroom helpers, provide additional support for a range of school events and play a key role in welcoming new families. Class reps in the primary school help facilitate cooperation and harmony between home and school. There are many opportunities for parents to volunteer, become a part of the charity work undertaken by the UPTA or to assist in the many projects. The Early Years welcome parent involvement in the early stages of children’s development and integration into school life.
There are workshops and seminars for parents run in cooperation with the school. Cooking classes help share culture and recipes from a wide variety of countries.

The UPTA meets twice a semester, and all parents are encouraged to attend. Please ask for the contact names of this year’s UPTA Board - and come and join us! Email: UPTA_GZ@uisgz.org

40 Campus map
SECTION C  Early Years and Primary School

41 Contacts and Help
Who’s who in the Primary School

The following list ensures you know who to contact if you have a problem or would like to discuss anything.

Primary School

Head of Primary School – Ms Joan Philp
jphilp@uisgz.org

Assistant Head of Primary/ PYP Coordinator – Darren Pepperell
dpepperell@uisgz.org

Assistant Head of Primary/ Early Years Coordinator– Ms Connie Chan
ccchan@uisgz.org

Head of Primary Languages – Ms Joanne Dietz
jdietz@uisgz.org

Head of Primary English– Ms Marie Gill
mgill@uisgz.org

Head of mathematics – Mr Henry Guyler
hguyler@uisgz.org

Head of Primary Science – Ms Nina Batchelor
nbatchelor@uisgz.org

Head of Performing Arts– Ms Madeleine DuToit
mdutoit@uisgz.org

Head of ICT– Ms Sue Brown
sbrown@uisgz.org

Head of PSPE – Hayden Englefield
hrenglefield@uisgz.org

Head of Visual Arts – Cara Kidd
ckidd@uisgz.org

Head of Year
K  Naoko Yamaguchi
nyamaguchi@uisgz.org

K1  Lynn Duncan
llduncan@uisgz.org

K2  Rimma Fakhutdinova
rfatkhutdinova@uisgz.org
Class Teachers

Please contact your child’s class teacher if you have any general concerns about your child; socially or academically.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Teacher</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>K3</td>
<td>Yvette Crowley</td>
<td><a href="mailto:ycrowley@uisgz.org">ycrowley@uisgz.org</a></td>
</tr>
<tr>
<td>Y1</td>
<td>Samantha Guyler</td>
<td><a href="mailto:smckinley@uisgz.org">smckinley@uisgz.org</a></td>
</tr>
<tr>
<td>Y2</td>
<td>Jeremy Johnson</td>
<td><a href="mailto:jjohnson@uisgz.org">jjohnson@uisgz.org</a></td>
</tr>
<tr>
<td>Y3</td>
<td>Brenda Waldeck</td>
<td><a href="mailto:bwaldeck@uisgz.org">bwaldeck@uisgz.org</a></td>
</tr>
<tr>
<td>Y4</td>
<td>Saakshi Manglani</td>
<td><a href="mailto:smanglani@uisgz.org">smanglani@uisgz.org</a></td>
</tr>
<tr>
<td>Y5</td>
<td>Denise Usuka</td>
<td><a href="mailto:dusuka@uisgz.org">dusuka@uisgz.org</a></td>
</tr>
<tr>
<td>Y6</td>
<td>Merran Harper</td>
<td><a href="mailto:mharper@uisgz.org">mharper@uisgz.org</a></td>
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</tbody>
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<thead>
<tr>
<th>Grade</th>
<th>Teacher</th>
<th>Email</th>
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<tbody>
<tr>
<td>KY</td>
<td>Naoko Yamaguchi</td>
<td><a href="mailto:nyamaguchi@uisgz.org">nyamaguchi@uisgz.org</a></td>
</tr>
<tr>
<td>KG</td>
<td>Elaine Watson</td>
<td><a href="mailto:ewatson@uisgz.org">ewatson@uisgz.org</a></td>
</tr>
<tr>
<td>KR</td>
<td>Michaela Bekkers</td>
<td><a href="mailto:bekkers@uisgz.org">bekkers@uisgz.org</a></td>
</tr>
<tr>
<td>K1Y</td>
<td>Lynn Duncan</td>
<td><a href="mailto:lduncan@uisgz.org">lduncan@uisgz.org</a></td>
</tr>
<tr>
<td>K1R</td>
<td>Evelyn Idsinga</td>
<td><a href="mailto:tevelyn@uisgz.org">tevelyn@uisgz.org</a></td>
</tr>
<tr>
<td>K1G</td>
<td>Cristina Fernandes</td>
<td><a href="mailto:cfernandes@uisgz.org">cfernandes@uisgz.org</a></td>
</tr>
<tr>
<td>K2Y</td>
<td>Emma-Louise Tidmarsh</td>
<td><a href="mailto:etidmarsh@uisgz.org">etidmarsh@uisgz.org</a></td>
</tr>
<tr>
<td>K2R</td>
<td>Crystal Hernandez</td>
<td><a href="mailto:chernandez@uisgz.org">chernandez@uisgz.org</a></td>
</tr>
<tr>
<td>K2G</td>
<td>Rimma Fatkhutdinova</td>
<td><a href="mailto:rfatkhutdinova@uisgz.org">rfatkhutdinova@uisgz.org</a></td>
</tr>
<tr>
<td>K3R</td>
<td>Chitra Jain</td>
<td><a href="mailto:cjain@uisgz.org">cjain@uisgz.org</a></td>
</tr>
<tr>
<td>K3Y</td>
<td>Alfreda Bekkers</td>
<td><a href="mailto:abekkers@uisgz.org">abekkers@uisgz.org</a></td>
</tr>
<tr>
<td>K3G</td>
<td>Yvette Crowley</td>
<td><a href="mailto:ycrowley@uisgz.org">ycrowley@uisgz.org</a></td>
</tr>
<tr>
<td>Year 1B</td>
<td>Peter IP</td>
<td><a href="mailto:pip@uisgz.org">pip@uisgz.org</a></td>
</tr>
<tr>
<td>Year 1R</td>
<td>Anu Damani</td>
<td><a href="mailto:adamani@uisgz.org">adamani@uisgz.org</a></td>
</tr>
<tr>
<td>Year 1Y</td>
<td>Steven Taylor</td>
<td><a href="mailto:staylor@uisgz.org">staylor@uisgz.org</a></td>
</tr>
</tbody>
</table>
### Specialist Teachers

These staff members are responsible for a specific subject area in the Primary School and work closely with the PYPC and class teachers to support the transdisciplinary nature of the programme.

<table>
<thead>
<tr>
<th>Year 1G</th>
<th>Samantha Guyler</th>
<th><a href="mailto:smckinley@uisgz.org">smckinley@uisgz.org</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2R</td>
<td>Matthew Francavilla</td>
<td><a href="mailto:mfrancavilla@uisgz.org">mfrancavilla@uisgz.org</a></td>
</tr>
<tr>
<td>Year 2G</td>
<td>Mona Dhanjani</td>
<td><a href="mailto:mdhanjani@uisgz.org">mdhanjani@uisgz.org</a></td>
</tr>
<tr>
<td>Year 2Y</td>
<td>Jeremy Johnson</td>
<td><a href="mailto:jjohnson@uisgz.org">jjohnson@uisgz.org</a></td>
</tr>
<tr>
<td>Year 3Y</td>
<td>Ken Harvey</td>
<td><a href="mailto:kharvey@uisgz.org">kharvey@uisgz.org</a></td>
</tr>
<tr>
<td>Year 3G</td>
<td>Brenda Waldeck</td>
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</tr>
<tr>
<td>Year 3R</td>
<td>Lene Askew</td>
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</tr>
<tr>
<td>Year 4Y</td>
<td>Nina Batchelor</td>
<td><a href="mailto:sbatchelor@uisgz.org">sbatchelor@uisgz.org</a></td>
</tr>
<tr>
<td>Year 4R</td>
<td>Saakshi Manglani</td>
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</tr>
<tr>
<td>Year 4G</td>
<td>Henry Guyler</td>
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<tr>
<td>Year 5R</td>
<td>Matthew Healing</td>
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<tr>
<td>Year 5Y</td>
<td>Simon Askew</td>
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<tr>
<td>Year 5G</td>
<td>Denise Usuka</td>
<td><a href="mailto:dusuka@uisgz.org">dusuka@uisgz.org</a></td>
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<tr>
<td>Year 6G</td>
<td>Merran Harper</td>
<td><a href="mailto:mharper@uisgz.org">mharper@uisgz.org</a></td>
</tr>
<tr>
<td>Year 6Y</td>
<td>Drew Cox</td>
<td><a href="mailto:dcix@uisgz.org">dcix@uisgz.org</a></td>
</tr>
<tr>
<td>Year 6R</td>
<td>Chris Gessner</td>
<td><a href="mailto:cgessner@uisgz.org">cgessner@uisgz.org</a></td>
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<tr>
<th>PE AOC</th>
<th>Andrei Anita</th>
<th><a href="mailto:aanita@uisgz.org">aanita@uisgz.org</a></th>
</tr>
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<tbody>
<tr>
<td>PSPE Y2-Y6</td>
<td>Hayden Englefield</td>
<td><a href="mailto:hrenglefield@uisgz.org">hrenglefield@uisgz.org</a></td>
</tr>
<tr>
<td>Music K-Y1</td>
<td>Elena Rusina</td>
<td><a href="mailto:erusina@uisgz.org">erusina@uisgz.org</a></td>
</tr>
<tr>
<td>Perf Arts Coed Y2-Y6</td>
<td>Madeleine DuToit</td>
<td><a href="mailto:mdutoit@uisgz.org">mdutoit@uisgz.org</a></td>
</tr>
<tr>
<td>Art K1–Y1</td>
<td>Cindy-Anne Doubell</td>
<td><a href="mailto:cdoubell@uisgz.org">cdoubell@uisgz.org</a></td>
</tr>
<tr>
<td>Art Y2-Y6</td>
<td>Cara Kid</td>
<td><a href="mailto:ckidd@uisgz.org">ckidd@uisgz.org</a></td>
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<tr>
<td>Chinese</td>
<td>Margie Wu</td>
<td><a href="mailto:margiewu@uisgz.org">margiewu@uisgz.org</a></td>
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<tr>
<td>Chinese</td>
<td>Connie Kong</td>
<td><a href="mailto:ckong@uisgz.org">ckong@uisgz.org</a></td>
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<tr>
<td>Chinese</td>
<td>June Zhan</td>
<td><a href="mailto:izhan@uisgz.org">izhan@uisgz.org</a></td>
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<tr>
<td>Chinese</td>
<td>Holly Huang</td>
<td><a href="mailto:hhuang@uisgz.org">hhuang@uisgz.org</a></td>
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<tr>
<td>Chinese</td>
<td>Michelle Liang</td>
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</tr>
<tr>
<td>Chinese EY</td>
<td>Jane Wen</td>
<td><a href="mailto:iwen@uisgz.org">iwen@uisgz.org</a></td>
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<tr>
<td>Korean</td>
<td>Agatha Kim</td>
<td><a href="mailto:akim@uisgz.org">akim@uisgz.org</a></td>
</tr>
<tr>
<td>Japanese</td>
<td>Ryoko Oshima</td>
<td><a href="mailto:rushima@uisgz.org">rushima@uisgz.org</a></td>
</tr>
<tr>
<td>French</td>
<td>Anne-Catherine Hanquet</td>
<td><a href="mailto:chanquet@uisgz.org">chanquet@uisgz.org</a></td>
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<tr>
<td>German</td>
<td>Beate Baumgarten Maia</td>
<td><a href="mailto:bmaia@uisgz.org">bmaia@uisgz.org</a></td>
</tr>
<tr>
<td>Y2 EAL</td>
<td>Marie Gill</td>
<td><a href="mailto:mgill@uisgz.org">mgill@uisgz.org</a></td>
</tr>
<tr>
<td>HoLang/Y3 EAL</td>
<td>JoAnne Dietz</td>
<td><a href="mailto:jdietz@uisgz.org">jdietz@uisgz.org</a></td>
</tr>
<tr>
<td>Y4 EAL</td>
<td>William Blackford</td>
<td><a href="mailto:wblackford@uisgz.org">wblackford@uisgz.org</a></td>
</tr>
<tr>
<td>Y5 EAL</td>
<td>Monika Sangster</td>
<td><a href="mailto:msangster@uisgz.org">msangster@uisgz.org</a></td>
</tr>
<tr>
<td>Y6 EAL</td>
<td>Josee Marshall</td>
<td><a href="mailto:jmarshall@uisgz.org">jmarshall@uisgz.org</a></td>
</tr>
<tr>
<td>LS Coord</td>
<td>Melanie Botes</td>
<td><a href="mailto:mfuller@uisgz.org">mfuller@uisgz.org</a></td>
</tr>
<tr>
<td>Student Counselor</td>
<td>Martina Roy</td>
<td><a href="mailto:mroy@uisgz.org">mroy@uisgz.org</a></td>
</tr>
<tr>
<td>Librarian</td>
<td>Chrissy Erwin</td>
<td><a href="mailto:cerwin@uisgz.org">cerwin@uisgz.org</a></td>
</tr>
<tr>
<td>EYC</td>
<td>Connie Chan</td>
<td><a href="mailto:cchan@uisgz.org">cchan@uisgz.org</a></td>
</tr>
<tr>
<td>AHOP/PYPC</td>
<td>Darren Pepperell</td>
<td><a href="mailto:dpepperell@uisgz.org">dpepperell@uisgz.org</a></td>
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<tr>
<td>HOP</td>
<td>Joan Philp</td>
<td><a href="mailto:jphilp@uisgz.org">jphilp@uisgz.org</a></td>
</tr>
</tbody>
</table>

Further information about all teachers, together with their email addresses can be found in the ‘Staff Profile’ booklet.

