



AUSTRALIAN  
INTERNATIONAL  
SCHOOL

An **inspired** school

# KINDERGARTEN AND PRIMARY HANDBOOK

Visit our website:

🌐 [aisvietnam.com](https://aisvietnam.com)

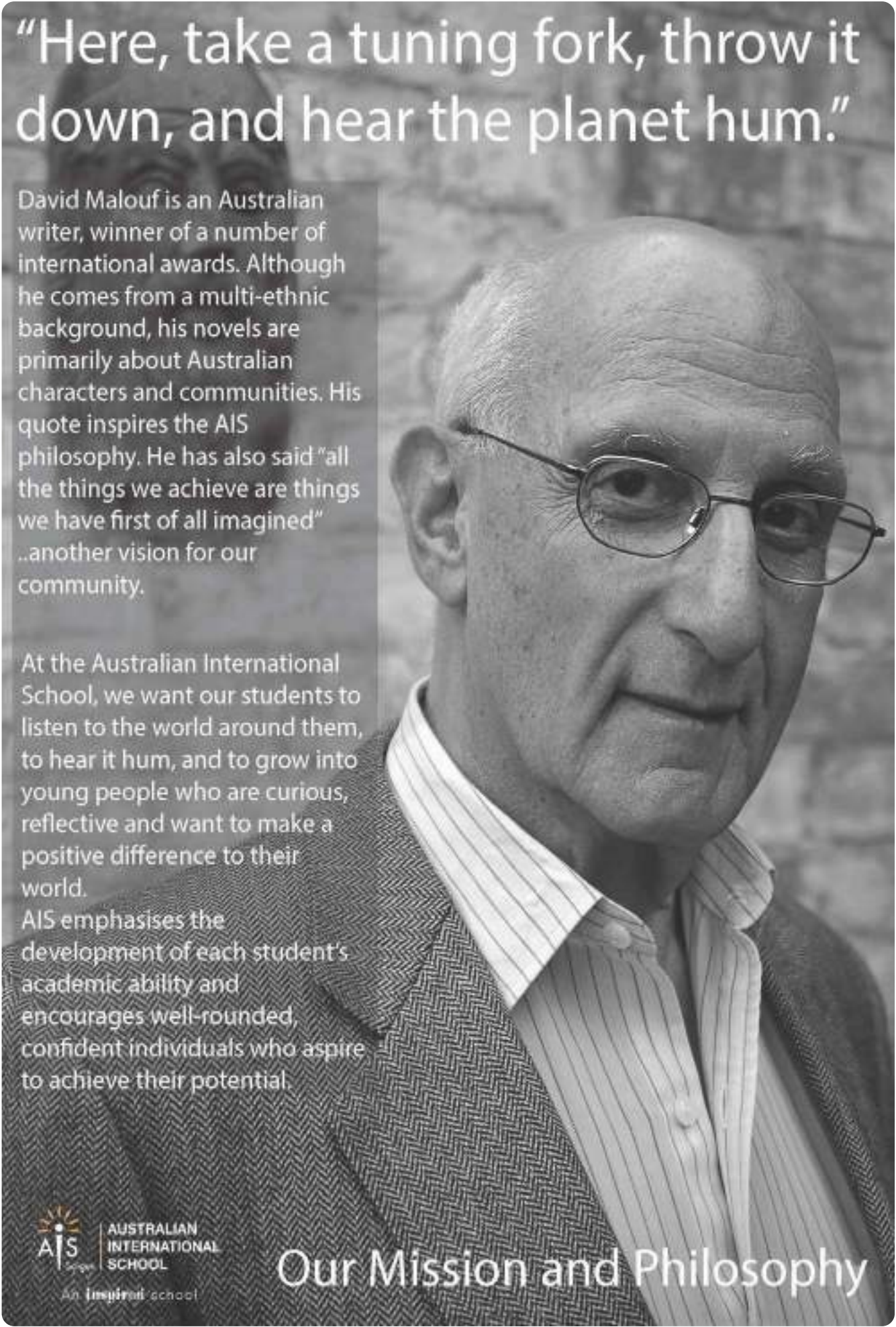


An **inspired** school



Cambridge Assessment  
International Education





“Here, take a tuning fork, throw it down, and hear the planet hum.”

David Malouf is an Australian writer, winner of a number of international awards. Although he comes from a multi-ethnic background, his novels are primarily about Australian characters and communities. His quote inspires the AIS philosophy. He has also said “all the things we achieve are things we have first of all imagined” ..another vision for our community.

At the Australian International School, we want our students to listen to the world around them, to hear it hum, and to grow into young people who are curious, reflective and want to make a positive difference to their world.


AIS emphasises the development of each student's academic ability and encourages well-rounded, confident individuals who aspire to achieve their potential.

# CONTENT

MESSAGE FROM THE EXECUTIVE PRINCIPAL .....	5	SPORTS TEAMS .....	54
WELCOME FROM THE KINDERGARTEN & PRIMARY PRINCIPAL ....	6	SCHOOL UNIFORM .....	54
WELCOME FROM THE DEPUTY PRINCIPAL .....	7	STUDENT DRESS CODE .....	55
INSPIRED EDUCATION GROUP PARENT CODE OF CONDUCT ....	8	AIS UNIFORM .....	55
THE AIS CURRICULUM.....	9	HOUSES .....	56
KINDERGARTEN CURRICULUM OVERVIEW .....	10	SCHOOL PRODUCTION .....	56
ROUTINES IN OUR KINDERGARTEN.....	12	CAFETERIA MENU.....	56
WHAT TO BRING TO SCHOOL? .....	12	LOST AND FOUND AREA .....	57
A GENERAL SCHOOL DAY IN PRIMARY .....	13	MESSAGES.....	57
PRIMARY YEARS PROGRAMME .....	14	MOBILE PHONES - RATIONALE .....	57
THE PYP CURRICULUM MODEL .....	15	CHANGE IN ADDRESS / TELEPHONE NUMBER / E-MAIL ADDRESSES.....	57
PROGRAMME OF INQUIRY .....	15	COUNSELLING & PROFESSIONAL SUPPORT SERVICES.....	57
TRANSDISCIPLINARY THEMES.....	16	TRANSPORT.....	57
CONCEPTS.....	17	WATER.....	57
PROGRAMME OF INQUIRY .....	18	WITHDRAWAL FROM SCHOOL.....	58
IB PYP LEARNER PROFILE.....	22	BIRTHDAY ARRANGEMENTS .....	58
APPROACHES TO LEARNING .....	23	ACCESS CONTROL SYSTEM.....	58
CURRICULUM OVERVIEWS.....	26	VISITORS .....	59
KINDERGARTEN ASSESSMENT AND REPORTING.....	44	ATTENDANCE .....	59
PRIMARY ASSESSMENT AND REPORTING .....	44	EXCUSED ABSENCE OR LATENESS .....	59
STRATEGIES FOR EFFECTIVE ASSESSMENT .....	45	TEMPORARY CARE-GIVING ARRANGEMENTS .....	59
CYCLE TESTING IN PRIMARY SCHOOL.....	45	CONTACT US AT.....	60
PARENT, TEACHER AND STUDENT CONFERENCES AND REPORTS..	46	PARENTS AND FRIENDS GROUP (PFG) .....	61
HOMEWORK POLICY .....	46	MEDICAL CENTRE AND EMERGENCY INCIDENT / ACCIDENT PROCEDURES.....	62
HOMEWORK GUIDELINES .....	47	PARENTAL BEHAVIOUR POLICY .....	62
COMMUNICATION .....	48	AIS AIR QUALITY MEASURES.....	65
EXTRA CURRICULAR ACTIVITIES (ECAs) PROGRAMME.....	49	HEALTHY EATING POLICY.....	68
EXCURSIONS .....	50	ENVIRONMENTALLY FRIENDLY SCHOOL .....	69
SCHOOL CAMPS.....	50	GLOBAL GOALS.....	70
SCHOOL EVENTS.....	50	HEADLICE.....	71
BEHAVIOURAL EXPECTATIONS.....	51	HAND, FOOT AND MOUTH DISEASE .....	72
PROCEDURE: STRATEGIES FOR POSITIVELY GUIDING BEHAVIOUR IN OUR KINDERGARTEN .....	52	MARBURG DISEASE.....	73
PRIMARY BEHAVIOUR.....	53	TRANSPORT POLICY .....	74
SPORT .....	54		




## What do we mean by Global Citizenship?



At AIS, we aspire to understand the world around us and to actively make it better. As global citizens, we have a responsibility to gain experience, knowledge and understanding of our local and global communities and, as a result, are striving to become confident, open-minded and caring individuals. We value the perspectives of others and are therefore empowered to make a difference to our world.



## Our Philosophy of High-quality Learning



At AIS, we foster a community of lifelong learners. Learners are encouraged to be reflective, gaining knowledge, skills and conceptual understanding as they strive to become self-regulated learners. Through an inquiry-based, interdisciplinary approach, teachers nurture the necessary skills and knowledge to be responsible citizens. Our curriculum reflects our international setting and values inclusivity, diversity and multilingualism.



## MESSAGE FROM THE EXECUTIVE PRINCIPAL



Dear Parents

I would like to extend a very warm welcome to you all, and look forward to meeting you in person. This handbook provides you with detailed information about the Kindergarten and Primary School at AIS Saigon; it sets out our high expectations for all students, and summarises our key procedures.

At AIS Saigon we aim to offer the very best holistic education, not only in Vietnam for day students, but also across SE Asia with our wonderful boarding facilities. This aim is founded on five key beliefs:

That academic rigour and intellectual curiosity lead to success in examinations. Examination results give access to the very best universities and employers. Our students celebrate enthusiasm for learning in school and become lifelong learners.

That success in life is not determined by school grades alone. Personal qualities and values ultimately determine whether academic potential is translated into meaningful careers and a life well lived. Our holistic education ensures our alumni are well balanced, resilient and innovative young men and women; with the leadership skills to turn opportunities into realities.

That a happy child will be a successful child, students who are safe, happy and who enjoy their school days will achieve their potential. Here at AIS Saigon, academic success and the development of the whole person are rooted in exceptional pastoral care, with lifelong friendships and contacts made. Our graduates are quietly confident, curious, creative thinkers, who possess the skills and qualities to make a difference in the world, and at the same time enjoy personal fulfillment.

That we employ the very best staff and support their career development. Our staff are the heart of our success, modelling the values we hold dear each day for our students to emulate. Passionate about their subjects, they place a premium upon understanding each student's individual needs, nurturing their development.

That we work closely with you, our parents, at all times and value your insights.

Education at AIS Saigon is inspiring, culturally rich, aspirational, and life enhancing. We have a lot of fun along the way too.

Kind regards

**Jon Standen**

*AIS Saigon Executive Principal*

## Mission Statement

AIS is committed to providing a high-quality international education. We encourage and support our students to become inquiring and knowledgeable learners with the confidence to achieve their potential. We empower our students to be global citizens who can actively make a difference to our world.

Leading to a Brighter Future





## WELCOME FROM THE KINDERGARTEN & PRIMARY PRINCIPAL



Welcome to the Kindergarten & Primary school at the Australian International School Vietnam (AIS).

AIS is a school that celebrates the individual child and the values, beliefs, gifts, talents, and diversity of experiences each one contributes to our school community. We believe our community is our richest resource and we actively draw upon our diversity, both within our curriculum and in how we express who we are as a community.