Primary Secretary – Ms Iris Dai primaryschooloffice@uisgz.org
The secretary can be contacted regarding absences and letters or emails sent home. She can also help to arrange appointments with subject teachers.

**Student Welfare** – Ms Martina Roy  
mroy@uisgz.org

**Learning Support (LS)** – Ms Melanie Botes  
mfuller@uisgz.org

**Librarian** – Chrissy Erwin  
cerwin@uisgz.org

**Head of PSPE**
Hayden Englefield  
hrenglefield@uisgz.org

**Where more can be found out about:**
The school  
www.utahloy.com/gz/

The IB  
www.ibo.org

### 42 The Primary School Day
School commences at 8.20 am and finishes at 3.20 pm. Classroom teachers send home timetables early in the year, detailing regular sessions and specialist lessons such as Physical Education, Music and Art.

Students in the Early Years and Primary classes spend the majority of their time with their class teacher, but some subjects are taught by specialists. Early Years students in K-K2 will have specialist teaching in:

- The Arts (Music, Drama & Visual Art) and
- Physical Education
- Chinese

K-Y6 students will have specialist teaching in:

- Music
- Art
- Physical Education
- Mother Tongue or Chinese for beginners/intermediates or Mother Tongue languages as appropriate.

Eligible students are able to enrol in Mother Tongue Language programs in Chinese, Korean, Japanese, German and French from K3-Y6 level.
ICT is integrated into many areas of the curriculum. Class teachers work in collaboration with our ICT specialist.

42.1 Daily Lesson Schedule – Primary
The timetable for the primary school works on a one-week system for the majority of year groups however, Year 6 may have to follow a Week A and Week B rotation due to staffing availability from the Secondary school. The Early Years timetable is slightly adjusted to accommodate morning playground play and afternoon rest time.

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<thead>
<tr>
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<th>Length</th>
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<tr>
<td>Registration</td>
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<td>08:30</td>
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<tr>
<td>1</td>
<td>08:30</td>
<td>09:20</td>
<td>50 minutes</td>
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<tr>
<td>2</td>
<td>09:25</td>
<td>10:15</td>
<td>50 minutes</td>
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<tr>
<td>Break</td>
<td>10:15</td>
<td>10:35</td>
<td>20 minutes</td>
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<tr>
<td>3</td>
<td>10:40</td>
<td>11:30</td>
<td>50 minutes</td>
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<tr>
<td>4</td>
<td>11:30</td>
<td>12:15</td>
<td>50 minutes</td>
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<tr>
<td>Lunch</td>
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<td>12:40</td>
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<tr>
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<td>13:10</td>
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<tr>
<td>5</td>
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<tr>
<td>6</td>
<td>14:30</td>
<td>15:20</td>
<td>50 minutes</td>
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</table>

During the Homeroom period, students will be learning Chinese as an additional language or, if Chinese is their mother tongue, having additional language and literature lessons in Chinese.

42.2 Classroom Routines
Early in the year teachers and students establish their daily classroom routines. This includes where to return home reading books and diaries, returning notes and order forms, and organising books and materials for the day. Age appropriate organisational and time management skills are modelled and, where applicable, explicitly taught to further develop independence. For a K1 child this may involve unpacking their bag and putting things in the assigned place, whereas for a Y4 student it may mean working on an independent reading contract.
43 Student Learning and the Curriculum
International Baccalaureate
Primary Years Programme (PYP)

The PYP is designed for students between the ages of 3 and 12.

The educational framework of this programme is based upon what is currently known about how children learn best, and draws on varied effective practices in primary education.

The PYP requires all teachers in the school to plan units of inquiry and lessons collaboratively around six transdisciplinary themes (four in K1 and K2). The collaboration facilitates a carefully thought-out and sequential development of concepts, skills, knowledge and attitudes, while the organising themes provide both students and teachers with a rich and inviting learning environment in which they can explore. In brief, the six transdisciplinary themes are: Who we are; Where we are in place and time; How we express ourselves; How the world works; How we organise ourselves; and Sharing the planet.

In the PYP, students are taught to understand that learning is about asking questions and discovering answers, which in turn may generate new and, perhaps more complex questions in need of exploration. As teachers work with students through this programme of guided inquiry, they also help students understand what their relationship and responsibility is towards what they are learning. The IB Learner Profile is central to the PYP and describes the attributes that are valued in all learners; students as inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, balanced and reflective.

Assessment
In order to assess our learners effectively teachers use a range of tools and strategies. This ensures that they have an accurate picture of what students are able to do, what they know and how much they understand. This enables them to identify where extension is required and to uncover any areas where additional support may be necessary.

- Student centred assessment
Students learn in different ways and each student is unique. Teachers plan a range of assessment tasks to provide students with a range of ways in which they can share their learning. The assessment task may take many different forms such as an oral presentation, performance, quiz or written composition.

- Self and peer assessment
  The development of critical thinking skills is essential for higher order thinking. Taking students beyond just recalling facts, self and peer assessment require students to reflect upon what they have seen, heard or done. Students analyse the quality and accuracy of the information produced and consider how improvement can be applied in the future.

- Reporting Procedures and Parent Teacher Meetings
  At the start of each academic year we host ‘Parent Information Meetings’. These are held during the school day. Parents from each year level are invited to meet classroom teachers from their child’s year level. The teachers outline the curriculum for the year ahead. There is an opportunity for teachers and parents to get to know each other but it is not a one-on-one interview.

  Parent/Teacher/Student Conferences and/or Student-Led Conferences are held three times a year.

  Progress reports are issued six times a year for K3 - Y6 students following a Unit of Inquiry. K-K2 students receive four progress reports following their Units of Inquiry.

  A meeting can be arranged at other times with your child's classroom teacher via the Communication Book, by email or by calling the school office.

**Communication Book**
Each student is given a ‘Communication Book’. This book should be brought home by your child each day. Please check for any notes or communication from the school and return the book with your child the following day. If you have any comments, questions or concerns simply write in the Communication Book - they are checked each morning by the class teacher.

**Homework**
Homework is assigned for a purpose and over the course of the year different learning experiences will:
- Promote the learner profile
- Assist student learning
- develop student responsibility
- provide extension learning
- encourage independent skill development
- allow for internalizing and review of daily work
- help student, parent and teacher monitor progress
- provide opportunities for children to share their learning at home

Homework includes such activities as:

- reading; including keeping a record of what has been read
- research for Unit of Inquiry
- unfinished work from the classroom that can be completed with minimal adult support required
- reflections on learning
- discussions and interviews with adults in the home

Homework is prepared by the year level teachers and is designed to provide opportunities for all students to enjoy success. If you feel that the amount or level of homework is not suitable for your child, please discuss this with your child’s teacher.

**Time Allocation Guidelines**

- **K2:** from November onwards K2 students receive short tasks
- **K3:** up to 20 minutes per night
- **Y1-Y2:** 30 minutes per night
- **Y3-Y4:** 35-45 minutes per night
- **Y5-Y6:** 45-60 minutes per night

**Parents** are also expected to:

- Listen to their child talk about his/her schoolwork and give their child some time each afternoon/evening when she/he has their undivided attention.
- Provide a place, with appropriate materials, e.g. a table or desk with a comfortable chair where their child can work without distraction from television, telephone or siblings.
- Encourage their child to ask questions about homework assignments at the time the assignments are given or before she/he leaves school to clearly understand what is required.
- Check with their child to see that every assignment is complete and is his/her best effort. Ask their child’s opinion of the completed task. Discuss together whether or not it is a good piece of work and why. Support your child but do not do the work for them.
• Promote good time-management skills.
• Help their child to ensure they bring their homework back to school as requested.

In all of the above, parents are encouraged to let their child take responsibility for his/her homework assignments but clearly indicate that they are there to support him/her when needed.

In addition to assignments, all students are expected to read for relaxation and pleasure every day. All children are motivated by parental interest in their reading.

Parents are encouraged to:
• Promote a love of reading
• Show interest by asking their child(ren) about the books s/he chooses.
• Read to and with their young children every day.

Mother Tongue/Chinese Homework
Homework is also assigned by the language teachers. It is organized and communicated to parents once a week. The teacher distributes and explains the homework to the students during the first language lesson of the week. Students have one week to complete their homework and are expected to hand it in during the first language lesson of the following week. The approximate weekly amount of homework is: K3 class: 30 min, Y1 and Y2 classes: 40 min, Y3 and Y4 classes: 50 min and Y5 and Y6 classes: 60 min. Language department homework is balanced and addresses all aspects of language learning in a meaningful way and aims to support units of inquiry where appropriate. Homework supports and develops the Learner Profile, transdisciplinary skills, the PYP Attitudes and the Action Cycle. Homework is adjusted to meet the learning needs of individual students and, as such, extra homework may be offered on a voluntary basis.

44 The Learner Profile and Behaviour Expectations
At UISG, students are encouraged to consider their behaviour in the context of the IB learner profile and attitudes. Teachers work with their students to develop essential agreements which explain in positive terms the appropriate and acceptable behaviours to ensure a safe, caring constructive learning environment. Students and staff members are expected to respect and follow these essential agreements.

It is expected that students, in most cases, will be able to adhere to the essential agreements. However, there will inevitably be times when some students need to be reminded of their responsibilities to themselves and to the school. There may be occasions when it is necessary for student to reflect on their behaviour in relation to the
essential agreements and for staff to implement disciplinary procedures which usually follow the steps outlined below:

1. Through discussion with the child, the class teacher will establish strategies to prevent further episodes. Parents will be informed of the incident as appropriate.
2. If there is a recurrence the situation will be discussed at a year level meeting and a decision will be made on next steps depending upon the seriousness of the behaviour. Parents are informed.
3. If the inappropriate behaviour persists a referral will be made and appropriate action will be taken, which will include the involvement of the Head of Primary and/or School Counsellor
4. In extreme cases of unacceptable behaviour, students may be excluded from the school either on a short term or permanent basis.

45 Personal Items at School

Students are permitted to bring personal items to school (including mobile phones and other digital devices). However, the following guidelines apply:

- All personal items brought to school must be used appropriately and may only be used with teacher permission;
- Personal toys should only be brought to school for the purposes of Show and Tell, unless special permission has been given by a teacher
- Mobile phones must be turned off during the school day
- Students who abuse the above privileges will have their personal items confiscated for either the school day or a twenty-four-hour period. Parents will be notified of any confiscation and may be required to come into school to collect the item.
- UISG will not assume responsibility for any loss of students’ personal items

45.1 Lost Property

Lost property is stored at the Head of Primary’s office. Labelled items will be returned to students. Unclaimed items will be donated to charitable organizations. Please ensure that all PE uniform, jumpers, jackets, drink bottles and lunchboxes are clearly labelled.

46 Home and School Communications

UISG utilizes a variety of strategies to ensure that parents remain informed of student progress and aware of school events. Publications include the following:

- regular class newsletters
• a quarterly regular newsletter reviewing classroom and whole school events
• a quarterly calendar listing upcoming events
• online updates of school events
• an annual Year Book
• year level websites

Each Primary and EY classroom has a ‘parent representative’ who provides a vital link between families. Volunteers are called for early in the year and reps meet on a regular basis. They assist in coordinating classroom helpers, provide additional support for a range of school events and play a key role in welcoming new families.

46.1 Dealing with Concerns
Parents who have concerns on any matters regarding their child’s education or other general concerns should follow these procedures:
1. Discuss the concern with the homeroom teacher.
2. If not satisfied, discuss the concern with the appropriate Head of Year.
3. If still not satisfied, arrange a meeting with the Assistant Head of Primary School PYP (Year 1 to 6) or Assistant Head of Primary School - Early Years Coordinator (Early Years)
4. If still not satisfied, arrange a meeting with the Head of Primary School.
5. If still not satisfied, arrange a meeting with the Head of School.

SECTION D  Secondary School

47  Contacts and Help
Who’s Who in the Secondary School
The following list ensures you know who to contact if you have a problem or would like to discuss anything.

Head of Secondary School – Mr Robert Service       rservice@uisgz.org
The Head of Secondary School is in charge of all aspects of the secondary school in years 7 to 12. He heads a Leadership team which includes an Assistant Head of Secondary and the MYP and DP Coordinators.

Assistant Head of Secondary – Teaching and Learning (AHOS-T&S) – Sherry Malone       smalone@uisgz.org
Assistant Head of Secondary – Teaching and Learning works with the Heads of Departments to ensure that best practice in teaching methodology is being used within the classroom. She is also responsible for overseeing the academic progress, reporting and assessment within the Secondary School.
Middle Years Programme (MYP) Coordinator – Mr Jim Sangster jsangster@uisgz.org

The MYP Coordinator is the person in charge of all administrative aspects of the MYP.

Diploma Programme (DP) Coordinator and College Counsellor – Ms. Jo Branicki-Tolchard jbranckitolchard@uisgz.org

The DP Coordinator is the person in charge of all administrative aspects of the IBDP. In conjunction with Tiese Bright, the College Counsellor, her role as College Counsellor, she is also responsible for advising and assisting students with university and college applications.

Secondary Secretary – Kakei Ho highschooloffice@uisgz.org
Secondary Secretary – Fancy Zou middleschooloffice@uisgz.org

Heads of Department (HoDs)
The Heads of Department are in charge of their specific academic disciplines and the members of staff in their department. We have Heads of Department for the following subjects or subject areas:

- Languages Coordinator – Ms Franciose Cerdan fcerdan@uisgz.org
- English – Mr Emmet Dunphy edunphy@uisgz.org
- Chinese – Ms Cindy Li cli@uisgz.org
- Humanities – Mr Joules Meachem jmeachem@uisgz.org
- Science – Mr Sean Spence sspence@uisgz.org
- Mathematics – Mr Steven Fogarty sfogarty@uisgz.org
- Physical Education – Mr. Morgan Scotney mscotney@uisgz.org
- Creative Arts – Mr Chris Lee clee@uisgz.org
- Design – Mr Christophe Gigon cgigon@uisgz.org
- EAL Coordinator – Mr Kim Robertson krobertson@uisgz.org

Heads of Year
The Heads of Year are the pastoral heads of each year group. It is their job to coordinate the homeroom teachers to monitor the academic and pastoral progress of the students in their year group.

- Head of Year 7 – Mr Thomas Thorogood tthorogood@uisgz.org
- Head of Year 8 – Mr Andi Fortuna afortuna@uisgz.org
- Head of Year 9 – Mr Aidan Fairhall afairhall@uisgz.org
- Head of Year 10 – Ms Sarah Johnson sjohnson@uisgz.org
- Head of Year 11 – Mr. Paul Johnson pjohnson@uisgz.org
- Head of Year 12 - Mr Shane Kennedy wskennedy@uisgz.org
S&A Coordinator (Yr 7&8) – Mr Alejandro Arrabal  aarrabal@uisgz.org
S&A Coordinator (Yr 9&10) – Ms Shelagh Dempsey  sdempsey@uisgz.org

The C&S Coordinator is the person in charge of the Community & Service of the MYP.
CAS Coordinator – Ms Susan Nour  snour@uisgz.org

The CAS Coordinator is the person in charge of the Creativity, Activity, Service of the DP.

Teachers

Most of our teachers are not only classroom teachers but homeroom teachers as well. Please contact them first, in their role as a homeroom teacher, if you have any general concerns about your child. Alternatively, you can contact the subject teacher directly if your concern is with a particular subject. If a member of staff cannot solve the problem with you, they will pass you to the person who can!

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Subject</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARRABAL, Alejandro</td>
<td><a href="mailto:aarrabal@uisgz.org">aarrabal@uisgz.org</a></td>
<td>Spanish</td>
<td>Languages</td>
</tr>
<tr>
<td>BACHELOR, John</td>
<td><a href="mailto:jbatchelor@uisgz.org">jbatchelor@uisgz.org</a></td>
<td>Business</td>
<td>I&amp;S</td>
</tr>
<tr>
<td>BATES, Dominic</td>
<td><a href="mailto:dbates@uisgz.org">dbates@uisgz.org</a></td>
<td>Geography</td>
<td>I&amp;S</td>
</tr>
<tr>
<td>BERTRAM, Jody</td>
<td><a href="mailto:bertram@uisgz.org">bertram@uisgz.org</a></td>
<td>Biology</td>
<td>Science</td>
</tr>
<tr>
<td>BRANICKI TOLCHARD, Jo</td>
<td><a href="mailto:branickitolchard@uisgz.org">branickitolchard@uisgz.org</a></td>
<td>TOK</td>
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</tr>
<tr>
<td>BRIGHT Tiese</td>
<td><a href="mailto:tbright@uisgz.org">tbright@uisgz.org</a></td>
<td></td>
<td>School Counselor/College Counselor</td>
</tr>
<tr>
<td>CHEN, Ruby</td>
<td><a href="mailto:rchen2@uisgz.org">rchen2@uisgz.org</a></td>
<td>Chinese</td>
<td>Chinese</td>
</tr>
<tr>
<td>DELANGE, Ingrid</td>
<td><a href="mailto:delange@uisgz.org">delange@uisgz.org</a></td>
<td>Math</td>
<td>Maths</td>
</tr>
<tr>
<td>DEMPSEY, Shelagh</td>
<td><a href="mailto:sdempsey@uisgz.org">sdempsey@uisgz.org</a></td>
<td>EAL</td>
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</tr>
<tr>
<td>DUNPHY, Emmet</td>
<td><a href="mailto:edunphy@uisgz.org">edunphy@uisgz.org</a></td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Erwin, Christine May</td>
<td><a href="mailto:cerwin@uisgz.org">cerwin@uisgz.org</a></td>
<td></td>
<td>Head of Library</td>
</tr>
<tr>
<td>FAIRHALL, Aidan</td>
<td><a href="mailto:afairhall@uisgz.org">afairhall@uisgz.org</a></td>
<td>Chemistry</td>
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<td>FOGARTY, Steven</td>
<td><a href="mailto:sfogarty@uisgz.org">sfogarty@uisgz.org</a></td>
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<td>FORTUNA, Andrew</td>
<td><a href="mailto:afortuna@uisgz.org">afortuna@uisgz.org</a></td>
<td>PE</td>
<td>PHE</td>
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<tr>
<td>GLAVANIS, Michael John</td>
<td><a href="mailto:mglavanis@uisgz.org">mglavanis@uisgz.org</a></td>
<td>History/Humanities</td>
<td>I&amp;S</td>
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<td>GIGON, Christophe</td>
<td><a href="mailto:cgigon@uisgz.org">cgigon@uisgz.org</a></td>
<td>ICT, Spanish</td>
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<td>HANLEY, Anne Marie</td>
<td><a href="mailto:ahanley@uisgz.org">ahanley@uisgz.org</a></td>
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<td>HERTEL, Katrin</td>
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<td>HIGHET, Kent</td>
<td><a href="mailto:khighet@uisgz.org">khighet@uisgz.org</a></td>
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<td>HODGE, Rebecca</td>
<td><a href="mailto:rhodge@uisgz.org">rhodge@uisgz.org</a></td>
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<td>HUNT, Nathan Douglas</td>
<td><a href="mailto:nhunt@uisgz.org">nhunt@uisgz.org</a></td>
<td>English &amp; Drama</td>
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<td>ICHIJO, Kaori</td>
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<td>JOHNSON, Sarah</td>
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<td>KENNEDY, Shane</td>
<td><a href="mailto:wskennedy@uisgz.org">wskennedy@uisgz.org</a></td>
<td>Drama, English Creative Arts</td>
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<td>Kim, Jaak</td>
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<td>KRUSE, Brandon</td>
<td><a href="mailto:bkruse@uisgz.org">bkruse@uisgz.org</a></td>
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<td>WEBB, Corrine</td>
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<td>LEE, Chris</td>
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<td>Li, Cindy</td>
<td><a href="mailto:cli@uisgz.org">cli@uisgz.org</a></td>
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<td>LIM, Alan</td>
<td><a href="mailto:alim@uisgz.org">alim@uisgz.org</a></td>
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<td>LIU, Angel</td>
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<td>MARSHALL, Jack</td>
<td><a href="mailto:marshall@uisgz.org">marshall@uisgz.org</a></td>
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<td>MARTINEZ, Julian</td>
<td><a href="mailto:jmartinez@uisgz.org">jmartinez@uisgz.org</a></td>
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<td>MCDONALD, Mike</td>
<td><a href="mailto:mjmcdonald@uisgz.org">mjmcdonald@uisgz.org</a></td>
<td>Economics I&amp;S</td>
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<td>MEACHEM, Joules</td>
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<td>MALONE, Micah</td>
<td><a href="mailto:mmalone@uisgz.org">mmalone@uisgz.org</a></td>
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<td>MEMAR-SADEGHI, Mehrmaz</td>
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<td>ROBERTSON, Kim</td>
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<td>SANGSTER, Jim</td>
<td><a href="mailto:jsangster@uisgz.org">jsangster@uisgz.org</a></td>
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<td><a href="mailto:csantoro@uisgz.org">csantoro@uisgz.org</a></td>
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<td>SCOTNEY, Lesley</td>
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<td>SPENCE, Sean</td>
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<td>Physics Science</td>
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<td>SPRINGER, Rodney James</td>
<td><a href="mailto:rspringer@uisgz.org">rspringer@uisgz.org</a></td>
<td>Science Science</td>
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</table>
Student Welfare (Year K – 12)

Ms Martina Roy (Year K-8)  
mroy@uisgz.org

Ms Tiese Bright (Year 9-12)  
tbright@uisgz.org

University Guidance & Career Services –

Ms. Jo Branicki-Tolchard  
jbranickitolchard@uisgz.org

Ms. Tiese Bright  
tbright@uisgz.org

Learning Support Coordinator

Ms Felicia Dionne Gilley  
fgilley@uisgz.org

School Librarian – Ms Chrissy Erwin  
cerwin@uisgz.org

48 Daily Lesson Schedule
The Secondary school works on a 2-week cycle. Week A and Week B. The allocation of these weeks can be seen on the published school calendar. Students must be in their homeroom by 8:20am every morning.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Start</th>
<th>Finish</th>
<th>Length</th>
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<td>Registration</td>
<td>08:20</td>
<td>08:30</td>
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<tr>
<td>1</td>
<td>08:30</td>
<td>09:20</td>
<td>50 minutes</td>
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<tr>
<td>2</td>
<td>09:25</td>
<td>10:15</td>
<td>50 minutes</td>
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<tr>
<td>3</td>
<td>10:20</td>
<td>11:10</td>
<td>50 minutes</td>
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<tr>
<td>Break</td>
<td>11:10</td>
<td>11:30</td>
<td>20 minutes</td>
</tr>
<tr>
<td>4</td>
<td>11:30</td>
<td>12:20</td>
<td>50 minutes</td>
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</table>
### Timetable for Homeroom

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<th></th>
<th>12:25</th>
<th>13:15</th>
<th>50 minutes</th>
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<tr>
<td>Lunch</td>
<td>13:15</td>
<td>14:10</td>
<td>55 minutes</td>
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<td>Homeroom</td>
<td>14:10</td>
<td>14:25</td>
<td>15 minutes</td>
</tr>
<tr>
<td></td>
<td>14:30</td>
<td>15:20</td>
<td>50 minutes</td>
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During Homeroom each afternoon each year group will follow a schedule of activities.

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<th>Wednesday</th>
<th>Thursday</th>
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<td>7</td>
<td>Week ahead/Planner check</td>
<td>TOK Tuesday</td>
<td>Service and Action</td>
<td>ATL/Learner Profile</td>
<td>News Quiz</td>
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<td>8</td>
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<td>TOK Tuesday</td>
<td>Service and Action</td>
<td>ATL/Learner Profile</td>
<td>News Quiz</td>
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<td>9</td>
<td>Week ahead/Planner check</td>
<td>TOK Tuesday</td>
<td>Service and Action</td>
<td>ATL/Learner Profile</td>
<td>News Quiz</td>
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<td>10</td>
<td>Week ahead/Planner check</td>
<td>TOK Tuesday</td>
<td>Service and Action</td>
<td>Personal Project</td>
<td>News Quiz</td>
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<td>11</td>
<td>Week ahead</td>
<td>TOK Tuesday</td>
<td>CAS</td>
<td>Extended Essay/University planning</td>
<td>News Quiz</td>
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<tr>
<td>12</td>
<td>Week ahead</td>
<td>TOK Tuesday</td>
<td>CAS</td>
<td>Extended Essay/University Planning</td>
<td>News Quiz</td>
</tr>
</tbody>
</table>

All student timetables will be provided as a hard copy in student planners. They will also be available on Managebac in both student and parent account views.

### 48.1 Homeroom

All Secondary students are placed into a homeroom. These classes meet two times each day; in the morning for registration and notices and in the afternoon (please refer to the table above for afternoon homeroom activities). Each homeroom has a homeroom teacher who stays with their group for the entire year and a support homeroom teacher when required. For year 7 to 10 students, each week students have an extended homeroom session called Life skills. For year 11 and 12 students this session takes place once every two weeks. Homeroom is an important time for teachers and students to meet. During this time the homeroom teachers serve as mentors and use the opportunity to get to know students outside of assessed academic subject areas. The homeroom teachers serve as the immediate point of contact between home and school. Homeroom teachers also often accompany their students on the annual camp.
The key focus in homeroom is building the relationship between teacher and student as well as between students. The homeroom allows teachers from different subject areas to nurture the whole child development.

Homeroom classes are also used to check student attendance, sign student planners and make sure that the planner is being properly used.

In MYP the homeroom teachers act as the Service and Action advisors. In the DP homeroom teachers act as the CAS advisor for students in their charge and they play a vital role in helping students with their University Applications.

48.2 Lateness
Students must arrive in school on time and be punctual to all lessons. 80% attendance is the minimum requirement for graduation from UISG.

Late arrival after 0830:

Sign in at Secondary Office and go to lessons.

48.3 Absenteeism
Absence – planned (medical or visa appointment) or unplanned (illness):

Parent must email Homeroom teacher and Secondary Office in advance or by 0830 middleschool@uisgz.org (Yrs 7-10) or highschool@uisgz.org (Yrs 11 –12)

Emails must be sent from the email account registered with the school.