At AIS we believe a child's experiences in an international school setting provide great opportunities for learning. One of the great benefits of being part of an international school is the opportunity it provides for us, as a community of adults and children, to learn from each other's experiences and perspectives. In doing so, we build our understanding of what it means to be human and develop our own cross- cultural understandings and cultural competencies.

At AIS the child is central. Children are the reason we are here, and they are the focus of our thinking in all decision making and curriculum design.

I hope you and your children will enjoy the experience of being a part of our vibrant community as we continue our journey to a 'Bright Future'.

Yours sincerely

**Julian Carroll**

*Primary and Kindergarten Principal*



## WELCOME FROM THE DEPUTY PRINCIPAL



Dear AIS community

It is my pleasure to introduce myself as Deputy Principal of Kindergarten and Primary at AIS. I am extremely proud and excited to be part of the AIS school community and to support our students and their families.

My teaching career began in 2002 at a rural school in New Zealand as a Primary teacher. After this, I ventured off on my 'OE' (overseas experience) and taught in London for 3 years. At 28 I returned home – got married, had 2 beautiful girls and continued gaining more teaching experience in New Zealand Schools. This last 10 years has seen my teaching career taking on various leadership roles. From leading curriculum areas, leading year group teams and eventually working in the role of Deputy Principal. Being a Deputy Principal has been a wonderful experience and I often take the time to celebrate and remind myself how fortunate and blessed I am to work with a supportive and driven leadership team who are truly student focused.

I am also extremely proud to say that we as a school have amazing, committed staff who also embrace and foster our catch phrase of 'what's best for the child'.

Wellbeing is important to me and building resilient and confident students with strong academic foundations is central to my personal teaching philosophy.

I view education as a lifelong process. I bring a belief that the students are at the centre of all school-related decisions. I am excited to bring my experience, my openness to learn, and my child-centred approach to support all of our students.

I genuinely believe AIS provides a rich learning environment guided with love and support toward a bright future.

*Tell me and I forget. Teach me and I remember. Involve me and I learn.* Benjamin Franklin.

**Beth Wills**

**Primary and Kindergarten Deputy Principal**



## INSPIRED EDUCATION GROUP PARENT CODE OF CONDUCT

### 1. Commitment to working with parents.

We are proud at Inspired schools to have excellent relationships, based on shared beliefs and common goals, between students, staff and parents – this partnership is key to the success of our schools and ensuring students can continue to flourish in a positive and supportive environment.

We encourage and welcome parents' full participation in the life of our schools, as part of a mutually supportive community that embodies the ethos and values of the school, in the best interests of the students; we are committed to listening to parental feedback to support our schools in being the very best they can be - this code of conduct clarifies our expectations of this relationship.

The school's philosophy and values should be considered as being shared by all members of the community, including parents, and hence parents are expected to uphold these values in all of their interactions with the school and its community.

Every member of our community deserves to be treated with respect, dignity, and tolerance; they are also cornerstones of the Inspired philosophy. We demand it of all our students and expect all adults, including parents, to abide by these standards and set a good example in their own speech and behaviour.

### 2. Communicating with school.

We understand that there will be occasions when parents and guardians wish to raise concerns or complaints – we ask parents to share these with school leadership through the appropriate channels and/or following the school's complaints policy, so these can be quickly resolved for the best interests of our students.

We expect behaviour and communications between parents and school to be always respectful and mindful of the modelling of best behaviours we expect of our students, whether at school events, in person, on the telephone or online.

In the event of disagreements between school staff and parents, these should not be worked through in sight of the parent's children or, indeed, any other students in the school. We believe that when home and school can present a shared opinion or decision to children/students, this is ultimately beneficial as part of the student's learning and development process.

We expect parents to follow and uphold all procedures outlined in the school's published policies.

### 3. Behaviour and communication that is unacceptable.

We will always do all we can to facilitate communication with parents that is consistent with the above principles in resolving the concern or the complaint, but we will not tolerate communication or behaviour we consider disrespectful, abusive or threatening.

Behaviours that we consider to be unacceptable include, but are not limited to:

- Communication or behaviour that is disrespectful, offensive, aggressive, abusive, defamatory, threatening, harassing, bullying or otherwise considered unacceptable, whether this is at school events, in person, on the telephone, by email or on social media.
- Behaviour or communications that breach school policies, safety or procedures.
- Disruptive behaviour including offensive language or displays of anger which interferes or threatens to interfere with the normal, daily operation of the school.
- Inappropriate posting of libellous, defamatory, malicious or threatening messages on emails and on traditional and social media about the school or individuals connected with it, including creating or joining private groups or chats that victimise or harass an individual connected with the school or the school in general, or potentially damage the school's reputation.

### 4. Consequences of breaching parent code of conduct.

Where behaviours are displayed by parents that breach the parent code of conduct, the school will attempt to facilitate more effective lines of communication, investigate, and seek to resolve these issues.

Where that is not possible, the school reserves the right to take any actions to ensure that members of the school community are not subject to abuse. Actions the school can take are, but not limited to include:

- request for a meeting to resolve the issue.
- issue a warning regarding the behaviour and how that breaches this code.
- withdraw the right to be on school premises or at school events.
- give notice to parents to that the enrolment contract with their child/ren has been rescinded and an alternative school will need to be found



## THE AIS CURRICULUM

### AN INTERNATIONAL CURRICULUM

SCHOOL	YEAR LEVEL	APPROXIMATE AGE	CURRICULUM
Kindergarten	Infant	18 months - 3 years old	Activity based learning
	Junior / Senior	3 - 4 years old	IB Primary Years Programme (PYP)
		4 - 5 years old	
Primary	Years 1 - 6	5 - 11 years old	

### A GENERAL SCHOOL DAY IN KINDERGARTEN

Welcome and registration	8.00am - 8.10am
Learning through play	8.10am - 9.30am
Morning recess and snack time	9.30am
Specialist teaching (music, swimming, Vietnamese and PE) / Learning through play	10am - 11.30am
Lunch	11.30am - 12.00pm
Teeth brushing and preparing for nap time	12.00pm - 12.15pm
Nap time	12.15pm - 1.45pm
Snack time	1.45pm - 2.00pm
Story reading and reflection time	2.00pm - 2.40pm
Time to go home	2.40pm
School buses depart	2.50pm

## KINDERGARTEN CURRICULUM OVERVIEW

### The Importance of Early Years Learning - The Inspired Approach

Scientific research shows that the benefits of excellent Early Years learning are transformative for later learning. Inspired Early Years education does not just prepare children for primary years and beyond; it gives those children a significant advantage for accelerated future learning. An OECD study\* released in January 2020 showed that quality Early Years education makes a significant difference to student attainment in the longer term; the key findings in this research emphasised the importance of the highest quality early years learning, as opposed to simpler childcare, to enable this positive effect. The latest developments in cognitive science inform the Inspired Early Years Approach to learning to ensure the deepest early years learning and, therefore, the greatest future accelerant of learning in later academic years for these children.

Inspired's approach epitomises the necessary quality referred to in the OECD report. Making connections, building relationships and a sense of belonging, and learning through inquiry is the centre of the Inspired approach. This approach allows us to develop the whole child building their self-management skills, developing social, emotional, and motor skills, and developing strong foundations in literacy and numeracy; our creative and exploratory pedagogies in Early Years help prepare children for future learning. The LEGO Foundation report that "as children grow, preparing them for the demands of school and the wider society is key...attaining key content and facts is important for school and life, but children also need a deep, conceptual understanding that allows them to connect concepts and skills, apply their knowledge to different situations, and spark new ideas". This is why families choosing an Inspired approach to Early Years give their children a unique advantage.

*\*Attendance in Early Childhood Education and Care Programmes and Academic Proficiencies at Age 15 OECD Education Working Paper No. 21 (January 2020).*

*\*\*LEGO Foundation: Learning through play – a review of the evidence (November 2017)*

We hope that you got to experience this beautiful approach to early learning when you visited our AIS Kindergartens during the parent-open mornings. The children thoroughly enjoyed introducing their parents to their friends and favourite spaces in the kindergarten environments. The highlight for our teachers was listening to all the wonderful conversations and witnessing the joy of the children sharing their learning with their parents.





Our Kindergarten core values at AIS embrace the uniqueness of each child. We value the importance of relationships and we provide opportunities so that our learners can be the authors of their own learning. Through playful exploration, inquiry and discovery we build caring, confident, capable and curious learners. We are Reggio inspired and embrace the CORE values of the Australian Early Years Framework: Belonging, Being and Becoming.



### Belonging

In early childhood, and throughout life, **relationships** are crucial to a sense of belonging. Belonging is central to *being* and *becoming* in that it shapes who children are and who they can become.

### Being

Childhood is a time to be, to seek and make meaning of the world. It is about the present and knowing themselves.

### Becoming

Children are shaped by many different events and circumstances. Becoming reflects the process of rapid and significant change that occurs in the early years.

*Belonging, Being and Becoming: The Early Years Learning Framework for Australia, 2009*

From the age of three years old (Junior Kindergarten), children follow the International Baccalaureate (IB) Primary Years Programme (PYP), focusing on the Early Years components. In the Infants class they undertake activity-based learning which aligns with the early years PYP framework.

The guiding principle in Kindergarten is 'learning through play and inquiry'. In this way, in a secure but challenging environment, children can:

- Explore, develop and represent learning experiences that help them to make sense of the world
- Practice and build up ideas, concepts, and skills
- Learn to understand the need for rules
- Take risks and make mistakes
- Think creatively and imaginatively and be curious
- Communicate with others as they investigate or solve problems
- Develop their sense of identity.

Activities may be either teacher directed, or student initiated.

Each class has an overseas trained teacher and at least one Vietnamese trained support teacher. There are also specialist teachers for swimming, physical education, music and Vietnamese Language and Culture.

The curriculum is taught in English. As oral language is the basis of literacy there is an emphasis on English language-based activities that provide opportunities for thinking, problem-solving, experimenting, and language development.



## ROUTINES IN OUR KINDERGARTEN

### LUNCH AND SNACKS

Kindergarten children all receive a healthy lunch each day as well as a morning and afternoon snack. The menu is shared with parents each month. Parents must inform the class teacher of any food allergies or dietary requirements. Only healthy snacks and drinks may be brought to school and no candies or chocolates are allowed. (Please refer to our healthy eating information towards the back of this document). We ask that you avoid sending any products with nuts in. You may be advised by your homeroom teacher that your class has a "no nuts" requirement, during to a student who has an allergy.

### NAP TIME

Most children in Kindergarten take a nap each day after lunch. We ask all children to bring to school their own pillow, pillowcase and blanket for nap time. Please liaise with your classroom teacher about nap times.

### WATER

Students may have a water bottle in class. Screw-top glass bottles and cans are not permitted in kindergarten. Water is the only liquid to be consumed in class time. There is water available throughout the school buildings.

## WHAT TO BRING TO SCHOOL?

Please ensure that you label ALL of your child's belongings.

### SEESAW FAMILY

Please download the free Seesaw Family App to send and receive messages to your child's teacher and to view your child's online learning journal. This is the primary means of communication with your teachers.

### SEESAW CLASS

Your child can access their own journal on their own device using the Seesaw Class app. Seesaw class is for student use, not parent use. Please contact your teacher for your child's log in code.

### EVERY DAY USE

- Water bottle
- AIS school hat
- A change of clothes in a plastic bag
- Spare nappies if needed
- Tooth brush, tooth paste and a cup for rinsing in a waterproof bag (Stays at school for the week)
- Sunscreen

### EVERY FRIDAY

1. Fridays are House t-shirt days. Your child has been assigned to a house. Please contact your teacher if you are unsure of their house team.
2. Bedding will be sent home each Friday to be cleaned. Please return on Monday.
3. Toothbrushes, cups toothpaste will be sent home each Friday for cleaning. Please return on Monday.

### SNACKS

School provides a healthy morning and afternoon snack of milk and fruit. If you choose to send an extra snack to school, please take note that AIS has a Healthy Eating Policy. No nuts, sugary snacks or drinks please. Your teacher will inform you of additional class allergies to be aware of.

### BIRTHDAYS

If you would like to share a simple birthday cake or cupcakes with your class, please let your teacher know at least 3 days in advance. We will have a short celebration with the class. Please remember to send paper plates and serviettes. Cake only please. No giftbags or other snacks.



## A GENERAL SCHOOL DAY IN PRIMARY

Each year group will collaborate to develop a specific PYP curriculum programme for the year group. This is a general guide to the students' school day.

Primary	
Homeroom	8.00am - 8.10am
Period 1	8.10am - 8.50am
Period 2	8.50am - 9.30am
Period 3	9.30am - 10.10am
Morning recess	10.10am - 10.40am
Period 4	10.40am - 11.20am
Period 5	11.20am - 12.00pm
Lunch	12.00pm - 12.40pm
Period 6	12.40pm - 1.20pm
Period 7	1.20pm - 2.00pm
Period 8	2.00pm - 2.40pm
Bus departing	2.50pm
After School ECA (Extra-Curricular Activities), EAL, VNC programme	2.50pm - 3.50pm
Bus departing	4.05pm

## PRIMARY YEARS PROGRAMME

The Australian International School (AIS) implements the Primary Years Programme (PYP) of the International Baccalaureate Organisation (IB). The Programme at AIS is designed for students from Junior Kindergarten through to Year 6. The curriculum framework provides for the development of the whole child. The PYP is a uniquely international programme focusing on the total growth of the developing child. It encompasses social, physical, emotional and cultural needs in addition to academics.

The PYP provides a shared, transdisciplinary curriculum for primary schools, with a balanced programme of concepts, knowledge, skills, and action. The PYP transdisciplinary curriculum brings individual disciplines together into a coherent whole, while preserving the essence of each single subject. The PYP offers a comprehensive inquiry and concept-based approach to teaching and learning methodology. It incorporates guidelines on student learning styles, pedagogy and assessment strategies. To complement the PYP we use the Mathematics and English outcomes from the Cambridge Primary Curriculum.

The approaches to learning focus on children developing skills and acquiring knowledge that will assist them in becoming successful life-long learners. Children are encouraged to participate in the development of learning experiences and are challenged to hypothesise, reflect, question and test in order to construct their own understandings and thus gain further knowledge.

Across all curriculum areas, your child will develop a deep understanding of the key concepts including:



Change



Form



Function



Connection



Perspective



Causation



Responsibility

Students will:

- conduct research into knowledge which has local and global significance.
- acquire and practise a wide range of essential skills in Languages, Mathematics, Science, Social Studies, Technology, The Arts, Music and Personal, Social and Physical Education (PSPE).
- learn more effectively by using the inquiry-based learning approach.
- learn and use the skills of a second language and
- be encouraged to develop positive attitudes towards learning, the environment and other people.

By balancing the PYP with concepts, knowledge, skills, attitudes, and action, it becomes academically challenging, personally engaging and globally, nationally and locally relevant.



At AIS and through the PYP curriculum, we set high standards and high expectations, as teachers collaboratively plan the curriculum to ensure a coherent education. Our curriculum incorporates a range of assessment, reporting and recording strategies to give parents clear information about their children's progress. AIS parents receive this information via newsletters, update letters, parent-teacher conferences, the sharing and displaying of student's work, Student-Led conferences, parent information sessions and SeeSaw.

At AIS your child will develop, acquire, and practise a range of essential skills, and be encouraged to develop positive attitudes towards their own learning, the environment, and others. Students at AIS will also have the opportunity to be involved in responsible action and social service.



## THE PYP CURRICULUM MODEL



## PROGRAMME OF INQUIRY

A key component of the PYP is the Programme of Inquiry. In the Kindergarten (Early Years PYP) the children participate in 4 Units of Inquiry per year and from Year 1 to Year 6 participate in 5 or 6 units per year. The Programme of Inquiry is designed around six transdisciplinary themes with many inquiry-based experiences used to integrate the curriculum. The children will generally complete one unit under each transdisciplinary theme each year. The transdisciplinary themes are characterised by:

- having global significance—for all students in all cultures
- offering students the opportunity to explore the commonalities of human experience
- being supported by knowledge, concepts and skills from the traditional subject areas utilised in real life applications
- being revisited throughout the students' years of schooling, so that the result is immersion in broad- ranging, in-depth, articulated curriculum content
- contributing to the common ground that unifies the curriculums in all PYP schools.

## TRANSDISCIPLINARY THEMES



### WHO WE ARE

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities and what it means to be human.



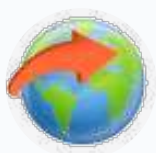
### WHERE WE ARE IN PLACE AND TIME

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.



### HOW WE EXPRESS OURSELVES

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity and our appreciation of the aesthetic.



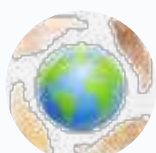
### HOW THE WORLD WORKS

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.



### HOW WE ORGANISE OURSELVES

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.



### SHARING THE PLANET








An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.



## CONCEPTS

Seven fundamental concepts, expressed as key questions, propel the process of inquiry. They are broad in scope and are intended to define clusters of ideas. These powerful ideas drive the Units of Inquiry which are designed by teachers and students and lie at the heart of the curriculum model. By attaching various key concepts to each Unit of Inquiry, we allow children to make meaningful connections with the body of human knowledge and its applications and relevance in today's world.

### THESE KEY QUESTIONS ARE:

	<b>Form</b>	<b>What is it like?</b>
	<b>Function</b>	<b>How does it work?</b>
	<b>Causation</b>	<b>Why is it like it is?</b>
	<b>Change</b>	<b>How is it changing?</b>
	<b>Connection</b>	<b>How is it connected to other things?</b>
	<b>Perspective</b>	<b>What are the points of view?</b>
	<b>Responsibility</b>	<b>What is our responsibility?</b>






Related concepts derived from the key concepts and from the subject areas can also be inquired into throughout Units of Inquiry. They deepen students' understanding of the subject areas while providing further opportunities to make connections throughout the learning, from one subject to another, and between disciplinary and transdisciplinary learning.












Examples:













- Relationships
- Conflict
- Sustainability
- Choice
- Lifestyle
- Systems
- Environment











# PROGRAMME OF INQUIRY

Year	Who We Are	Where We are In Place and Time	How We Express Ourselves	How The World Works	How We Organise Ourselves	Sharing The Planet
Kindergarten Cycle B	<p><b>Title:</b> Relationships <b>Subject Focus:</b> PSPE</p> <p><b>Central Idea:</b> Connections with others help build a sense of belonging in relationships</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- How we make connections</li> <li>- How words and actions can affect relationships</li> <li>- How our choices affect others</li> </ul> <p><b>Concepts:</b> Connection, Responsibility <b>Learner Profile:</b> Caring, Communicators</p> 		<p><b>Title:</b> Communication <b>Subject Focus:</b> Arts</p> <p><b>Central Idea:</b> People communicate and create in different ways</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Different ways we can express ourselves</li> <li>- How people express their feelings</li> </ul> <p><b>Concepts:</b> Perspective <b>Learner Profile:</b> Open-minded</p>	<p><b>Title:</b> Observations <b>Subject Focus:</b> Science</p> <p><b>Central Idea:</b> We understand our world through the senses</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- How the senses are connected</li> <li>- Observing the natural world in different ways</li> <li>- How our senses keep us safe</li> </ul> <p><b>Concepts:</b> Connection, Causation <b>Learner Profile:</b> Inquirer, Thinker</p>	<p><b>Title:</b> Communities <b>Subject Focus:</b> Social Studies</p> <p><b>Central Idea:</b> We belong to communities.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Our communities</li> <li>- The purpose of rules and routines</li> <li>- Roles and responsibilities in communities</li> </ul> <p><b>Concepts:</b> Function, Responsibility <b>Learner Profile:</b> Knowledgeable</p>	
Year 1	<p><b>Title:</b> Families <b>Subject Focus:</b> Social Studies, PSPE</p> <p><b>Central Idea:</b> Family forms and shapes who we are</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- What a family is</li> <li>- Similarities and differences between families</li> <li>- My responsibility in my family</li> </ul> <p><b>Concepts:</b> Form, Connection &amp; Responsibility <b>Learner Profile:</b> Caring &amp; Principled</p> 		<p><b>Title:</b> Storytelling <b>Subject Focus:</b> Arts</p> <p><b>Central Idea:</b> Stories can engage an audience and communicate meaning</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Different ways stories are told</li> <li>- The process of how to create</li> <li>- Our responsibility to respect other people's creativity</li> </ul> <p><b>Concepts:</b> Form, Perspective &amp; Connection <b>Learner Profile:</b> Open-Minded, Communicator, Risk-Taker</p>	<p><b>Title:</b> Lifecycles <b>Subject Focus:</b> Science</p> <p><b>Central Idea:</b> All living things go through change</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The changes living things go through</li> <li>- Lifecyle patterns can be observed in nature</li> <li>- Reasons that living things grow differently</li> </ul> <p><b>Concepts:</b> Connection &amp; Change <b>Learner Profile:</b> Inquirer &amp; Knowledgeable</p> 	<p><b>Title:</b> Production Process <b>Subject Focus:</b> Social Studies, VLC</p> <p><b>Central Idea:</b> Products go through a process of change before they are used</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Where products come from</li> <li>- How products are produced and distributed</li> <li>- How we change products to meet our needs</li> </ul> <p><b>Concepts:</b> Function &amp; Change <b>Learner Profile:</b> Inquirer, Thinker</p> 	<p><b>Title:</b> Relationships <b>Subject Focus:</b> Social Studies, Arts</p> <p><b>Central Idea:</b> Choices we make can lead to cooperation or conflict</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Understanding emotions</li> <li>- Respecting others</li> <li>- Ways to resolve conflict</li> </ul> <p><b>Concepts:</b> Causation &amp; Responsibility <b>Learner Profile:</b> Balanced, Caring, Communicator</p> 