Returning to school after absence:

Check Managebac and speak to teachers about catching up missed work.

All notes must be signed by a parent/guardian and given to the student’s homeroom teacher.

If the absence is going to be prolonged due to a serious illness, or leave, then a phone call or an email to the Head of Year or Secondary Secretary (if translation is required) is requested as soon as possible.

It is each student’s responsibility to ensure that class work or homework/assignments missed through absenteeism are still attempted.

48.4 Leaving School during the Day
Leaving School during day:

1. Bring parent letter or medical slip from School Nurse to Secondary Office
2. Sign out in Secondary Office
3. Collect Off Campus Sign Out sheet
4. Go to Main Reception and sign out
5. Show papers to Security at Gate A

**Returning to school after absence:**

Check Managebac and speak to teachers about catching up missed work.

**Walking Home (Golden Lake):**

1. Bring a signed letter from a parent giving permission to walk home.
2. Walking Pass to show Security will be issued.
3. If a walking student takes the bus, they must inform the Bus Supervisor.

**Changing Bus:**

Student or parent must email Bus Office schoolbus@uisgz.org by 1130.

Give name, usual bus number and changed bus number.

**Late Bus:**

1. The number of late bus routes is limited.
2. Registered AOC students are automatically put on the appropriate late bus.
3. Students signed up for Study Hall are automatically put on a late bus.
4. Students who arrange with a teacher to stay late must email the Bus Office. themselves to move off the regular bus and take the late bus.

**Late Bus Change:** Go to the bus & inform the Bus Supervisor yourself so nobody is looking for you.

**49 Academic Programmes**

**49.1 MYP and DP Programmes**

The IB Middle Years Programme, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world and become critical and reflective thinkers.

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world’s leading universities.
Further details can be found in the relevant UISG MYP and DP handbooks for each programme.

**IB Courses Programme**

Year 11 and 12 students can choose a less rigorous diploma course which will provide entry to many courses at colleges and universities in most countries around the world. This option is called the IB Courses Programme.

In order to obtain enrol in the IB Courses Programme students study a minimum of four subjects, normally their mother tongue language, an additional language, mathematics and one other subject, although other combinations are possible. Students must also complete the CAS component and undertake an Extended Essay of 4000 words or a school approved Independent Research Project. In the final year of study, students will sit the same external examinations as their peers on the full diploma course. When the results are published by the IBO, students on the IB Courses Programme will receive an individual result for each course studied.

One benefit of the IB Courses Programme is that it allows students to focus on a particular career route or to allow more time to study for national university entrance exams from their home country as well as other major university entrance tests such as the S.A.T’s and TOEFL tests. Utahloy High School Graduation is independent of the IB examinations. Details of the UISG Graduation requirements can be found in the High School Handbook on our school website (an overview is also contained within this handbook).

49.2 **EAL**

Although the majority of students at UISG are EAL students i.e. have English as an additional language, we recognise that those students new to English require additional help and support.

Students in phase 1 and 2 of English Language Acquisition will not be enrolled in a 3rd language course in years 7-10 but, in its place, will attend specialised EAL classes to help with their English Language development.

For all other classes, phase 1 and 2 students will be supported in the classroom by our EAL teachers who will either be present in class or supporting the teacher in appropriate methods of teaching and differentiation.
49.3 Learning Enhancement
As with any educational setting, we can expect to find students with specific learning needs within our school. These needs encompass such Physical and Cognitive Disabilities and Impairments, Learning Difficulties, and Challenging Behaviours through to Gifted and Talented Abilities. Sometimes we have prior knowledge of the particular need via parent information before enrolment, but often we are not aware of students with needs until they are immersed in the school. Often, a lack of English masks such cases. When a teacher suspects there may be a concern, an online referral is completed and the assessment process follows. Intervention, where necessary, may range from teacher modification/differentiation/accommodation of tasks through to appointing an Educational Assistant to enable the student to access a suitable curriculum. An Individual Education Program is implemented for students with specific needs and the Learning Support Coordinator, parents, teachers, Educational Assistants and where appropriate, students are involved in forming these programmes.

49.4 Homework Guidelines
UISG believes that regular, year-appropriate homework is essential for academic achievement. Homework is based on the teachers' professional judgement. Homework is intended to reinforce instruction, extend learning and provide additional practice to meet class and individual needs. It includes but is not limited to:

- Completion of work from a lesson
- Reviewing concepts developed in class
- Reading in preparation for work in the classroom
- Writing an essay
- Completing assignment work
- Undertaking research work
- Preparation for assessment tasks
- Extension activities which are designed to stretch students beyond the basic level of knowledge and skills.

Homework will need to be completed most school evenings and over the weekend. Students can expect to receive an increasing amount of homework as they get older. The following times for homework for each year group are given as guidance only:

**Year 7 & 8 Recommended Guidelines.**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of lessons Per fortnight</th>
<th>Homework per fortnight (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Science</td>
<td>7</td>
<td>140</td>
</tr>
<tr>
<td>3rd Language</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>
These times are only approximations; students’ homework loads will vary depending on the requirements of individual courses throughout the year due to the unit based nature of the MYP programmes.

Review of work already completed in class should occur regularly and frequently each week. Reviewing consolidates learning; it is the regular study and summarising in writing, or through mind-mapping, of work completed in class in order to consolidate learning. Finding out more about a particular topic through reading, either books or online and studying videos or television programmes is also very much encouraged. Structured revision and reading should occur in preparing for class assessments, and examinations.

If possible students should develop the habit of retiring to the same place each night at the same time to complete homework and revision. Ideally a room should have a desk and adequate lighting, and should be free from distraction.

In year 11 and 12 it is recommended that all students revisit and consolidate work covered during the day each evening to ensure that the knowledge and skills learnt are
always easily accessed. Each evening students in grades 11 and 12 can expect homework from all classes attended that day. It is extremely important that they manage their time wisely and plan their study time to ensure that all work is completed to the highest of standards. Homework may consist of note-taking, completion of exercises, past-paper IB exam style questions or the completion of Internal Assessment course components. If no homework is specifically set by a subject teacher it is expected that the student will use their time to review previous topics studied, read ahead in preparation for the next topic or to read and/or research the subject for enjoyment.

50 Reporting, Assessment and Communication

50.1 IB MYP Assessment
Assessment is criterion-related, so students around the world are measured against pre-specified criteria for each subject group. With each summative assessment, students will be provided with the criteria they are being assessed on at the beginning of the assessment in a rubric style format. Students should always use this rubric to assess their progress when completing a piece of assessed work.

Student work is moderated within each department in the Secondary School to ensure that all teachers are marking to the same level.

In the final year of the MYP programme, students complete eAssessments and ePortfolios which are assessed and moderated by the IBO. Results are published at the beginning of the following August.

Please note, for transcript purposes, grades are generated based on the culmination of all units completed during Year 10. Grades awarded by the IBO are published on externally recognised Certificates and/or Records of Achievement.

50.2 IB Diploma Assessment
Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The IB Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action, service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

*Please refer to the separate UISG Diploma Handbook available on the school website for full details of the programmes offered and the methods of assessment.*
50.3 Reporting Procedures and Parent Teacher Meetings
Parents have the opportunity to meet with Subject and Homeroom teachers at scheduled times each semester. Please see the school calendar for specific dates.

50.4 Progress Reports
Progress reports are generated in the middle of each semester for all students in the Secondary School. These reports are designed to be a snapshot of each student’s progress. They will include effort and attainment marks in each course studied. In addition, students will also be reported on their Approaches to Learning (ATLs).

These reports are published via Managebac and are available to students and parents.

50.5 Written Reports
A formal written report is provided at the end of each semester. This report is electronically generated and is accessible online using the ManageBac system. The report covers all aspects of student development - knowledge, skills and attitudes - and it reflects on action taken throughout the semester. Signed and officially stamped hard copies of reports will be provided when students leave school and complete the ‘leaving school’ process.

50.6 Communication between the School and Home
In addition to these scheduled reporting times, open dialogue between school and home is encouraged by email or by phone. The student planners may also be used. It should be filled in every day by students and parents are encouraged to correspond with the subject or homeroom teachers using this book. Parents or teachers may request additional meetings to discuss issues relating to students. Parents are welcome to initiate the process by contacting either the homeroom teacher or the subject teacher in the first instance.

50.7 Dealing with Concerns
Concerns regarding educational matters
Parents who have concerns on any matters regarding their child’s education should follow these procedures:
1. Discuss the concern with the subject teacher.
2. If not satisfied, discuss the concern with the appropriate Head of Department. For IB related issues, discuss the concern with the relevant IB Coordinator.
3. If still not satisfied, arrange a meeting with the Assistant Head of Secondary School, Teaching and Learning.
4. If still not satisfied, arrange a meeting with the Head of Secondary School.
5. If still not satisfied, arrange a meeting with the Head of School.
Other concerns
Parents who have concerns on any other matters regarding the School in general should follow these procedures:
1. Discuss the concern with the appropriate Head of Year or School Counsellor.
2. If not satisfied, discuss the concern with the Head of Secondary School.
3. If still not satisfied, arrange a meeting with the Head of School.

Dealing with Parent and Student Concerns

51 Secondary Online Curriculum Management System: ManageBac

ManageBac is the leading web-based solution designed to help IB schools comprehensively manage the IB Diploma and Middle Years programmes.

Parent Dashboard
Keep parents informed of key IB deadlines and school news.

Parents Forum
Directly posts announcements and messages to parents.

Academics
1. Posts the schedule of units being covered along with integration information for each unit.
2. Provides assessment feedback with automatically personalized descriptors based on the achievement level of their child.
3. Provides academic progress by subject, Published Reports and information related to the core of each programme.
Every secondary student is given their own ManageBac account. The following web address is used to access the UISG school ManageBac site:

https://uis.managebac.com/login

This means that they can access their units of work at any place or any time. ManageBac accounts should be checked every day. Students must keep their registered email address as their school email address to allow ease of communication across school systems.

Students can see when assessments are due and they can upload an assignment or assessment without having to personally give it to the teacher. They can also check any teacher comments.

ManageBac coordinates groups - like activities, camps or sports teams. Students join specific groups and receive updates via their email.

**Parents and ManageBac**

Parents also have access to ManageBac which makes it possible to support students with their studies. Parents can go online and see what units their child are currently studying, when the deadline for handing in assignments is and check on progress by looking at the grade book.

It is also a way for parents to directly contact their child's teacher via email. At the end of each semester parents will receive, via email, their child's end of semester report generated from ManageBac.

**Parents must ensure that the school has their correct email address so we can contact you with your own parental access log in to ManageBac.** This is very important for without a correct working address parents will not be able to utilize this system.

**52 School Based Examinations**

Students in years 7-11 complete end of year examinations in most subjects (limited for Year 10 due to eAssessments). Examinations are used to assist students in developing their examination techniques. Examinations test knowledge, skills and understanding of criteria against content which students have been assessed on throughout the year. Year 11 examinations include sample questions from previous IB Diploma examinations, allowing students to assess the level they have reached in each Diploma subject.
52.1 Mock Examinations Year 10
In order to provide students with the opportunity to familiarise themselves with online assessments, students in year 10 will sit mock examinations during semester 2 for the eAssessments.

IB Middle Years Programme eAssessments and ePortfolios
During the first half of semester two students in Year 10 complete portfolios externally moderated by the IB in the following groups:
- Language acquisition (not all languages are available)
- Arts
- Design
- Physical and Health Education
In May students sit eAssessments in the following courses:
- Language and Literature (not all languages are available)
- Mathematics
- Integrated Humanities
- Integrated Science
- Interdisciplinary Unit
Results are available early in August.

52.2 Mock Examinations Year 12
In order to provide students with maximum preparation for the May IB Diploma examinations, mock examinations will be held during the first half of semester two. All Diploma and Certificate students will complete examinations on a schedule similar to the official May examinations.

52.3 IB Diploma Examinations Year 12
Students in Year 12 who are taking IB Diploma subjects will write external examinations in May. Results are available in July.

53 Service Learning
53.1 Service in the MYP
As part of the Middle Years Program, your child will complete a component called Service and Action. This is a compulsory requirement and enables your child to become involved in numerous meaningful activities each semester and make valuable contributions to their communities. The aim of the program is to help students become involved and aware of the global and local communities in which they live in on their path to becoming global citizens.
Number of activities to be completed by students:

<table>
<thead>
<tr>
<th>Year</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>2 activities</td>
</tr>
<tr>
<td>Year 8</td>
<td>3 activities</td>
</tr>
<tr>
<td>Year 9</td>
<td>3 activities</td>
</tr>
<tr>
<td>Year 10</td>
<td>2 activities</td>
</tr>
</tbody>
</table>

Service in MYP involves three central elements:
- Awareness
- Involvement and service
- Reflection

Awareness
Being a part of community is important. The MYP encourages students to become responsible and global citizens who seek to develop their understanding of the world around them. Students are encouraged to make connections between what they study at school and how they can use their own skills to contribute to the community by asking, “How can I make a difference?” This area is about action and reflection inside and outside of the classroom.

Involvement and Service
Service aims to encourage tolerance and respect, leading to empathy and understanding. Students will be involved in situations that will enrich them emotionally, socially, morally and culturally by engaging them in positive action.