Year	Who We Are	Where We are In Place and Time	How We Express Ourselves	How The World Works	How We Organise Ourselves	Sharing The Planet
Year 2	<p><b>Title:</b> Wellbeing <b>Subject Focus:</b> Science, PSPE</p> <p><b>Central Idea:</b> Making informed choices contributes to our wellbeing</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Factors that contribute to our wellbeing</li> <li>- How choices impact people's lifestyles</li> <li>- Personal responsibility for our own wellbeing</li> </ul> <p><b>Concepts:</b> Function &amp; Responsibility <b>Learner Profile:</b> Balanced &amp; Caring</p> 	<p><b>Title:</b> Technology <b>Subject Focus:</b> Social Studies</p> <p><b>Central Idea:</b> Technology has changed over time</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Different types of technology</li> <li>- How technology has changed over time</li> <li>- Ways to use technology responsibly</li> </ul> <p><b>Concepts:</b> Function &amp; Change <b>Learner Profile:</b> Thinker &amp; Principled</p> 	<p><b>Title:</b> Celebrations <b>Subject Focus:</b> Social Studies, Arts</p> <p><b>Central Idea:</b> People recognise important events through celebrations</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Celebrations and traditions follow traditions</li> <li>- Similarities and differences between various celebrations</li> </ul> <p><b>Concepts:</b> Connection &amp; Perspective <b>Learner Profile:</b> Open-Minded, Inquirer, Risk-Taker</p> 	<p><b>Title:</b> Real Life Forces <b>Subject Focus:</b> Science</p> <p><b>Central Idea:</b> Forces and motion affect the world around us</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Forces in our daily lives</li> <li>- How forces make people and objects move</li> <li>- Scientific investigation allows people to explore forces</li> </ul> <p><b>Concepts:</b> Function, Causation &amp; Connection <b>Learner Profile:</b> Risk-Taker &amp; Inquirer</p> 		<p><b>Title:</b> Habitats <b>Subject Focus:</b> PSPE, Science</p> <p><b>Central Idea:</b> Humans make choices that have an impact on living things and their habitats</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The different types of habitats</li> <li>- The impact humans have on habitats</li> <li>- Ways of protecting habitats</li> </ul> <p><b>Concepts:</b> Form, Causation &amp; Responsibility <b>Learner Profile:</b> Knowledgeable &amp; Communicator</p> 
Year 3	<p><b>Title:</b> Relationships <b>Subject Focus:</b> Social Studies, PSPE</p> <p><b>Central Idea:</b> Respectful relationships help us to be members of a diverse community</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The self and cultural identity</li> <li>- The connections we have with the people in our community</li> <li>- Our responsibility as a member of society</li> </ul> <p><b>Concepts:</b> Connection &amp; Responsibility <b>Learner Profile:</b> Caring &amp; Open-Minded</p> 	<p><b>Title:</b> Landmarks <b>Subject Focus:</b> Social Studies, VLC</p> <p><b>Central Idea:</b> Places have distinct features that represent people, places, ideas and historical events</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Natural and human-made landmarks</li> <li>- Landmarks and their significance</li> <li>- How landmarks are meaningful to communities</li> </ul> <p><b>Concepts:</b> Form, Function &amp; Connection <b>Learner Profile:</b> Inquirer &amp; Knowledgeable</p> 	<p><b>Title:</b> Creative Expression <b>Subject Focus:</b> The Arts</p> <p><b>Central Idea:</b> Personal experiences provide inspiration for an artist to create</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Forms of expression</li> <li>- Techniques artistic creators use to communicate</li> <li>- Emotional responses</li> </ul> <p><b>Concepts:</b> Form &amp; Perspective <b>Learner Profile:</b> Balanced &amp; Risk-Taker</p> 	<p><b>Title:</b> Weather and Climate <b>Subject Focus:</b> Science</p> <p><b>Central Idea:</b> Climate and weather influence the way people live</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The causes of weather and climate</li> <li>- The difference between weather and climate</li> <li>- How humans adapt to climatic factors</li> </ul> <p><b>Concepts:</b> Causation &amp; Change <b>Learner Profile:</b> Inquirer &amp; Knowledgeable</p> 	<p><b>Title:</b> Signs and Symbols <b>Subject Focus:</b> Social Studies</p> <p><b>Central Idea:</b> A variety of signs and symbols support local and global communications</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Reasons signs and symbols were invented</li> <li>- How signs and symbols are used locally and globally</li> <li>- Systems supported by signs and symbols</li> </ul> <p><b>Concepts:</b> Connection &amp; Function <b>Learner Profile:</b> Communicator &amp; Thinker</p> 	<p><b>Title:</b> Water <b>Subject Focus:</b> Science</p> <p><b>Central Idea:</b> Clean water is a limited resource that is essential for human life</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Where water comes from</li> <li>- How we access and use water</li> <li>- Our responsibilities regarding water</li> </ul> <p><b>Concepts:</b> Causation, Responsibility, Perspective <b>Learner Profile:</b> Caring &amp; Balanced</p> 

Year	Who We Are	Where We Are In Place and Time	How We Express Ourselves	How The World Works	How We Organise Ourselves	Sharing The Planet
Year 4	<p><b>Title:</b> Healthy Body <b>Subject Focus:</b> Science, PSPE</p> <p><b>Central Idea:</b> Personal choices affect your body and general wellbeing</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Body systems and how they function</li> <li>- Making healthy choices to improve overall health and wellbeing</li> <li>- Connection between states of mind and health</li> </ul> <p><b>Concepts:</b> Function &amp; Responsibility <b>Learner Profile:</b> Knowledgeable &amp; Balanced</p> 	<p><b>Title:</b> Exploration <b>Subject Focus:</b> Science, Social Studies</p> <p><b>Central Idea:</b> Explorations lead to discoveries that create change and new understandings</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Reasons for exploration</li> <li>- How explorations change over time</li> <li>- Impact of exploration</li> </ul> <p><b>Concepts:</b> Change &amp; Connection <b>Learner Profile:</b> Communicator &amp; Risk-Taker</p> 	<p><b>Title:</b> Art in Nature <b>Subject Focus:</b> Arts, Social Studies</p> <p><b>Central Idea:</b> Artistry in the natural world can inspire people to create</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The observations artists make of the natural world</li> <li>- Creativity and the creative process</li> <li>- How art can lead to different interpretations</li> </ul> <p><b>Concepts:</b> Form &amp; Perspective <b>Learner Profile:</b> Open-Minded &amp; Risk-Taker</p> 	<p><b>Title:</b> Natural Forces <b>Subject Focus:</b> Science</p> <p><b>Central Idea:</b> Natural disasters impact and transform our planet</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The causes of natural disasters</li> <li>- How natural disasters transform our planet</li> <li>- How people adapt and respond to natural disasters</li> </ul> <p><b>Concepts:</b> Causation &amp; Change <b>Learner Profile:</b> Knowledgeable &amp; Communicator</p> 	<p><b>Title:</b> Systems <b>Subject Focus:</b> Social Studies</p> <p><b>Central Idea:</b> People build cities to meet the needs of a community</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The structure of cities</li> <li>- The systems of a city and how they work together</li> <li>- The impact decisions have on a city</li> </ul> <p><b>Concepts:</b> Form, Function &amp; Connection <b>Learner Profile:</b> Principled &amp; Thinker</p> 	<p><b>Title:</b> Marine Life <b>Subject Focus:</b> Science, Social Studies</p> <p><b>Central Idea:</b> Protecting marine life is essential to a sustainable future</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- How marine resources are important to living things</li> <li>- The impact people have on marine life</li> <li>- Our responsibility to conserve and sustainably use marine resources</li> </ul> <p><b>Concepts:</b> Causation &amp; Responsibility <b>Learner Profile:</b> Inquirer &amp; Caring</p> 
Year 5	<p><b>Title:</b> The Brain <b>Subject Focus:</b> Science</p> <p><b>Central Idea:</b> The brain is a complex organ that shapes who we are</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- How the brain works</li> <li>- How we process information</li> <li>- How we keep our brain healthy</li> </ul> <p><b>Concepts:</b> Form, Function &amp; Connection <b>Learner Profile:</b> Thinker &amp; Knowledgeable</p> 	<p><b>Title:</b> Migration <b>Subject Focus:</b> Social Studies</p> <p><b>Central Idea:</b> Human migration is a response to risks and opportunities</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Why people migrate</li> <li>- Migration through history</li> <li>- How migration has an impact on communities, cultures and individuals</li> </ul> <p><b>Concepts:</b> Causation &amp; Perspective <b>Learner Profile:</b> Balanced &amp; Open-Minded</p> 	<p><b>Title:</b> Drama <b>Subject Focus:</b> Arts, Language</p> <p><b>Central Idea:</b> Drama is a form of expression.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Different forms of drama</li> <li>- Messages conveyed through drama</li> <li>- Roles in creating and performing drama.</li> </ul> <p><b>Concepts:</b> Form, Connection &amp; Perspective <b>Learner Profile:</b> Communicator, Risk-Taker &amp; Open-minded</p> 	<p><b>Title:</b> Sustainable Energy <b>Subject Focus:</b> Science</p> <p><b>Central Idea:</b> Humans use resources in innovative ways to create sustainable energy.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- What energy is</li> <li>- Renewable and non-renewable energy sources</li> <li>- Innovative ways to make sustainable energy</li> </ul> <p><b>Concepts:</b> Form, Change &amp; Responsibility <b>Learner Profile:</b> Inquirer &amp; Principled</p> 	<p><b>Title:</b> Goods and Services <b>Subject Focus:</b> Social Studies, Mathematics</p> <p><b>Central Idea:</b> Businesses strategise to buy and sell their goods and services</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Understanding production and consumption</li> <li>- Making an effective business plan</li> <li>- Assigning value to goods and services</li> </ul> <p><b>Concepts:</b> Change, Connection &amp; Function <b>Learner Profile:</b> Communicator &amp; Risk-Taker</p> 	<p><b>Title:</b> Global Challenges <b>Subject Focus:</b> Social Studies</p> <p><b>Central Idea:</b> Global challenges influence relationships between communities</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Global challenges</li> <li>2. Sustainable development goals</li> <li>3. Actions that impact communities</li> </ol> <p><b>Concepts:</b> Causation &amp; Responsibility <b>Learner Profile:</b> Caring &amp; Principled</p> 



Year	Who We Are	Where We Are In Place and Time	How We Express Ourselves	How The World Works	How We Organise Ourselves	Sharing The Planet
Year 6	<p><b>Title:</b> Growing Up <b>Subject Focus:</b> Social Studies, Science</p> <p><b>Central Idea:</b> During our life there are changes that affect us physically, socially and emotionally</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- What forms and defines identities</li> <li>- The cause of physical and emotional changes that occur during adolescence</li> <li>- Ways of managing physical, social and emotional changes</li> </ul> <p><b>Concepts:</b> Change, Causation &amp; Responsibility <b>Learner Profile:</b> Open-minded &amp; Caring</p> 	<p><b>Title:</b> Ancient Civilisations <b>Subject Focus:</b> Social Studies</p> <p><b>Central Idea:</b> Ancient civilisations have helped to organise future communities</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Life in ancient civilisations</li> <li>- Systems developed by ancient civilisations</li> <li>- How ancient civilisations have influenced our lives today</li> </ul> <p><b>Concepts:</b> Connection &amp; Perspective <b>Learner Profile:</b> Thinker &amp; Open-Minded</p> 	<p><b>EXHIBITION UNIT</b></p> 	<p><b>Title:</b> Science <b>Subject Focus:</b> Science</p> <p><b>Central Idea:</b> Scientific laws exist that can be observed and manipulated</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Scientific laws</li> <li>- The scientific investigation process</li> <li>- How variables can affect the outcomes of scientific investigation</li> </ul> <p><b>Concepts:</b> Form, Function, Causation &amp; Connection <b>Learner Profile:</b> Risk-Taker, Thinker &amp; Inquirer</p>	<p><b>Title:</b> Global Connections <b>Subject Focus:</b> Social Studies</p> <p><b>Central Idea:</b> Our connections to the world influence the way we live</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The ways people are connected around the world</li> <li>- How people are influenced by their connections to the world</li> <li>- How our connections to the world have changed</li> </ul> <p><b>Concepts:</b> Perspective &amp; Connection <b>Learner Profile:</b> Knowledgeable &amp; Communicators</p>   	<p><b>Title:</b> Equal Opportunities <b>Subject Focus:</b> Social Studies</p> <p><b>Central Idea:</b> The decisions of a country can promote or deny equal opportunities and social justice</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Types of decision making</li> <li>- Principles of human rights and social justice</li> <li>- The effect of a country's decisions on people</li> </ul> <p><b>Concepts:</b> Change &amp; Responsibility <b>Learner Profile:</b> Principled, Caring &amp; Open-minded</p>  

## IB PYP LEARNER PROFILE

The philosophy of the PYP, as it directly affects the child, is expressed in a series of desired attributes and traits that characterise students with an international perspective. Taken together they create a profile of PYP students, and therefore of AIS students.

	<b>Inquirers</b>	Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and their love of learning will be sustained throughout their lives.
	<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.
	<b>Communicators</b>	They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.
	<b>Risk-takers</b>	They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.
	<b>Knowledgeable</b>	They have spent time in a school which has global relevance and importance. In doing so, they have acquired a critical mass of significant knowledge.
	<b>Principled</b>	They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice.
	<b>Caring</b>	They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.
	<b>Open-minded</b>	They respect the views, values and traditions of other individuals and cultures, and are accustomed to seeking and considering a range of points of view.
	<b>Balanced</b>	They understand the importance of physical and mental balance and personal well-being.
	<b>Reflective</b>	They give thoughtful consideration to their own learning and analyse their personal strengths and weaknesses in a constructive manner.

## APPROACHES TO LEARNING

These skills are developed in the context of authentic situations such as those offered through the PYP units of inquiry and within the different subject areas.

All our teachers foster and support the development of skills by providing opportunities embedded in authentic learning experiences, which are relevant and age appropriate for students.

When learning about and through the subject areas, students acquire the particular skills that define the discipline of those subjects. For example, in language the students become literate, and in mathematics they become numerate. The acquisition of literacy and numeracy, in its broadest sense, is essential, as these skills provide students with the tools of inquiry.

Nonetheless, the PYP position is that, in order to conduct purposeful inquiry and in order to be well prepared for lifelong learning, students need to master a whole range of skills beyond those normally referred to as basic. These include skills, relevant to all the subject areas and also transcending them, needed to support fully the complexities of the lives of the students.

- |                          |  |
|--------------------------|--|
| • Social skills          | Social awareness, Interpersonal skills                       |
| • Communication skills   | Viewing, Presenting  |
| • Thinking skills        | Comprehension, Application, Critical thinking, Reflection    |
| • Research skills        | Wondering, Investigating, Concluding, Ethics                 |
| • Self-management skills | Motor skills, States of mind, Informed choices, Organisation |

These skills are valuable, not only in the units of inquiry, but for all teaching and learning that goes on within the classroom and for life outside the school.

## THINKING SKILLS

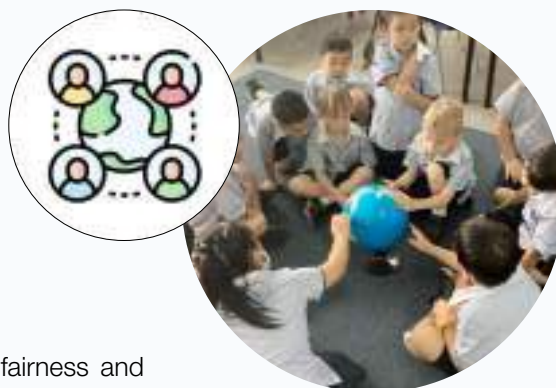
- Acquisition of knowledge
- Comprehension
- Application; Analysis
- Synthesis; Evaluation; Dialectical thought
- Metacognition
- Gaining specific facts, ideas, vocabulary; remembering in a similar form
- Grasping meaning from material learned; communicating and interpreting learning
- Making use of previously acquired knowledge in practical or new ways
- Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics
- Combining parts to create wholes; creating, designing, developing and innovating
- Making judgments or decisions based on chosen criteria; standards and conditions
- Thinking about two or more different points of view at the same time; understanding those points of view; being able to construct an argument for each point of view based on knowledge of the other(s); realising that other people can also take one's own point of view
- Analysing one's own and others' thought processes; thinking about how one thinks and how one learns





## SOCIAL SKILLS

- Accepting responsibility
- Respecting others
- Cooperating and resolving conflict
- Group decision-making
- Adopting a variety of group roles
- Taking on and completing tasks in an appropriate manner; being willing to assume a share of the responsibility
- Listening sensitively to others; making decisions based on fairness and equality; recognising that others' beliefs, viewpoints, religions and ideas may differ from one's own; stating one's opinion without hurting others
- Working cooperatively in a group; being courteous to others; sharing materials; taking turns
- Listening carefully to others; compromising; reacting reasonably to the situation; accepting responsibility appropriately; being fair
- Listening to others; discussing ideas; asking questions; working towards and obtaining consensus
- Understanding what behaviour is appropriate in a given situation and acting accordingly; being a leader in some circumstances, a follower in others



## COMMUNICATION SKILLS

- Listening and Speaking
- Reading, Writing and Viewing
- Presenting
- Non-verbal communication
- Listening to directions; listening to others; listening to information
- Speaking clearly; giving oral reports to small and large groups; expressing ideas clearly and logically; stating opinions
- Reading a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusions
- Recording information and observations; taking notes and paraphrasing; writing summaries; writing reports; keeping a journal or record
- Interpreting and analysing visuals and multimedia; understanding the ways in which images and language interact to convey ideas, values and beliefs; making informed choices about personal viewing experiences
- Constructing visuals and multimedia for a range of purposes and audiences; communicating information and ideas through a variety of visual media; using appropriate technology for effective presentation and representation
- Recognising the meaning of visual and kinesthetic communication; recognising and creating signs; interpreting and utilising symbols



## SELF-MANAGEMENT SKILLS

- Gross motor skills
- Fine motor skills; Spatial awareness
- Organisation; Time management; Safety
- Healthy lifestyle; Codes of behaviour; Informed choices
- Exhibiting skills in which groups of large muscles are used and the factor of strength is primary
- Exhibiting skills in which precision in delicate muscle systems is required
- Displaying a sensitivity to the position of objects in relation to oneself or each other
- Planning and carrying out activities effectively. Using time effectively and appropriately
- Engaging in personal behaviour that avoids placing oneself or others in danger or at risk
- Making informed choices to achieve a balance in nutrition, rest, relaxation and exercise; practising appropriate hygiene and self-care
- Knowing and applying appropriate rules or operating procedures of groups of people
- Selecting an appropriate course of action or behaviour based on fact or opinion



## RESEARCH SKILLS

- Formulating questions
- Observing; Planning
- Collecting data
- Recording data; Organising data; Interpreting data
- Presenting research findings
- Identifying something one wants or needs to know and asking compelling and relevant questions that can be researched
- Using all the senses to notice relevant details
- Developing a course of action; writing an outline; devising ways of finding out necessary information
- Gathering information from a variety of first- and second-hand sources such as maps, surveys, direct observation, books, films, people, museums and ICT
- Describing and recording observations by drawing, note taking, making charts, tallying, writing statements
- Sorting and categorising information; arranging into understandable forms such as narrative descriptions, tables, timelines, graphs and diagrams
- Drawing conclusions from relationships and patterns that emerge from organised data
- Effectively communicating what has been learned; choosing appropriate media



## CURRICULUM OVERVIEWS

At AIS, our curriculum has a focus on languages (English, Chinese, and Vietnamese), Mathematics, Science and Technology, Social Studies, Personal and Physical Education and Performing and Visual Arts.

### LANGUAGE



At AIS our language of instruction is English. For the purposes of planning and assessment we segregate English into 3 sections; oral communication (speaking and listening), written communication (reading and writing) and viewing. We develop comprehensive programmes that move our students through the stages of knowing, understanding and using. We acknowledge the differing levels of language ability and we differentiate our curriculum to cater for individual abilities.

Cambridge Primary English informs the English planning. This enables learners to communicate confidently and effectively and to develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment. Learners who follow this curriculum framework will develop a first language competency in English based on a curriculum designed to be successful in any culture and to promote cross-cultural understanding.

We view English as an inclusive language and we encourage students to use English at all times during the school day. Our students come from a variety of language backgrounds but the one language they have in common is English. To help build and establish healthy relationships, English is used as it includes the largest section of our school community.

The PYP recognises that language, our major means of thinking and communicating, is fundamental to learning. It underpins and permeates the whole curriculum. We nurture an appreciation of the richness of language, including a love of literature. Whilst the areas of language can be listed and observed separately, we view them as interrelated and interactive, with learning in one area supporting learning in the others. This is of particular relevance in an international school where every teacher is a language teacher.

Language does much more than promote cognitive growth. At AIS, we believe that the development of the home language is crucial for maintaining cultural identity and emotional stability. The acquisition of more than one language enriches personal growth and helps facilitate inter-cultural understanding. International schools have a special responsibility to recognise and support each and every aspect of language development.

### ASPECTS OF LANGUAGE

- Oral communication – Speaking and Listening
- Written communication – Reading and Writing
- Visual communication



**ENGLISH AT AIS****VISION**

**At AIS we want students to be able use their knowledge of English for pleasure, and learning.**

**GOALS**

- Teachers will carry out teaching using an inquiry cycle to reflect on and improve teaching and learning in English.
- Students will have a programme consisting of reading, writing, speaking, listening, viewing and presenting.
- Summative and formative assessment will drive teaching and learning.
- Students will have access to relevant and high-quality reading material that will stimulate conversation and further investigation.
- Technology will be tightly integrated into our English programme.
- New English speakers and EAL learners will be given support to help aid their development.

**ENGLISH GENERAL STATEMENT**

We want our students to be confident in all areas of English allowing them to access all aspects of the PYP programme.

At AIS:

- Students will be provided with an English curriculum that allows them to develop their skills in reading, writing, speaking, listening, viewing and presenting.
- Oral language is promoted in each classroom through whole class and small group discussions, presentations and one on one interactions.
- Teachers will promote reading through small reading groups and reading aloud to children.
- Students working below expected levels are given appropriate support.
- Students working above expected levels are extended and challenged.
- We value inquiry as a vehicle for authentic application of English learning.
- We understand the diverse cultures that our classrooms have and use this knowledge to help inform our planning.
- The increasing variety of communication forms within technology is embraced.
- We encourage our students to speak English. We believe that students who are submersed in an English speaking environment will make faster progress and develop skills further.

We want to create an environment where students have an excitement for English. Where students are excited to read and be read to. Where students want to write and share their work with classmates and the wider school. Where students are excited to share their learning with others and where families are proud of their students' development. We want our classrooms to be exploration areas where students can read from books and the internet and inflame their curiosities and imaginations and see their work displayed for others to see.



## MATHEMATICS

Our rapidly changing technological world is placing ever increasing demands of the mathematical skills and understanding of its citizens. As the PYP has considered how it can help students meet these demands, it has become clear that the place of mathematics in the curriculum is as a service discipline providing a global language through which we make sense of the world around us. Such is the power of mathematics in describing and analysing that it has become a highly effective tool for solving problems.