- Helping to host and participate in after school activities (for example parent’s evenings, technical support for performances)
- Assisting other students (newly arrived or second language students) through tutoring
- Managing school sports teams
- Contributing to students’ committees and organizations (for example newspaper, radio, welcome committee for new students)
- Supporting and developing links between the school and international organizations
- Volunteer work in a kindergarten or an elementary school
- Organizing a weekend in a kindergarten or an elementary school
- Making regular visits and providing services to senior citizens
- Supporting and developing links with local groups such as orphanages
- Participating in volunteer work in a developing country
Activities vary in time, effort and co-ordination. Therefore, the most important aspect of completing an activity is the meaning and purpose behind the action. That is why reflection is essential.

Reflection
Reflection is an essential part of Service. It encourages better awareness of needs as well as the quality of response. It helps students develop positive attitudes and to become aware of strengths and difficulties. Each student must keep their Service journal up to date on Managebac.

Irrespective of their academic performance, failure to complete the Service requirements of the MYP programme will result in a student not being awarded the MYP Certificate by the IB. Parents are notified on the end of year reports if a student has completed the Service requirements for the year. It is possible to catch up on missed activities during the following year, although this is not possible for Grade 10 activities.

The required activities will depend on the number of years the students have attended the school. For example: if a student attended Utahloy for years 9 and 10 then they are required to complete a minimum of 5 activities.

53.2 Creativity, Activity, Service (CAS) in the Diploma Programme
Creativity, Activity, Service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student’s Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma or Course Programme. CAS encourages students to be creative, active and keen to serve others. The emphasis is on experiential learning through participation, experience and reflection.

Universities like to see a wide range of activities on a student’s application along with their academic grades. Each student’s CAS portfolio shows his or her individual talents, commitment to others and an ability to apply his or her academic knowledge to the real world. Therefore, it’s worth giving some thought to which major projects a student will undertake as part of their CAS programme.

Students engage in creative, active and community service activities of their own choice and record details of these activities throughout the diploma programme via the web-based system, ManageBac. Students are expected to spend 3-4 hours per week on CAS activities for at least 18 months. At the same time, attitude is what counts, not hours. CAS is about real commitment, being involved with others and doing their bit towards helping to create a better and more peaceful world.
CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides a counterbalance to the academic pressures of the rest of the Diploma Programme. Also, CAS activities should push students beyond their comfort zones and lead to growth.

Student Responsibilities

- self-review at the beginning of your CAS programme and set personal goals for what you hope to achieve through your CAS programme
- plan, do and reflect (plan activities, carry them out and reflect on what you have learned)
- undertake regular reviews with the CAS advisor and/or coordinator
- take part in a range of activities, including at least one project, some of which you initiate yourself
- keep records via ManageBac of your activities and achievements, including a list of the principal activities undertaken
- show evidence of how you have achieved the eight CAS learning outcomes

The 8 Learning Outcomes
As a result of your CAS experience as a whole, including your reflections, there should be evidence that you have:

- increased your awareness of your strengths and areas for growth
  ✓ You are able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to move forward.

- undertaken new challenges
  ✓ A new challenge may be an unfamiliar activity, or an extension to an existing one.

- planned and initiated activities
  ✓ Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.

- worked collaboratively with others
  ✓ Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project,
involving collaboration and the integration of at least two of creativity, action and service, is required.

- **shown perseverance and commitment in your activities**
  ✓ At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

- **engaged with issues of global importance**
  ✓ You may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).

- **considered the ethical implications of your actions**
  ✓ Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.

- **developed new skills**
  ✓ As with new challenges, new skills may be shown in activities that you have not previously undertaken, or in increased expertise in an established area.

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Failure to complete the CAS requirements of the programme will result in a student not being awarded an IB Diploma by the IBO, irrespective of the total number of points they have earned in their academic subjects through internal assessment and the May exams. Successful completion of CAS is also an internal requirement of UISG for High School Graduation.

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This information contains extracts from, and is consistent with, the *Creativity, action, service guide (For students graduating in 2010 and thereafter)*
Published by the International Baccalaureate Organisation
College counselling at UISG is a supportive service offered to all students in the UISG Secondary School. Currently we have two College Counsellors. One is also the Diploma Coordinator which allows for a more detailed support programme. In addition, our College Counsellor is supported by a Secondary Senior Leadership Team with many years of experience in helping students make the transition from Secondary education to University.

The university application process requires the student, the school, and the family to work together. The following are general expectations and responsibilities:

Students and parents/guardians are required to:

- Research universities and choose which ones to apply to
- Discuss together university options and financial arrangements for university study
- Know the deadlines for their university applications
- Prepare for and take university admissions tests
- Pay for university application fees, and fees for sending application documents
- Ensure that the required documents are sent to universities on time
- Send final IB scores, and other admissions testing scores to universities
- Give teachers adequate time to write recommendation letters
• Ask the college counsellor if unsure of any part of the application process

UISG are required to:
• Provide opportunities for students to meet university representatives
• Provide information and guidance about college and career choices
• Provide information about admissions tests (SAT, TOEFL, IELTS)
• Offer and provide one to one meetings with the college counsellor
• Provide predicted IB scores as requested for university applications
• Provide official transcripts as requested for university applications
• Provide up to 3 teacher or staff recommendation letters
• Keep student personal information confidential

54.1 Privacy Guidelines
Sensitive personal information shared with the college counsellor is kept confidential. The school has the right to share with the community university acceptances, but will not include specific student information when doing so unless the student gives consent. Admissions test scores, university preferences, and university rejections will not be shared with others without a student’s consent.

54.2 Procedure for Obtaining and Sending Official Documents from UISG
UISG can send transcripts, predicted IB scores, and teacher recommendation letters from the administration office by DHL service. Students must supply the College Counsellor with full details of each university they choose to send documents to, specifying whether the documents needed are electronic or hard copy versions. Sufficient notice must be given to the College Counsellor to ensure all documents can be collated and sent to the required University within the deadline.

54.3 IB Predicted Scores
As stated by the IBO, a predicted grade is a teacher’s prediction of the grade a candidate is expected to achieve in the subject, based on all the evidence of the candidate’s work and the teacher’s knowledge of IB standards. For early university deadlines (September, October), IB predicted grades are aggregated by the DP Coordinator using the end of year 11 marks. Final official predicted grades are predicted using year 12 mock exams. The DP Coordinator should be given at least 5 working days’ notice to provide the predicted IB scores document.

54.4 Recommendation Letters
Students may ask up to 3 UISG teachers or staff for recommendation letters if their chosen University requires subject specific recommendation letters. When asking for a recommendation letter, the student should make clear what type of recommendation letter is required (confidential sealed letter, paper copy for future use, or online
submission). Students should give teachers a month's notice when requesting a recommendation letter. When asked, a teacher should inform the student of their availability and ability to write a recommendation for the student. Teachers should send a digital copy of the recommendation letter to the College Counsellor when complete. When universities require confidential recommendation letters, the letter will be given to the student in a sealed envelope, or sent directly to the university online. Students should not expect to see recommendation letters. UISG will notify universities of any unethical practice, including altering or opening sealed letters.

54.5 Professionalism and Honesty
Students are expected to write their own college essays, and complete their own applications accurately and honestly. Any dishonest reporting of grades, awards, or other information is in violation of the school mission and policy. Students who engage in unethical or dishonest practice are subject to school discipline for academic dishonesty. UISG will report to universities any unethical or dishonest practice.

55 Educational resources
55.1 Information Communication Technology
All students at UISG are encouraged to use technology resources and services appropriately in a school setting. Students are expected to reflect at all times what effects their actions will have on other members of the school community and the global society in general when using technology both at school and at home. All students agree to the school's policy on the appropriate use of ICT and sign an agreement to follow the guidelines in this policy.

See Appendix 1 for more information about appropriate use of technology.

55.2 Textbook, Resources and Supplies
Each secondary school department will supply students with textbooks, laboratory supplies and materials to enhance teaching and learning. Throughout the year, students are issued textbooks from each department. Textbooks are recorded as being issued to individual students and, upon return of the same book, responsibility is erased from the record system. Students will be charged for lost or damaged textbooks. All accounts, including those for lost items, must be cleared through the Finance Office prior to a transcript or report being issued at the time of leaving school. Students can purchase their own textbooks and will be told how to order and pay for them by their teachers.
The Library at UISG is the focal point for learning in the school. As such the Library aims to reinforce the broader goals of the school. These goals include the fostering of lifelong learning and of reading for pleasure, the fostering of critical thinking skills, especially with regard to electronic information media, and emphasizing the need for students to understand the processes involved in knowledge creation.

The mission of the Utahloy International School Library is:

- To develop information literate students
- To encourage active, compassionate, lifelong learners
- To teach teachers and students to effectively access, evaluate, use and communicate information.
- To help provide students with a positive learning environment
- To encourage the love of reading.
57 ACAMIS and SDRC

The Association of China and Mongolia International Schools (ACAMIS) was set up to give international school children the opportunity to participate in sporting and cultural events across China. Schools are responsible for hosting tournaments or cultural events in a rotation, allowing students to travel throughout China to participate in these tournaments or events. Students from Year 9 to 12 participate in ACAMIS events.

The Southern Delta Region Conference (SDRC) is the ACAMIS-equivalent for students in Year 6 to 8. This brings together schools from southern China, principally the Pearl River Delta region, including Guangzhou, Shenzhen and Hong Kong.

Which sports make up the SDRC/ACAMIS programme?

<table>
<thead>
<tr>
<th>SDRC</th>
<th>ACAMIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soccer</td>
<td>Volleyball, X-Country</td>
</tr>
<tr>
<td>August - October</td>
<td>August - October</td>
</tr>
<tr>
<td>Touch Rugby</td>
<td>Table tennis</td>
</tr>
<tr>
<td>October - December</td>
<td>November</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Basketball</td>
</tr>
<tr>
<td>December - March</td>
<td>November - January</td>
</tr>
<tr>
<td>Badminton</td>
<td>March</td>
</tr>
<tr>
<td>March</td>
<td>March</td>
</tr>
<tr>
<td>Basketball</td>
<td>Soccer</td>
</tr>
<tr>
<td>March - May</td>
<td>February - April</td>
</tr>
</tbody>
</table>

All students are initially invited to try out for each sport. All players are expected to attend a minimum of two training sessions a week and participate in matches after school and at weekends. Whenever possible, UISG will attempt to have an SDRC/ACAMIS squad whose players travel to the tournaments, and a developmental squad who also train throughout the year and play in exhibition matches. Members of the developmental squad would always have the potential of moving to the SDRC/ACAMIS squad.

Due to the limited resources of host schools, only 10-12 athletes can be chosen for each boys and girls team. Players are chosen for teams based on a range of factors that include attitude, effort, behaviour, ability and commitment. It is also an expectation that all students selected for tournaments are up-to-date with their academic work.
Please feel free to contact the Athletic Director if you have any questions about team selection. It is always difficult for coaches to make the decision as to who becomes a member of the SDRC/ACAMIS squad. We endeavour to make these selections with sensitivity and care.

**What are the tournament hosting arrangements?**
Each school is usually responsible for hosting at least one tournament in an academic year. Hosting involves finding a venue for the sport, organizing a tournament format and hosting students for the weekend. The tournaments could not survive without the support of volunteer teachers, parents and administrators. Our students have already participated in many SDRC/ACAMIS tournaments in cities throughout China. While on these tours our students have experienced the warm hospitality of international schools and their support network of families.

**Hosting Expectations**
Even with a limit of 10-12 athletes, it still results in over 100 athletes travelling to a tournament. These athletes need sleeping quarters, food and sport facilities. Host families are expected to host these students from a Thursday evening to a Saturday morning. Most of the time athletes would be away from the host family playing in the tournament or participating in activities at UISG.

**Volunteers**
Aside from hosting students, UISG is also responsible for catering for the athletes throughout the weekend. Volunteers will also be needed to serve food and drink or help out at the tournament venue.

### 58 Being Prepared for Secondary school

#### 58.1 Transition
UISG recognizes that in addition to the demands of the IB programmes and living overseas, Secondary School students experience a continuation of physical, emotional, psychological, social, moral and intellectual developments. For many students, living in China requires a transition to a new country, a new culture and for many a new language. UISG supports students through this time of transition.

Transition from PYP to MYP is supported by an induction programme towards the end of the second semester. The Year 6 students are welcomed to the Secondary School and have the opportunity to find out more about the MYP and to experience a range of lessons in different subjects over an integrated programme. Students will be provided with information from the Head of Year 7 and the MYP Co-ordinator about the general structure of the Secondary School and MYP. They will also receive a tour of the school and have the opportunity to ask questions about what they will experience in Middle school.
School. Parents are introduced to the MYP through information sessions and workshops.

Transition from MYP to DP in the Secondary School includes:

- Information on the IB Diploma and IB Courses Programmes
- University Counselling and career profiling
- Subject presentations and taster presentations
- UISG High school handbook
- Sharing and dialogue between teachers
- Information sessions with students and parents
- A Grade 10 to 11 transition week

59  Student Community and Leadership
UISG develops opportunities for student involvement in the areas of decision making, building community, encouraging self-esteem and developing effective communication. One of the recognized ways of achieving such goals is by having selected students serve on the Student Council.

59.1  Student Council
The Student Council’s main purpose is to act as a representative of the Student Voice at UISG, and to promote initiative, enthusiasm, pride and cooperation among the students through their participation and involvement in student government and policies affecting the student body.

59.2  Houses
All students and teachers are part of the Utahloy House system. They are allocated to one of four houses: Pandas, Warriors, Tigers and Dragons.