Cambridge Primary Mathematics informs the mathematics planning. The mathematics curriculum framework explores five content areas: number, geometry, measurement, handling data and problem solving. This curriculum focuses on principles, patterns, systems, functions and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject.

At AIS we want our students to become fluent users of the language of mathematics and look upon mathematics as a way of thinking rather than a fixed body of knowledge. It is our conviction that students acquire mathematical understanding by constructing their own meaning, concept by concept, through ever increasing levels of abstraction. Moreover, it is fundamental to the PYP's philosophy that, since it is to be used in context, mathematics needs to be taught in relevant and realistic contexts.

Even though we believe computational abilities are important, it is now obvious that obtaining right answers by single standard paper and pencil methods is not sufficient. In today's society we need the flexibility of choosing among available resources, be they computer or calculator, pencil and paper or mental computation methods. Students also need to have the capability to judge the reasonableness of answers through estimation or cross-checking with alternative methods. Furthermore, decision making ability is required to apply an appropriate computational procedure to problems not previously experienced.

The study of mathematics should also provide students with the opportunity to make mathematical connections. Making connections assist students in using mathematics as an integrated whole rather than as an isolated set of topics and to acknowledge its relevance and usefulness both in and out of school. The mathematics curriculum provides students with the opportunity to recognise relationships among different topics of mathematics, as well as to other disciplines such as The Arts, Music and Science.



## MATHEMATICS AT AIS

### VISION

At AIS we want our students to not only understand mathematical concepts, we want them to love mathematics and understand when and how to use their knowledge.

### GOALS

- Wherever possible, teachers will teach mathematics as part of an inquiry cycle.
- The PYP learner profile concepts and ATL skills are considered when developing mathematics programmes.
- Mathematics programmes will embed the Cambridge Outcomes into the Primary Years Programme framework.
- Formative and Summative assessment will drive teaching and learning.
- Students will understand the concepts they have learnt and how they can be applied in daily life.
- Technology will support learning and teaching.
- The use of home language is used to support the development of concept understanding and development of mathematical vocabulary in English.

### MATHEMATICS GENERAL STATEMENT

We want our children to understand the relationships between mathematical concepts and how these concepts are relevant to daily life.

At AIS:

- Students will be provided with a mathematics programme that allows them to develop a deep understanding of concepts and their relationships.
- Students are aware of the explicit learning goals related to their current learning.
- Teachers understand the cultural diversity within our classrooms and how this relates to planning, teaching and learning.
- Home language is valued as a tool for developing mathematical understanding and vocabulary in English.
- Problem Solving is taught explicitly to all students.
- We understand that mathematics is best learned by students who are excited about maths and whose teachers have a deep understanding and love of the content they are teaching.

We aim to create an environment where students love mathematics and can connect mathematics skills and knowledge to real life contexts. We want our students to develop a deep understanding of mathematics by ensuring they understand what they are learning, the concepts that underpin the learning and how different concepts are related. We aim for AIS students to be able to make links between their current learning and prior learning and experiences.





## SCIENCE AND TECHNOLOGY

### SCIENCE

The knowledge component of Science in the PYP is arranged into four strands: Living things, Earth and Space, Materials and Matter, Forces and Energy.

Science is the exploration of behaviour and the interrelationship among the natural, physical and material world using the rational process of scientific theory.

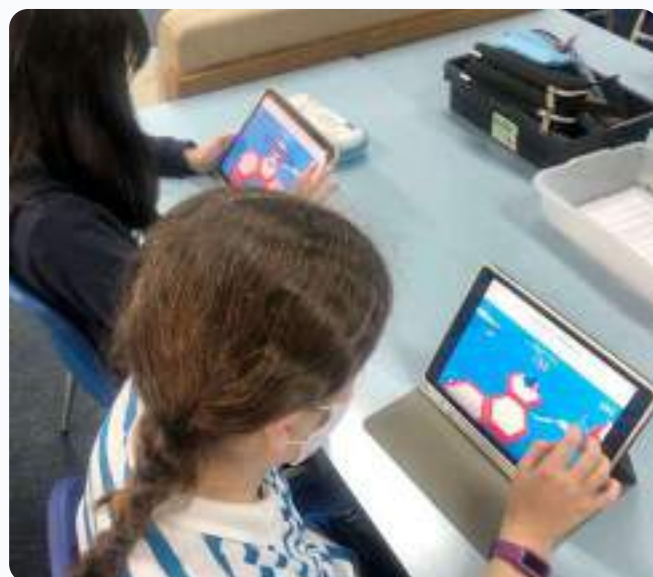
Both knowledge and problem-solving skills are necessary to identify and solve real world problems. The scientific process is a problem-solving activity that requires the use of critical thinking and decision making. Students are taught to use problem-solving skills to improve their own lives and deal responsibly with science related societal issues.

### TECHNOLOGY

The technologically literate citizen appreciates the value of technology in society and understands its limitations. Students need to understand the relationship involved between technology and society, how society influences and controls our technological world, and how technology changes our society and the way we live our lives.

### ASPECTS OF SCIENCE AND TECHNOLOGY

Living things • Earth and space • Materials and matter • Forces and energy



## SOCIAL STUDIES

Social Studies is a diverse subject area drawing on several overlapping and complementing disciplines. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as a citizen of a multicultural society in an interdependent world. Future citizens need to be humane, rational, contributing members of society in a world that is rapidly changing and increasingly interdependent. Students need to learn to adapt to continual change in the world.

Social Studies at AIS is international. It teaches respect of views, values and traditions of other individuals and cultures, where students become accustomed to seeking and considering a range of points of view. Emphasis is placed on exploring diversity and commonality across cultures and traditions, as well as developing a depth of intercultural understanding.

### ASPECTS OF SOCIAL STUDIES

The knowledge component of social studies in the PYP is arranged into five strands:

1. Human systems and economic activities
2. Social Organization and culture
3. Continuity and change through time
4. Human and Natural environments
5. Resources and the environment

## LANGUAGES OTHER THAN ENGLISH

All Primary students have access to Vietnamese through the Vietnamese National Curriculum (VNC) for Vietnamese nationals or Vietnamese Language and Culture for non-Vietnamese students.

Mandarin is offered to years 3, 4, 5 and 6 as an ECA (Extra-Curricular Activity).

The focus of language learning at AIS is to expose students to additional languages and develop appropriate vocabulary.





## PERSONAL, SOCIAL AND PHYSICAL EDUCATION (PSPE)

Personal, Social and Physical Education (PSPE), students learn about the complexities of physical movement and explore the skills associated with different areas of PE. They learn to understand what they can and cannot do physically and become aware of their own strengths and weaknesses in this discipline. Physical activity is an essential aspect of a well-balanced, healthy lifestyle and learning through PSPE helps to build self-esteem, confidence, cooperation and fitness.

At AIS, the children participate in weekly PSPE lessons taken by a specialist teacher. These lessons focus on gross motor skill development, teamwork and physical fitness. Children participate in modified and rule-based games, having the opportunity to participate in competitions against other schools.

Swimming and water safety are important aspects of a child's development. All children from Years 1-6 participate in a swimming programme with qualified swim instructors. Kindergarten students participate in a water confidence and familiarisation programme.



### ASPECTS OF PHYSICAL EDUCATION

- Body control and spatial awareness
- Adventure challenge
- Athletics
- Movement to music
- Games
- Gymnastics
- Health-related activities





## PERSONAL AND SOCIAL EDUCATION

Personal and social education is concerned with developing the attributes and dispositions embodied in the Learner Profile of the PYP.

Students need to be prepared to address moral issues in their lives and should act upon a set of positive values such as justice, respect for human rights and dignity. It is through exposure to new and difficult issues in a non-threatening environment that students are able to develop their own positive values and prepare for their role as international citizens.

### ASPECTS OF PERSONAL AND SOCIAL EDUCATION

- Self-concept
- Health and safety
- Interaction with others
- Organisation for learning

## THE ARTS

The Arts at AIS consists of both Performing and Visual Arts. The Arts are an important curriculum area as we consider them to be a powerful language for expressing and processing both feelings and understandings.

Children receive specialist instruction in Music and Visual Arts and learn about performance, creativity of expression and musical notation. In Music the children have the opportunity to learn recorder, ukulele and guitar, as well as participate in percussion and choral activities.

### ASPECTS OF VISUAL ARTS

- Creative process
- Elements of art and design
- Visual art in society
- Reflection and appreciation



## ASPECTS OF MUSIC

Performing: singing • Performing: playing instruments • Creating and composing • Notation • Listening and appreciation





## ASPECTS OF DRAMA

Creative exploration and expression • Technical incorporation • Performance • Personal and social development  
• Reflection and evaluation • Drama in society



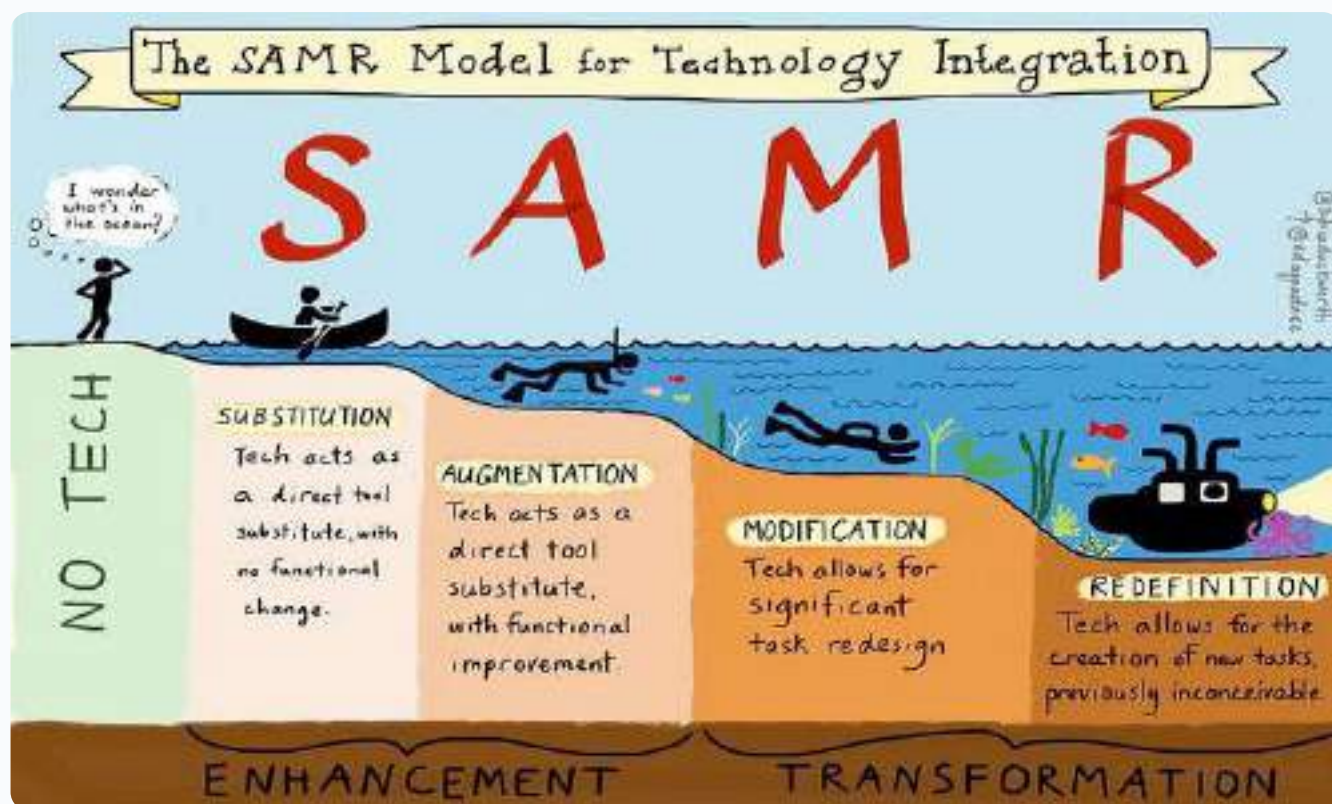


## TECHNOLOGY AT AIS

AIS is committed to developing digital learning and STEAM (Science, Technology, Engineering, Arts and Mathematics) as part of our focus on providing engaging teaching and learning across a broad, dynamic and innovative 21st century learning environment. The digital learning programme is supported by considerable investment in digital infrastructure including fast internet speeds, comprehensive wireless access, and digital resources and tools to support teaching and learning.