The family environment is enhanced through the House system. Members of the same family will be in the same house. Throughout the year students will represent their house, competing in a range of activities, such as Sports Day. Each house has house captains who help to organise members of their house for such events.

59.3  Being a Responsible Student
Code of Conduct
The aim of this code is to help pupils understand their responsibilities and achieve their full potential.
It needs to be stated that everyone has a part to play in keeping UISG a happy, kind and successful school. Our objective is to develop sound working practices and attitudes for
later life as well as to teach students responsible social behaviour as they enter higher education or the workplace.

- Students are expected to conduct themselves with dignity and common sense at all times. The school's prestige and standing depends upon its students who should do nothing to harm its reputation.

- All students have the right to be treated with respect and to be happy and safe at school. This means that everyone should consider the feelings of others and behave kindly to all members of the school community including visitors and guests.

- All members of the school community are responsible for maintaining a positive learning environment and no student is allowed to disrupt the learning of the group.

- Students should be willing to listen to others, viewpoints and develop tolerance for other people’s opinions even if they happen to disagree with them.

- All students are encouraged to take responsibility for their own actions. This means having the honesty to admit when they have done something wrong and to accept the consequences of those actions.

- Students are expected to be clean and tidy, to conform to the school dress regulations and to take pride in their appearance.

59.4 Conduct in Particular Areas
- Students should move around the school in an orderly manner.
- Students should walk on the right of corridors and on staircases.
- Students coming down the stairs should wait for those who are coming up.
- Every effort must be made to keep the premises and locality tidy. Litter should be deposited in the bins provided.
- Nobody may climb fences or walls, or climb through any window.
- No student should climb any of the railings in the Secondary building.
- No student should enter Primary classrooms without specific permission.
- Ball games are not allowed inside school buildings.

Music and art rooms
- The music and art rooms may be used when permission is given by the music or art teachers.
Science labs

- The science labs may only be used during permitted hours unless specific permission is given by the science teachers.
- Students should use equipment safely, directly observing all safety instructions and guidelines.
- No equipment, chemicals or samples may be taken outside of the laboratory without permission of the teacher.
- Students may not wear open toed sandals or shoes in the labs. If they do not have another pair of shoes in school, they will not be allowed to take part in the practical work.

PE lessons

- Students must be prompt for all PE lessons.
- Students should provide a letter from parents seeking permission to be excused from PE/Games.
- All jewellery should be removed for PE lessons and sporting activities.
- Official School uniform must be worn for games and physical education. This is:
  1. in summer: UISG PE shirt and shorts
  2. in winter: UISG tracksuit (top and bottom) and shirt. An additional option is a school hooded sweater.

Bathrooms

Students should inform a teacher when there is a problem concerning the bathrooms.

- Students may not use designated teachers' bathrooms.
- Students should not waste time in the bathrooms.
- Students are expected to leave the bathrooms clean after use.
- Students must not write on the bathroom facilities or abuse any part of the bathroom.
- Paper should be put in the rubbish bins provided.

Canteen

- Students may only top up their cards at recess or lunch time. They should not do this in homeroom time.
- Students may not join the lunch queue before the published time and should queue in an orderly manner. Students who are not collecting food should not be in the queue.
- Good manners are expected in the dining room and, at the end of a meal, students should leave the table tidy and place any leftovers or plates in the waste
bins provided. Students can remain in the dining areas once they have finished eating.

- Students must be seated when eating.
- Hats should not be worn in the canteen.

### 59.5 Assemblies and Events

Students are expected to be models of good behaviour at all times, including during assemblies, performances, school visits and school events. Good behaviour includes, but is not limited to:

- entering and exiting in a quiet and orderly manner
- clapping when required
- not whistling
- listening respectfully to speakers.
- hats should be removed during assemblies.

Students are expected to move to assemblies and gatherings promptly.

### 60 UISG School Rules

The following rules need to be read in conjunction with the Code of Conduct. This is based on the principle that all pupils and adults of UISG should treat one another with respect and consideration and have the right to a safe and productive environment. With this right comes individual responsibility and accountability for maintaining this environment.

Sanctions can and will be applied for breaking these rules. These are explained in the Sanctions part of this handbook.

A community functions more easily and more effectively with clear standards of behaviour and manners. Because misbehaviour can range from minor breaches of school rules to more serious offences, it is important that students are aware of the consequences of unacceptable behaviour. The guidelines which follow provide part of the framework for developing the self-discipline and individual responsibility which are essential in any civilised adult community.

These rules apply for school trips and/or residential visits the same as they would if the student was in school unless specifically stated otherwise before the trip begins.

### 60.1 General Rules

- Students should be polite to all members of the school community and to all visitors to the School.
• Students must ensure that behaviour on school and public transport is always of a high standard.
• If a student disagrees with something they are being told, they must wait for that person to finish speaking and then reply in a polite manner. Answering back, in any form, is totally unacceptable.
• Spitting is forbidden.
• Students should not chew gum at school.
• Offensive language is unacceptable.
• Gambling is forbidden.
• Borrowing money, articles of clothing or other valuables is not allowed.
• Carbonated drinks and stimulants, such as energy drinks, are not allowed in school.
• No computer games should be played during school hours.
• Skateboards and scooters are not allowed on the school premises.

60.2 Dress Regulations
UISG Year 11 and 12 Dress Code

Year 11 and 12 students are role models for other students. Their standard of dress is important especially as other students are in uniform. Year 11 and 12 students have the option to wear school uniform (compulsory for Years 7-10) or to choose their own clothes for school. The aim of the dress code is to ensure a smart casual appearance and the safety of students whilst giving them some personal choice in what they wear.

The following applies to all Year 11 and 12 students:

**Clothing** which is torn, frayed or overly faded is not permitted.

**Clothing** with offensive or inappropriate language or images is not permitted.

**Earphones** should be removed on arrival at school. Students must not walk around the school campus wearing earphones. However earphones can be used at school during private study or if a teacher gives permission.

**Hats, caps** and **hoodie tops** must be removed indoors.

**Shoes** should be appropriate for school. Trainers and boots are acceptable. Sandals and open-toed shoes are permitted but for safety reasons, students may be asked to change into closed shoes in Science, Design workshops and PE. **High heels** and **flip flops** are not permitted for safety reasons.

**Hair** should be neat and make up discrete. **Jewellery** is acceptable if it does not pose a health and safety risk. Face and tongue **piercings** and visible **tattoos** are not permitted.
Appropriate Boys Clothing:
- Shirt with a collar, polo shirt, T-shirt (long or short sleeved)
- Suit
- Jumper, smart sweatshirt, jacket or hoodie
- Trousers, chinos or neat jeans
- Smart shorts

Inappropriate Boys Clothing:
- Denim jeans or shorts which are overly faded, frayed or torn
- Beach or PE shorts
- Tracksuit bottoms
- Sleeveless vest tops
- Visible underwear

Appropriate Girls Clothing:
- Blouse, shirt, polo shirt, tailored top, T-shirt (long or short sleeved or sleeveless)
- Suit
- Jumper, cardigan, jacket, sweatshirt or hoodie
- Skirt or dress - no shorter than 15 cm above the knee.
- Trousers or jeans
- Smart shorts - no shorter than 15 cm above the knee
- Leggings with a skirt or a longer top

Inappropriate Girls Clothing:
- PE, beach or very short shorts
- Denim jeans or shorts which are overly faded, frayed or torn
- Leggings or tight trousers worn with a very short or revealing top
- Visible underwear
- Transparent clothing
- Spaghetti strap top
- Strapless or backless top
- Low cut top
- Crop top with visible stomach

On formal occasions, students may be given specific dress requirements and will be expected to wear appropriate clothing for the event.

Students who come to school inappropriately dressed will be asked to change clothes or remove items. If they do not have a change of clothes, they may be given school uniform or other clothing to wear for the rest of the day. They must return it washed within 48 hours. Parents will be informed. Students who consistently wear inappropriate clothing to school risk being sent home to change and parents contacted.

STANDARD UNIFORM DRESS CODE – K to YEAR 10
This standard uniform dress code applies to all students in K to Year 10. The uniform dress code encourages respect for individual students and others. The uniform policy is intended to promote and foster school unity and pride, improve student performance and help to improve conduct and discipline. The uniform dress code guidelines indicate appropriate attire for regular school days.

60.3 Attendance at school
- Students must be at school for 8.20am registration. Students who arrive after this time will be marked late. This does not apply when the school bus is late.
- Students must never leave the school premises in school without proper permission from the parent or care giver.
- Parents of absent students must provide either a brief note, e-mail or ring the Secondary Secretary to explain their absence. Alternatively, parents can email the homeroom teacher directly.
- A planned request for absence should be written in the student’s planner or e-mailed to the Head of Year as early as no possible, but no later than 48 hours before the absence.

60.4 Classroom and schoolwork
Disruption to class impedes both student learning and teacher productivity. Disrupting lessons is an insult to both teachers and fellow students and shows no consideration for others.

Any behaviour which is disruptive to the learning environment will not be tolerated and the steps described in the disciplinary process will be followed. It is important that parents strive to work with their children and the school in establishing clear expectations for student behaviour.

- Students are expected to organize themselves at break and lunch time for the next lessons. This includes not only bringing all relevant books and materials, but getting a drink and going to the bathroom at break and lunch times.
- Students should arrive on time but in the event of unavoidable lateness, should give an appropriate apology and explanation.
- It is the student’s responsibility to bring all the right equipment for lessons.
- Students must remain in the classroom for the whole lesson unless they have the teacher’s permission to leave the room.
- Food cannot be eaten during lessons. Water is permissible.
- Students should participate actively in lessons and do all assignments.
- Students should respect other people’s opinions by listening to them and not talking when they are.
- Students should use equipment safely, directly observing safety instructions and guidelines.
• All textbooks are on loan to students for use during the school year. Textbooks are to be kept clean and handled carefully. Name and grade should be written on all book labels in case the book is misplaced. Students are required to pay for lost or damaged books. Students will be responsible for returning the specific books assigned to them.

60.5 Submission of work
• Homework is an important part of your education and it is essential that it is completed.
• Deadlines are not optional. If a piece of work must be submitted by that date, the teacher is perfectly entitled to record a mark of ‘0’ if it has not been submitted. If there are reasons why it may be difficult to meet a deadline, students should discuss it with the teacher well in advance,
• It is the student’s responsibility to meet deadlines for the handing in of homework, coursework and projects.
• If a student knows they will be absent, it is their responsibility to see a teacher to find out what work will be missed.
• It is the student’s responsibility to see a teacher after an absence to find out what work was missed.

61 Plagiarism/Academic Honesty
All students are expected to act with integrity with regard to academic and non-academic contexts. Students are encouraged to use the designated reference system. The School will not tolerate any form of plagiarism and if other material is used, the source must be quoted. If a student copies work from another student, and the latter knowingly agrees to this, then both students are equally responsible for what has taken place.

At UISG, we hope to avoid any instances of academic malpractice. Malpractice is, in effect, a polite word for cheating. We hope that in their years in school students will have learned the meaning of academic honesty which means that everything handed in for assessment, such as all homework, coursework and exam answers must be the student’s own work. It means that every time a student uses someone else's words or ideas they must acknowledge/ reference it.

Malpractice most commonly involves collusion or plagiarism. However, there are other ways in which a candidate may be in breach of regulations. The following are some examples of actions involving misconduct by a candidate:
• duplicate work to meet the requirements of more than one assessment component
• fabricate data for an assignment
• impersonate another candidate
• forge the signature of a teacher, parent or fellow student
• hand in work completed by another student or a tutor.

Specifically regarding examinations, a student’s misconduct may include:
• stealing examination papers
• using an unauthorised calculator during an examination.
• taking unauthorised material into an examination room
• disrupting an examination by an act of misconduct, such as distracting another candidate
• exchanging, supporting, or attempting to support, the passing on of information that is or could be related to the examination
• failing to comply with the instructions of the invigilator or other member of the school’s staff responsible for the conduct of the examination

The school subscribes to www.turnitin.com and teachers can scan student work for plagiarism against all material on the internet, other student work (including that of students at other schools and universities) and a large volume of published material that has been converted to an electronic format to allow cross checking. As a result:
• Students must learn to document and acknowledge sources of their research correctly. They must process their sources and integrate them appropriately into knowledge meaningful to themselves. This rules out a simple cut-and-paste approach to using the information and ideas of others.
• Students detected plagiarising will receive a zero mark for that assessment task and they will not be permitted to redo the task.
• IB students who submit plagiarised work to the IB will not receive their MYP Certificate or Diploma.

Please see Appendix 3 for further guidelines on Academic Honesty.