Our children are facing a future that is exciting, constantly changing and technology rich. At AIS we strive to prepare our students for this future by enabling them to develop the skills to best cope with such an environment. We believe that technology, when used appropriately, provides opportunities to support, engage, enhance and transform student learning.

At AIS we are exploring not only how technology can supplement traditional ways of teaching and learning but also how it can open up new and different ways of learning. When integrating and using digital technologies in the classroom we reflect on Puentedura's SAMR model. Our aim is to move from the 'Enhancement' use to the 'Transformational' use of digital technologies.



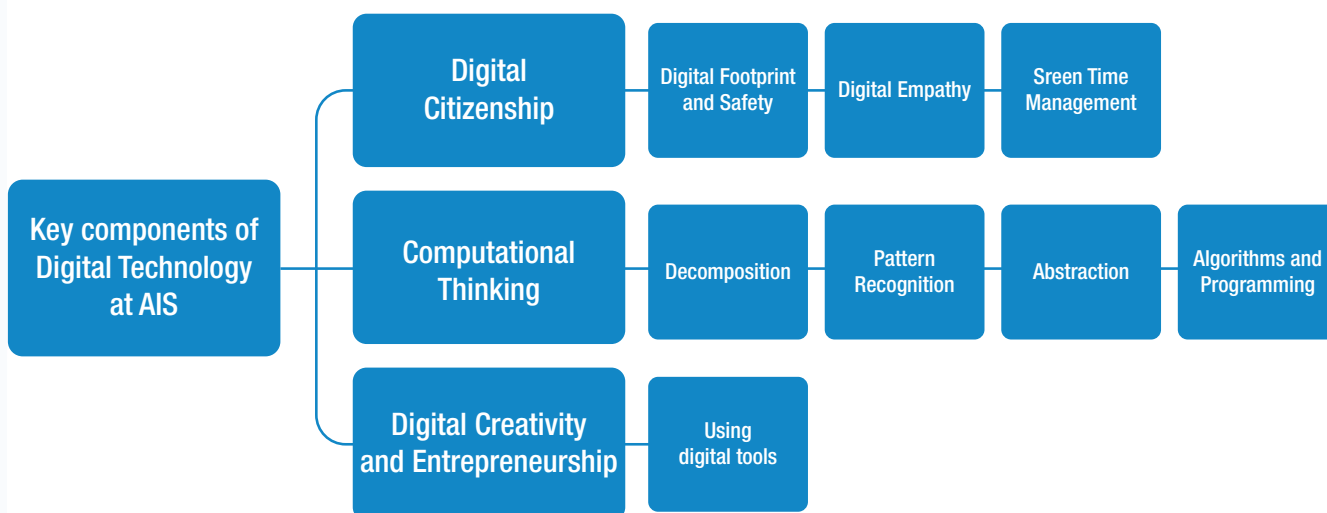
The goals of our digital learning programme include:

- increasing student learning outcomes and engagement
- developing the skills needed for their future
- enhancing digital citizenship
- ensuring that our students have the capacity to thrive and be safe in a digital world

AIS uses a variety of devices across the school and has continuously expanded their BYOD programme since 2015. Our BYOD programme for year 3 to 6 students encourages flexibility and personalised learning, while enhancing existing learning opportunities. Students in lower primary have access to a class set of iPads and laptops. We use Microsoft 365 applications and children have exposure to Apple products using iPads.

### UNPACKING THE KEY COMPONENTS OF DIGITAL TECHNOLOGY AT AIS:

Digital Citizenship	Digital Footprint and Safety	Students learn that the internet is a fantastic resource that helps us to learn, share, communicate and find entertainment. They come to understand that the internet has billions of users who use it for legitimate reasons, however, there are others who use the internet for illegal purposes. Students learn how to keep themselves and others safe whilst online. Teachers are guided by the Common Sense Media online digital safety lessons.
	Digital Empathy	Students learn to recognise others' needs and feelings in person and online.
	Screen Time Management	Students learn to manage the amount of time they spend on devices and can explain the consequences of too much Screen Time.
Computational Thinking	Decomposition	Students learn that decomposition involves breaking down a complex problem or system into smaller parts that are more manageable and easier to understand.
	Pattern Recognition	Students learn that pattern recognition involves finding the similarities or patterns among small, decomposed problems that can help us solve complex problems more efficiently.
	Abstraction	Students learn that abstraction involves filtering out and ignoring the characteristics that we don't need in order to concentrate on those that we do.
	Algorithms and Programming	Students learn that an algorithm is a plan or a set of step-by-step instructions to solve a problem. E.g. If students can tie their shoelaces, make a cup of tea, get dressed or prepare a meal then they already know how to follow an algorithm.
Digital Creativity and Entrepreneurship	Using digital tools	Students use a variety of digital tools (devices, programmes, websites, online resources etc.) to enhance their learning. Students also learn how to create using different digital tools. Some of the digital tools in use at AIS include Seesaw, Explain Everything and Microsoft Teams.



### **Bring Your Own Device (BYOD) (YEARS 3, 4, 5 & 6)**

All Year 3-6 students will be required to have an iPad in school.

#### **How will the students be using the iPads?**

AIS uses technology in the classrooms to enhance learning and students will be using their iPads across all areas of the curriculum. The iPads will not replace school books, but instead they will be there to facilitate and enrich the students' learning. Students will be using specific apps for learning as well as note taking and file management utilising cloud (Internet) technology.

#### **How will we assess work on the iPads?**

When students are doing work on their iPads they will be required to submit their work to the class teacher for assessment. They will use specific Apps like Seesaw and Office 365 to submit and share their work with their teacher and peers.

#### **Which iPad does my child need?**

Apple iPad 10.2 8th Generation (2020)

OS	iPad OS 16, upgradable to iPad OS 16.3
Chipset	Apple A13 Bionic (7 nm+)
Memory	128GB 3GB RAM or 256GB 3GB RAM
Size	10.2 inches

See more details: iPad 10.2-inch - Technical Specifications - Apple

[www.apple.com/ipad-10.2/specs/](https://www.apple.com/ipad-10.2/specs/)

NB: Cellular or 3/4G capability is not required.

#### **Accessories**

**Compulsory** - Protective case and personal headphones.

**Optional** - Bluetooth keyboard; Stylus / Pen

#### **What Apps do I need for my child's iPad?**

We have compiled a list of core Apps that are year level and subject specific to meet your student's learning needs. The Apps have been carefully selected to enhance students' learning and engagement in all areas of the curriculum. Students may be required to get additional apps throughout the year but this will be at the discretion of the classroom teacher. Please see the attached App List we have attached for your child's year group. Most Apps are free; however, some are paid apps. The teachers have carefully considered each of the paid apps and the value they add to your child's learning. It is the responsibility of the parents to purchase paid apps.

#### **What is an Apple ID, does my child need one?**

An Apple ID is an Apple Identification account that you need to have set up in order to be able to purchase Apps from the Apple Store. All students must have an Apple ID. Apple has a special ID for children under 13 using family sharing where their parents can manage all purchases. For detailed instructions on how to set up your child's Apple ID please visit <https://support.apple.com/en-us/HT201084>

#### **What cyber security measures are in place?**

The school has a comprehensive web filtering software system to monitor student Internet usage. With this software the school is able to monitor and even block specific websites and Apps for student use. Students must adhere to AIS's Acceptable Use Policy at all times when using their iPad at school - failure to do so may forfeit their right to use this technology. Students must also register to access the school Wi-Fi. Students internet usage is strictly monitored.



**What happens if my child's iPad breaks at school?**

The iPad is the property of the student; therefore, they are responsible for their iPad at all times. Students will be given a safe place in their classroom to secure their iPads when not in use. Students purchasing new iPads are strongly recommended to look at Apple Care.

**Are iPads included in the school fees?**

No, each family needs to supply their student/s with an iPad. This is consistent with the BYOD policies for Years 5-6 and the Secondary School.

**Will AIS offer technical support for the iPads?**

AIS will offer basic support for students using their iPads such as: connecting to the school network; emails and use of apps; but will not be responsible for downloading apps, updating and troubleshooting iPads. New iPads receive direct support from Apple. For more information follow the link to Apple support page at <http://www.apple.com/au/support/products/ipad.html>

**Acceptable Use Policy**

Please read and sign the acceptable use policy at the end of this document.

For further questions, please contact:

Mr Julian Carroll, Primary and Kindergarten Principal, [julian.carroll@aisvietnam.com](mailto:julian.carroll@aisvietnam.com)

**Australian International School BYOD Acceptable Use Policy**

The school's computer network, internet access facilities, computers and other school ICT equipment/devices are for educational purposes appropriate to the school environment. The school monitors traffic and material sent and received using the school's ICT network and uses filtering and monitoring software to restrict access to certain sites and data, including email.

All students, teachers, parents, staff and visitors are granted access to the AIS network bearing the following in mind:

**General Guidelines for Students:**

Students are allowed to bring their own personal devices to school remembering the following:

- Devices are to be used for educational purposes.
- Devices CAN NOT be used before school, at morning break, at lunchtime or after school.
- All Internet activity is monitored. If the school has reason to believe that a student device has been used inappropriately the school has the right to examine and search that device.
- Be careful (Security)
- Keep your account details private. Do not share your password(s) with others.
- Keep your device in a secure place when it is not personally with you.
- Do not delete, edit or send other people's work.
- Be respectful (Citizenship)
- Don't break the law by making illegal copies of games, video or software. Be mindful and respectful of international copyright laws.
- Be mindful of others when online as you would in real life.
- Cyberbullying using personal devices is not acceptable (e.g.: Facebook, SMS, WhatsApp, etc).
- Recognise when it is appropriate to use your device in the classroom.

**Whilst using a personal digital device at school students MUST:**

- Use it for educational purposes as directed by a staff member.
- Act responsibly and not use the device to find, create or send information that might be harmful, inappropriate or hurtful to anyone else.
- Respect others when talking to and working with them online and never write or participate in online bullying.
- Seek permission from individuals involved before taking photos, recording sound or videoing them (including all staff).
- Seek a staff member's permission before uploading any content to websites (e.g. blogs).
- Be caring (Community)
- Look out for friends and report any inappropriate or threatening material to a teacher immediately.
- Keep all your online communication respectful.
- Spam, chain emails, inappropriate pictures and video should not be shared online at any time.