62 Property
62.1 School
• Students must not vandalise or graffiti property.
• Nobody is allowed to damage school property. Any student wilfully damaging school property will be responsible for the repair or replacement of the property.
• Writing on desks or walls, causes damage to school property, and is not allowed.
• Students are expected to pick up their own litter and place it in the appropriate rubbish bins. It is also expected they pick up litter that is not theirs in order to keep the school environment clean and pleasant.
62.2 Personal
Students are permitted to bring personal items to school (including laptops, mobile phones, IPods etc.). However, the following guidelines apply:

- All personal items brought to school must be used appropriately and may only be used with teacher permission.
- Laptops may only be used for academic purposes as instructed by the teacher.
- Mobile phones must be turned off during the school day, except when permission has been given by a teacher for its use.
- Head phones must be removed and placed in a bag once entering the building and must definitely not be worn while walking around for safety reasons.
- Students who abuse the above privileges will have their personal items confiscated for either the school day or a twenty-four hour period. Parents will be notified of any confiscation and at the secondary level, will need to collect the confiscated item.
- Students must not walk around and up and down stairs looking at laptops/ tablets or any other device. There is much potential for accidents, someone falling down stairs, or being bumped and dropping the device.
- Money and other valuables must not be left in unattended bags or especially in lockers without a lock. Students are strongly advised not to carry or keep large sums of money in school. It helps if students avoid bringing unnecessary expensive equipment into school and leaving it unattended or by being careless with property.
- The School will not accept responsibility for lost property and warns that such possessions are not covered by the School's insurance policy. Nevertheless, all losses should be reported immediately to the Secondary School Office.
- Searches of personal property may be conducted when evidence indicates a student may possess items that are detrimental to the health, safety, and welfare of themselves or others, or are disruptive to the educational process. The school reserves the right to check lockers or possessions in an effort to help ensure a safe environment. Any illegal items will be confiscated.

Further guidelines regarding electronic devices are clarified in Appendix 1.

62.3 Lost Property
Lost property is located in the Secondary School Office.

- If a student finds an item they should hand it to the Secondary School Office.
- If a student loses an item, they should ask the Secondary School Secretary and if it is not found, leave details as to where it was lost with a brief description of the item.
Labelled items will be returned to students. From time to time announcements are made in the daily notices to remind students to collect lost items. Unclaimed items will be donated to charitable organizations at the end of each semester.

62.4 Lockers
Lockers are the property of the school. Students should provide a quality lock once they have been issued with a locker number. A combination lock is preferred in case a key is lost but if you do use a locker with a key, a copy can be given to your homeroom teacher as a safe guard.

- Students are advised not to keep valuables in lockers
- Lockers must be used to store bags and books. All clothing and equipment must be clearly named.
- Students must keep their lockers neat and clean.
- Students are not to use a locker assigned to someone else.
- As with any materials placed in lockers, decorations may not include displays that are offensive in nature.
- Students may decorate the inside of their lockers but any materials used in decorating lockers must be easily and completely removable. Any expenses incurred in removing decorations will be charged to the student.
- Students must not leave food items in lockers overnight.

62.5 Fire Regulations
Specific instructions for individual buildings are posted throughout the school. All students need to know the Evacuation procedures which will be practised throughout the year.

63 Encouraging Positive Behaviour

63.1 Promoting Behaviour for Learning
To develop self-disciplined, considerate and motivated students, UISG supports a ‘positive discipline’ approach. Good behaviour amongst the student body is fostered by everyone constantly articulating behavioural expectations and modelling the behaviour themselves. In addition, people are encouraged to focus on positive behaviour whenever possible as well as addressing negative behaviour. Everyone is expected to promote positive Behaviour for Learning by being firm, fair and consistent.

Members of the UISG community respect themselves and others by:

1. Taking responsibility for individual behaviour.
2. Acting in a safe and responsible manner.
3. Showing a willingness to understand other people’s points of view.
4. Taking care of the school environment.
5. Showing consideration for the whole school community.
6. Demonstrating self-management skills to ensure deadlines are met on time.

Student Centred Approaches for Developing Behaviour for Learning

<table>
<thead>
<tr>
<th>Large group level</th>
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<td>Camps</td>
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<td>Sports Day</td>
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<td>Buddy team</td>
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Celebrating Student Success

At UISG, we celebrate success through:

- The House System including Learner Profile Points
- Learner Profile Certificates
- Student of the Month Certificates
- International Mindedness Award
- Global Citizenship Award
- Sporting and other awards

63.2 Inappropriate Behaviour and Sanctions:
Inappropriate behaviour is designated as level one, two, three or four offences depending on the severity. The person who deals with the inappropriate behaviour and the possible sanctions correspond to those levels.

Level One

- Late to lessons
- Lack of equipment
- Inappropriate use of devices in class
- Missed deadlines
- Failure to complete homework
- Graffiti or minor damage in classroom
- Low level disruption (e.g. inappropriate talking or interruption, lack of focus, distracting other students, inappropriate language)
- Littering
- Kissing and inappropriate sexual body contact
- Inappropriate language
- Graffiti or minor damage to school property or equipment
- Forgery of parental signature
- Inappropriate behaviour on a school bus
Level Two
- Third logged level one offence in a 2 month period
- Offensive use of language
- Plagiarism in formative assessments/homework
- Major damage to school property or equipment
- Bullying or Cyber bullying

Level Three
- Possession, consumption or distribution of alcohol
- Smoking including vaping/e-cigarettes
- Use or possession of fireworks
- Truancy
- Violent behaviour including fighting
- Sustained bullying/cyber-bullying (2 logged bullying incidents)
- Plagiarism in internal or external summative assessments including externally assessed tasks and exams

Level Four
- Possession, consumption or distribution of illegal drugs
- Use or possession of dangerous or imitation weapons
- Use or possession of pornographic material
- Theft

Possible Sanctions for Inappropriate Behaviour
- Apology, oral or written
- Written reflection on behaviour
- 5-10 minute Break Detention
- 10-20 minute Lunch Detention (1340-1400 after eating)
- Volunteer work
- Confiscation of mobile device
- Behaviour Contract
- Homeroom Teacher Report Card
- Head of Year Report Card
- Head of Department Report Card
- Bus Warning letter
- Loss of privileges (participation in AOCs, school trip, sports team etc)
- Internal Suspension
- External Suspension with re-admission interview with student and parents
- Permanent Exclusion

Parents will be kept informed of inappropriate behaviour and any sanctions. A parent meeting may be arranged. Inappropriate behaviour, incidents and sanctions are logged.
63.3 Reasonable Restraint
UISG accepts that corporal punishment is not acceptable, but recognises that while acting within the scope of their duties and responsibilities, teachers and staff may exercise the amount of physical restraint reasonable and necessary to protect the safety of students and/or themselves.

63.4 Feed-Back Procedures
UISG recognises that, in addition to having obligations and responsibilities, students also have rights. Many of these rights are safeguarded by the rules themselves, such as the right not to have property interfered with and the right to a good academic environment. However, misunderstandings can arise and there is always the opportunity to discuss these with teachers or homeroom teachers. If the misunderstanding cannot be resolved at this level, then it should be referred to the relevant Head of Year initially and if this fails, then the appropriate Assistant Head then Head of Section.

These problems will normally be resolved quickly and privately, but a written complaint will always receive a written reply and the correspondence will be retained on file.

The school will keep a record of all sanctions for serious offences in the student’s file.
Appendix 1: Playing Games or misuse of electronic equipment at school

Due to the high incidence of students playing games or watching movies or videos at school, unless specifically permitted by a teacher, game playing devices, specifically PSP’s are from banned from school. To reinforce the ban on gaming in class or at school, be aware that the following strict consequences will be enforced:

- Anybody who is caught playing electronic games, using FaceBook, Skyping, WeChat or similar programmes at school or using their phone (in an unauthorised way), may have the device the offense is being committed on removed and kept for up to two weeks.
- The parent of the student will need to come to school to collect it personally from the Secondary School Office.
- The student will not be able to collect the device unless themselves except for the first offence.

Phones should be turned off when a student arrives at school and should only be turned back on when a student gets on their bus in the afternoon unless authorised by a teacher.

Videoing of lessons is strictly prohibited unless permission is given by the teacher involved.

Messaging of any kind is banned, within the school day without permission.
- When a student is caught messaging, any further students who can be identified as messaging from or to anybody’s phone or device will also lose their phone or device for up to two weeks. One of the parents of the student involved will need to collect the device from the Secondary Admin office personally.

If a student has been given permission by their subject teacher to use a device while in that teacher’s class a student may do so as long as it is used in the process of learning.

Misuse of phones, laptops or other electronic devices,
1. First offence will be removed until the end of that day (Students may collect)
2. Second offence will be removed for two days (Parent must collect)
3. Third offence will be for one week (Parent must collect)
4. Any further offences it can be kept for as long as the teacher feels is appropriate and the possibility of in school suspension.
Please note if the student’s parents are out of the country special arrangements may be made. This needs to be discussed and arranged with the Head of Secondary.

Any student arguing with or refusing to hand over any device to a teacher as soon as a teacher asks will have the period of time it is held doubled.

If a student needs to make a phone call or text they may go to Middle school or High school offices to use the phone or may request permission from a teacher. If permission is given by a teacher the call or text should be done discretely and out of view of other students. Parents should contact their children through the school offices, not by directly contacting them as this may put the child in breach of the rules who will be held accountable.

Staff should not have to and will not argue with students over any issues. Students are responsible for their own actions. It is simple: Do the right thing! Staff members will take the phone from any student misusing it and hand it to the Secondary School office. The secretary will send an email and letter home to parents explaining the misuse of the phone or electronic equipment.
Appendix 2: The Library

Library Hours:
The Library is open on the following schedule:
- Monday to Thursday: 8:00am to 4:30pm
- Friday: 8:00am to 3:30pm

Library Essential Agreements:
The Library exists to meet the needs of the UISG community. The essential agreements in effect are discussed with the students at the start of each school year. These are necessary for the wellbeing of all library users, and the protection and preservation of the library materials:

- All library users agree to consider the needs of other library users at all times.
- All library users agree to use appropriate behaviour and voice level in the library.
- All library users agree that all areas of the library are food and drink free zones except for the meeting room and the back of the library. Bottled water may be brought in and used in the main library. The understanding is that bottles are not placed near the computers.
- All library users agree to treat all library materials with care and return books on time so that others are able to share these materials.
- All library users agree to use the computers in accordance with the UISG computer policies.
- All library users agree not to disturb other library users with the use of cell phones or mp players.

Students may come to the library at lunch and during their break for research and study. Students may search the OPAC (Online catalogue) from school or search for books from home. Databases have been purchased so that students may research from school or at home. The school currently subscribes to Newsbank, Nettrekker, World Book, Grolier Online, Facts on File, Proquest, Culturegrams, Tumblebooks and Noodletools. From time to time, the library will trial new databases and get feedback from students, teachers and parents.

The Utahloy International School Library has some 14,000 Titles in its database and uses the Follett Software System (Destiny). Books are Lexile in the library and students can be assessed with the Scholastic Reading Inventory in order to determine their Lexile level. This ensures that the student reads books matched to their reading level.
Reading comprehension will improve as they read and take quizzes on their books. Their progress can be tracked as they read.

The library is not a place for social interaction and play. Students should be aware of the essential agreements (library rules) that mirror the philosophy of the PYP, MYP and DP.

There are sixteen computers for student use. These are connected to the copy machines outside the library. Students use their personal ID’s to access printing from the Internet or from their USB’s. Classes that are signed in on the booking sheets at the circulation desk are given first priority. Primary students wishing to use the computers for research during the secondary break are given priority over secondary students during this time. Students are asked to leave their bags in the cubbyhole at the entrance of the library or the hangers on the wall. Valuables should be carried with the student and NOT left in the bag.

Textbook Circulation:
Students are allowed to keep their textbooks for the school year with the exception of novels or plays that are signed out for shorter periods of time. Textbooks are issued according to criteria such as NEW, EXCELLENT, GOOD, FAIR and POOR. Book criteria used can be provided upon request. If a student returns a book beyond the normal wear and tear he/she will be charged a percentage of the cost of the textbook upon return. Textbooks should all be returned at the end of the year. If they are needed over the summer holiday they must be signed out again and brought back at the start of the new school year to be reissued.

Library Circulation:
Students are allowed to borrow books during their library time and free time in the library. If books are overdue, students will not be allowed to borrow books. If books are lost or damaged by students it will result in suspension of borrowing until the student pays for the book or a replacement is provided. Students may sign out books in their name only and must not sign out in another student’s name. Writing in books is strictly forbidden. There is a return box for returning books.

Students are allowed to borrow books as follows:

- Early Years: One book per week
- Year 1: Two books per week.
- Year 2: Two books per week.
- Year 3: Three books per week.
- Years 4-6: Four books per week.
- Years 7-12: Six books for three weeks excluding textbooks.
The Patrons
The Utahloy International School Library serves some 950 students and 90 faculty and staff. Primary classes come in weekly for book exchange and library information literacy skills. Middle School classes have scheduled lessons on information literacy with a specialized teacher.

The Collection
The library has subscriptions to 7 newspapers in Chinese, Korean, Japanese and English, 51 magazines in French, Spanish, German, English, Japanese, Korean and Chinese. The library has a collection of DVDs and CDs for teacher use only. Utahloy’s library has a large number of mother tongue books (French, German, Spanish, Japanese, Chinese, and Korean). The collections are all housed under one number (according to language) and are being changed in order to reflect the subject matter according to the Dewey Decimal System. Textbooks that are part of the collection are housed in departments and are managed by each Head of Department.
Appendix 3: Academic Honesty

At Utahloy International School Guangzhou we place an extremely high importance on honesty and this extends to all assessment tasks, class work, homework and examinations. The school treats academic dishonesty very seriously.

Middle Years Programme (Years 7-10)

When completing assessments, homework, class work and examinations, the academically honest MYP student does:

- Acknowledge help from parents and friends
- Acknowledge the source of direct quotations
- Acknowledge information taken from: books, CD-ROMS, internet and other sources
- Knows what cheating is and abides by the school’s rules concerning cheating
- Asks what kind of external help is permissible
- By the end of MYP 5 UISG students will use an accepted bibliography and referencing system for all work they submit

The academically honest MYP student does not:

- Use notes during a test/examination unless allowed by a teacher
- Copy from another student or the homework of another student
- Hand in work that has been copied as their own
- Do homework for another student?
- Give another student their work to copy
- Submit work done by another student, a parent, a friend or a private tutor

Teachers in all subjects will show you:

- What constitutes cheating
- Paraphrasing and adaptation of source material
- Ways to acknowledge source material

Diploma Programme (Years 11-12)

When completing assessments, homework, class work and examination, the academically honest DP student does:

- Document source material appropriately
- Understand the concept of plagiarism
Understand the consequences of cheating in school-based work and external assessments and examinations

Acknowledges the appropriate help provided by another person

The academically honest DP student does not:

- Copy the internal assessment work of others
- Give another student their work to copy
- Use notes during a test/examination unless allowed by the teacher or permitted by the examination rules
- Present material written by another person as their own work
- Purchase and submit pieces of work written by someone else
- Write essays for other students

Teachers in all subjects will show you:

- The rules for acknowledging source material based on standard practice
- Research writing techniques
- Data gathering techniques
Mission Statement

Utahloy International School Guangzhou is an inquiry-driven learning community that embraces the uniqueness of all and commits to an International Baccalaureate education.

Academic Honesty Policy
Primary Years Programme

Rationale/ Statement/ Purpose/ Introduction

Being principled and knowledgeable is part of our learner profile, which is why we expect our students to know how to acknowledge information gathered from a range of sources and show honesty with their schoolwork at all times.

The standards and practices of the IB continuum specifically address responsible behaviours and systems to guide and counsel students in regards to Academic Honesty.

Standard A5: The school promotes responsible action within and beyond the school community.
Standard B2:9: The school has systems in place to guide and counsel students through the programme.

The Primary Years Programme framework provides opportunities for the on-going development of the concept of academic honesty through:

- The IB learner profile and the essential elements of the PYP,
- Teachers designing in-depth inquiries that require analysis and exploration,
- Teachers modelling academic honesty,
- Teachers modelling integrity,
- The use of resources in ethical ways, including the recognition of others,
- The use of digital citizenship guidelines.
The IB Learner Profile is embedded in the daily life at UISG, and therefore, is the cornerstone of this policy. We encourage students to follow the guidance of the Learner Profile at all times.

| Balanced                                      | • who value the need for attaining background knowledge in a variety of subjects to enhance personal growth |
| Caring                                        | • who would never willingly claim credit for answers, information, or knowledge that was not their own |
| Communicators                                 | • who effectively convey oral and written information, citing accurate sources |
| Inquirers                                     | • who acquire the skills necessary to conduct inquiry and research |
| Knowledgeable                                 | • who explore concepts, ideas and issues |
| Open Minded                                   | • who are accustomed to seeking and evaluating a range of points of view |
| Principled                                    | • who act with integrity and honesty, taking responsibility for their own actions |
| Reflective                                    | • who constantly weigh their choices and actions on the basis of whether they are in keeping with academic honesty and the IB tradition |
| Courageous                                    | • who are brave and articulate in their beliefs |
| Thinkers                                      | • who are able to analyze situations and act appropriately |

These qualities when applied to learning and student work will establish skills and behaviour which support good practices to be found in the classroom, used for homework and practiced during research. The good practices are expected to be introduced, modelled and discussed throughout the Primary School at a level appropriate with the grade level and age of students. Dialogue should be initiated at all levels to define what academic honesty entails in appropriate terms.

The teachers in the IBPYP at UISG will teach:

- The ethical use of information as students follow the inquiry process to construct new learning on the basis of what they know and what they learn from other sources,
- The ethical use of information which includes giving credit to those who produce ideas included in information used
- The ethical use of the school network in terms of copyright and plagiarism,
- The ethical and responsible use of social networking.
Students at UISG are required to use the Acceptable Use Policy (AUP).

- The AUP must be signed by students, parents, teachers and administrators
- The network services include computers, printers, intranet, and the Internet
- School resources are for learning and the use of the network is a privilege.
- Inappropriate use of the network services, including computer files, shared drives, Internet and printers can lead to a suspension or termination of network use.

Prior to student research and assessments, teachers will explicitly address the principles of Academic Policy at UISG. Additionally, the following policy will be incorporated into classroom essential agreements.

*As an IB student, I promise to be honest in school every day. I am aware of and aspire to the IB traits that are an important part of learning and growing as an IB learner. I will show the following IBPYP attitudes:*

- **Respect**: I will show respect for myself and others around me. Work I hand in to my teachers will be completed by me making use of my own knowledge, understanding and skills.
- **Integrity**: I will be honest in the work that I have completed.
- **Confidence**: I will do my best work every day by using my own ideas and creating my own work products.
- **Independence**: I will only used my own ideas and I can support my ideas with knowledge.
- **Cooperation**: I am an IB learner and I will use the IB profile traits and attitudes when I work and cooperate with others to generate ideas and work products.

Date approved by UEF Board: Board approval expected on March 1, 2013
To be reviewed (date): March 2016

This document is excerpted and adapted from the James River Elementary World School. Used with permission.
Appendix 4: Digital Citizen Guidelines

Digital Citizenship Guidelines
Utahloy International School Primary Years Programme
K3 – Y4

Looking after me.

• I will only go on the computer when I have permission
• I will only go to pages I am allowed to go to.
• I will only share pictures and stories about myself when my teachers tells me.
• I will tell my teacher or parents if anyone is unkind to me on the computer.

Looking after others.

• I will only say nice things about people.
• I will ask before I share a picture or story about a person.
• I will only go to places that are safe and I will tell my parents or teacher if I go to a place that is unkind or inappropriate.

Looking after things.

• I will not download movies, games or music.
• I will check that information I get on the web is correct.
• I won't leave unkind or inappropriate message on other people's spaces.

This document is excerpted and adapted from Kristin Junior School.
Used with permission.
Digital Citizenship Guidelines
Primary Years Programme – Y5 and Y6
ACCEPTABLE USE AGREEMENT

Name: _______________________________ Date: ______________

The Acceptable Use Agreement has six conditions for being a Digital Citizen.

1. Respect Yourself
   - I will show respect for myself through my actions. I will select online names that are appropriate, I will consider the information and images that I post online. I will consider what personal information about my life, experiences, experimentation or relationships I post.

2. Protect Yourself
   - I will ensure that the information, images and materials I post online will not put me at risk. I will not publish my personal details, contact details or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me. I will protect passwords, accounts and resources.

3. Respect Others
   - I will show respect to others. I will not use electronic mediums to flame, bully, harass or stalk other people. I will show respect for other people in my choice of websites, I will not visit sites that are inappropriate (inappropriate being a page you would not be comfortable showing your parents or a teacher). I will not abuse my rights of access and I will not enter other people's private spaces or areas.

4. Protect Others
   - I will show respect to others. I will not use electronic mediums to flame, bully, harass or stalk other people. I will show respect for other people in my choice of websites, I will not visit sites that are inappropriate (inappropriate being a page you would not be comfortable showing your parents or a teacher). I will not abuse my rights of access and I will not enter other people's private spaces or areas.

5. Respect Intellectual Property
   - I will request permission to use resources. I will suitably cite any and all use of websites, books, media etc. I will acknowledge all primary sources. I will validate information. I will use and abide by the fair use rules.

6. Protect Intellectual Property
   - I will request to use the software and media others produce. I will use free and open source alternatives rather than pirating software. I will purchase, license and register all software. I will purchase my music and media, and refrain from distributing these in a manner that violates their licenses. I will act with integrity.

By signing this agreement, I undertake to always act in a manner that is respectful to myself and others and appropriately in a moral and ethical manner.

I, _______________________________, agree to follow the principles of digital citizenship outlined in this agreement and accept that failing to follow these tenets will have consequences.

Signed: __________________________
Date: ______________

This document is excerpted and adapted from Kristin Junior School.

Go to the content page.
Appendix 5: Guidelines for Citing Information, Primary Years

Guidelines for Citing Information
Primary Years Programme

K3

For a book:

- Title of the book

The Magic School bus, Lost in the Solar System.

Y1

For a book:

- Name of the author
- Title of the book (in italics)


Y2

For a book:

- Name of the author
- Title of the book (in italics)
- Date the book was published


From the internet:

- Name/title of the website
- Date the site was accessed
- The first part of the http address
For a book:

- Name of the author
- Title of the book (in italics)
- Date the book was published


From the internet:

- Title of the article
- Title of the website
- Date the site was accessed
- <The first part of the http address>

http://yucky.discovery.com

For a book:

- Name of the author
- Title of the book (in italics)
- City of publication
- Name of publisher
- Date the book was published


From the internet:

- Name of the author (if you can find it).
- “Title of the article”
- *Title of website*
Modern Languages Association (MLA) is the formatting style in the Primary Years Programme at the Utahloy International School. Conventional MLA formatting takes a number of forms depending on the source material. The most relevant sources to students in the PYP are books as paper media and teacher selected websites as digital media. MLA formatting for these media is as follows.

**For a book:**

- Name of the author
- Title of the book (in italics)
- City of publication
- Name of publisher
- Date the book was published


**From the internet:**

- Name of the author (if you can find it).
- “Title of the article”
- *Title of website*
- Date the site was accessed
- <URL>


**Personal interview:**

- Name
- Type of Interview
Date of Interview


More templates and guidelines are available through the library.

For a book with one author:

- Name of the author
- Title of the book (in italics)
- City of publication
- Name of publisher
- Date the book was published


For a book with two authors:

- Name of the authors (in the order they are given in the book).
- Title of the book (in italics)
- City of publication
- Name of publisher
- Date the book was published


From the internet:

- Name of the author (if you can find it).
- “Title of the article”
- *Title of website*
- Date the site was accessed
- <URL>

Personal Email

- Author
- “Subject line from posting”
- Date of posting
- Personal email
- Date of access


More templates and guidelines are available through library

Adapted from Nauset Public Schools, Feb 2011.

http://nausetschools.org/research
Appendix 6: Bus Code of Conduct

UISG School Bus Service – Home/School Agreement 2017-18

UISG offers an official daily school bus service to and from school. The published school bus routes which are reviewed annually are on the school website.

Parents/guardians and students must read, understand and agree to the following conditions in order for students to use the service:

Fees and use:
- The bus fee must be paid before a student can use the school bus service.
- School bus space is reserved for the transportation of UISG students. Parents are not permitted to use the official school bus service.

Bus Routes and times:
- As far as possible, UISG arranges pickup and drop off at or near a student’s housing complex. This is not always possible, for example in areas where there are few students or it would greatly increase the journey time. In this case, parents will be informed of the closest pickup point on the established school bus route.
- Published routes are agreed with the Bus companies and they receive permits for those routes so they cannot be changed upon request by parents or students.
- If a student moves house, the parents should inform the Bus Office by email on schoolbus@uisgz.org so that the student can transfer to another route.
- To ensure students arrive punctually at school, buses will not wait after the designated time at pick up points in the morning. Students must be on time.

Communication:
- All school buses have Bus Supervisors who are in mobile phone contact with the Bus Office Manager at all times.
- A Wechat group exists for each bus route. Parents and ayis who collect children can join their child’s Wechat bus group and they will be kept informed if there are any delays because of traffic for example. This group must not be used to make bus changes or talk to other parents.
- Questions about buses should be emailed to the Bus Office on schoolbus@uisgz.org

Changing Buses:
- If a student is not taking the bus or wants to change to a different bus, the parent or Secondary student must email the School Bus Office on schoolbus@uisgz.org by 11.30am on the day of the change.
- Primary School parents can also write a message in their child’s Communication Book. The Classroom teacher will email the Bus office.
- Students who take part in after school AOCs, sports and Study Hall can travel home by the 5.15pm late bus. They will be given a seat on a late bus and do not
need to inform the Bus Office themselves. The AOC bus service offers limited routes and students may need to be picked up by parents or to make their own way home from one of the designated drop off points.

Student Behaviour:
- Students are expected to behave appropriately in the bus, to show respect towards the bus driver and supervisor and to follow their instructions.
- **Students must remain seated with the seatbelt fastened at all times.**
- Windows must not be opened.
- Students should respect fellow students by talking quietly.
- Students must look after their personal belongings.
- Bus supervisors report any inappropriate behaviour to the School Bus Office. This information is passed on to the appropriate person in Primary or Secondary and can result in disciplinary action. An official bus disciplinary letter may be issued and a student may not be allowed to use the bus service for two days, one week or in serious cases, permanently.

Food and Drink:
- We prefer students **not** to eat in the bus in order to keep the bus clean. However, we recognise that some students travel a long distance home and parents might feel that they need a snack during the journey. In this case, please avoid messy food such as cakes, ice cream, noodles, rice, potato chips etc. Students must put any rubbish in the bin.
- Only water is allowed in the bus.

I have read, understood and agree to the above conditions for using the UISG bus service. I have discussed these conditions with my child who is aware of bus behaviour expectations.

Student's name: _________________________________ Homeroom: ______

Parent/guardian’s signature: __________________________ Date: ____________

Student’s signature (Years 4-12): _______________________ Date: ____________
References


Utahloy International School Guangzhou (UISG)

www.utahloy.com/gz