**Harassment and Cyberbullying:**

- Students must not participate in any form of conduct, whether digital, written, verbal or physical, that unreasonably interferes in another's participation in, or enjoyment of, school or school-sponsored activities. This includes but is not limited to the sending or posting of inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures/images, or website postings including blogs. All reports of harassment will be investigated fully.

For the purpose of this policy both harassment and cyberbullying will be deemed as consistently and continually intimidating or attempting to intimidate others by any means or methods including:

- Threatening or terrorising
- Taunts or teasing
- Name-calling or put-downs
- Discriminatory actions
- Extortion
- Exclusion

Neither the school's network nor the broader internet (whether accessed on campus or off campus, either during or after school hours) may be used for the purpose of harassment. All forms of harassment in cyberspace are unacceptable. Sending threatening messages through electronic means may be criminal in nature. It is a criminal offence to use a personal digital device to menace, harass or offend another person and almost all calls, text messages and emails can be traced. The school reserves the right to become involved in the resolution of any cyberbullying that occurs outside of school when it impacts on the school community.

- Be honest
- Do not plagiarise from the Internet and always cite your sources.
- Be responsible (Care and Maintenance)
- Be responsible for personal devices by locking them away when not being used. Bring a suitable case to protect from damage.
- Bring your device to school fully charged.
- Respect school equipment as if it was your own.
- Do not eat and drink in the school computer labs or near any electronic equipment.
- The school is not responsible for the loss, theft or damage of your personal devices.
- Understand that the school cannot provide IT support for your personal devices.

Application	Price	Purpose	Application	Price	Purpose
 iCloud Drive	Free	Cloud Storage	 Book Creator	Free	Digital Book Creator
 Microsoft OneDrive	Free	Cloud Storage	 Bit Breaker	Free	PSPE Warm Ups
 Seesaw Class	Free	Student Learning Portfolio	 SworKit Kids	Free	PSPE
 Microsoft Teams	Free	Collaboration platform	 Blockly for Dash and Dot Robots	Free	Coding and Robotics
 iMovie	Free	Movie Creation	 Go for Dash and Dot Robots	Free	Coding and Robotics
 Clips	Free	Video Creation	 Wonder for Dash and Dot Robots	Free	Coding and Robotics
 Reading Eggs	Free	Reading	 SpheroEdu (CB Campus Only)	Free	Coding and Robotics
 Vocab A-Z	Free	Vocabulary and Spelling	 WeDo 2.0 Lego Education	Free	STEAM
 Mathletics	Free	Mathematics	 iMotion	Free	Stop Motion Films
 Kahoot!	Free	Quiz Creation	 Chrome	Free	Browser
 Microsoft Outlook	Free	Email	 YouTube	Free	Video Viewer
 Microsoft Word	Free	Word Processing	 Smiling Minds	Free	Mindfulness
 Microsoft PowerPoint	Free	Presentation	 Epic	Free	Reading
 Garage Band	Free	Music Editing	 Prodigy	Free	Mathematics
 PicCollage	Free	Create Photo Collages	 Do Ink Creativity Bundle	Approx. 129,000VND	Green Screen Animation
 Classroom	Free	Classroom Management	 Swift Playground	Free	Coding
 BrainPOP	Free	Research	 Tayasui Sketches	Free	Creative
 PuppetPals HD (Year 3 only)	Free	Storytelling	 Cosmic Kids	Free	Yoga Mindfulness





At AIS, we value creating strong partnerships with families. In the Kindergarten and Primary school we use the digital platform, Seesaw as one of the ways to do this. Seesaw creates a powerful learning loop between teachers, students and families. Students' learning is posted to their Seesaw journal, providing families with an insight as to what is happening in their child's classroom.

We encourage family members to engage with their child's learning by celebrating their growth and leaving messages of encouragement. Parents have the option of responding to their child's posts with typed messages or a voice recording - parents can leave messages in English or their home language.

Some things to consider when commenting on student work:

Keep things positive. Comment on the things your child has done well.

"I like the way you're remembering to use capital letters in your writing."

Ask a question. Get your child thinking.

"I wonder..... ?"

"Did you ..... ?"

"Why ..... ?"

"How. .... ?"

### HOW SEESAW WORKS

Seesaw creates a powerful learning loop between students, teachers, and families



#### Students show learning

Students use built-in multimodal tools to capture what they know in Seesaw's digital portfolio



#### Teachers gain insights

Teachers see all stages of student thinking and progress - enabling them to teach better.



#### Families connect

Families gain a window into their student's learning and engage in home-to-school connections.

## STEAM (SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, MATHEMATICS)

At AIS our STEAM experiences run alongside and enhance the PYP.

STEAM experiences enable the abstract to become concrete and encourages students to think more broadly about real-world problems. Students apply their knowledge and understanding of concepts in creative and innovative ways. By participating in STEAM activities, students learn skills such as collaboration, creativity, critical thinking and communication that will help them to succeed in the 21st century.

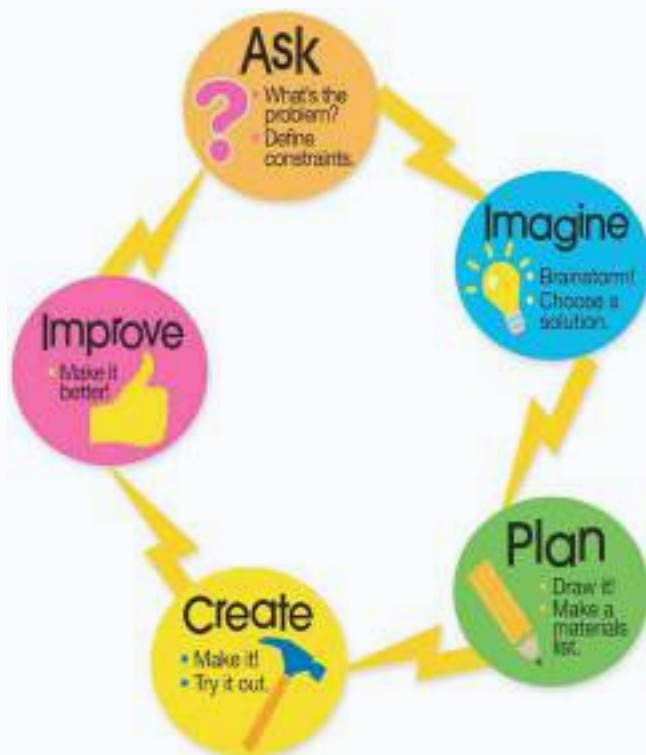
Students learn to:

- Ask questions.
- Problem Solve.
- Think creatively.
- Be innovative.
- Work well with others.

In all areas of STEAM, emphasis is placed on the five essential elements of PYP:

- Concepts: Concepts are explored through such questions as What is it like? How does it work? How is it connected to other things?
- Knowledge: Students study significant and relevant subject matter.
- Skills: Through the inquiry process, students develop thinking, communication, and social skills.
- Actions: In learning how to reflect, students learn to make sound choices and act responsibly.
- Attitudes: STEAM promotes respect, tolerance, integrity, and confidence.

STEAM experiences allow teachers and students to integrate the Engineering Design Process (Ask, Imagine, Plan, Create/Design, Reflect, & Improve).



## KINDERGARTEN ASSESSMENT AND REPORTING

### WHAT WE ASSESS

The goal of Kindergarten is to ensure children develop their intellectual, physical, social and emotional needs as well as developing a strong foundation in literacy and mathematical skills.

At AIS we embrace the uniqueness of each child. We value the importance of relationships. We provide opportunities so that our learners can be the author of their own learning. Through playful exploration, inquiry and discovery we build caring, confident, capable and curious learners.

### HOW WE ASSESS

Formal tests do not occur in Kindergarten; rather the main form of assessment is teacher observation and documentation.

### HOW WE REPORT

#### Parent/Teacher and Student-led Conferences

Formal parent/teacher conferences are scheduled for each family several times a year to discuss their child's progress. Parents are also invited to bring their child to meet with their new class teacher shortly before the start of the school year to exchange information. In addition, there are student-led conferences once during the year. Parents are invited to sign up online for these meetings. Conferences may also be requested at any time during the school year by either parents or the class teacher.

#### Formal Reports

Parents receive a written report of their child's progress at the end of Semester 2. The report summarises the progress a child has made across the Kindergarten curriculum, including the attributes of the IB learner profile. The report includes narrative comments made by the classroom teachers and highlights the uniqueness of the child. The Australian Early Years framework - Belonging, Being and Becoming form the basis of our Kindergarten reports.



## PRIMARY ASSESSMENT AND REPORTING

In the Primary School at AIS, we believe that assessment is an integral part of the teaching and learning process. It is the gathering and analysis of information about the student's performance. Assessment identifies what students can do, what they know, what they understand and how they feel at different stages in the learning process. Assessments allow children to demonstrate newly acquired skills and knowledge through a variety of media.

Assessment is central to our aim of catering for individual needs and helping students achieve their personal best. It helps teachers identify a point at which student performance begins to break down. The information gathered is used to adapt future learning programmes and scaffold experiences to allow individuals to improve performance.



Assessment occurs in all facets of school experience and is instrumental in the achievement of the PYP's goal of thoughtfully and effectively guiding children through the five essential elements of learning:

- the understanding of concepts
- the acquisition of knowledge
- the mastery of skills
- the development of attitudes
- the decision to take responsible action.

## STRATEGIES FOR EFFECTIVE ASSESSMENT

### OBSERVATION

All students are observed often. They are observed in the context of the whole class and individually. Observations are recorded in a variety of ways depending on the context. The larger the number of relevant observations, the richer the available evidence, and the more dependable the conclusion about a students' development. The contexts in which students are being observed are, wherever possible, meaningful and interesting to the student.

### PERFORMANCE ASSESSMENTS

These are assessments of goal-directed tasks with established criteria that are authentic challenges and problems. There are numerous approaches to the challenges and problems that require the use of many skills and there is rarely only one correct response.

### PROCESS-FOCUSSED ASSESSMENTS

The students' transdisciplinary skills are regularly observed and these observations are documented in a variety of formats.

### OPEN-ENDED TASKS

In structuring open-ended tasks, teachers are able to gauge how far students are able to go with a specific activity. Thought is given to the types of responses students make and the information this gives.

### SUMMATIVE ASSESSMENT

We use a range of summative assessment strategies. These include the Cambridge Primary Curriculum Progress tests and Year 6 Check Point Test.

Cambridge Primary Progression Tests provide valid internal assessment of knowledge, skills and understanding in English and mathematics. The tests:

- Enable learning to be assessed each year
- Provide detailed information about the performance of each learner for Years 3, 4, 5 and 6
- Enable teachers to give structured feedback to learners and parents
- Enable teachers to compare strengths and weaknesses of individuals and groups

Cambridge Primary Checkpoint is a diagnostic testing service that helps learners by giving comprehensive feedback on their strengths and weaknesses in English and Mathematics. The test is taken towards the end of Year 6. The tests are marked externally by Cambridge.

## CYCLE TESTING IN PRIMARY SCHOOL

Cycle tests will occur weekly in each classroom. The assessments will help guide our teaching and learning so that teachers can plan accordingly based on individual student needs. This will also allow for teachers to track progress in different subject areas over the year.

Content for the upcoming cycle test will be sent home as homework so your child can practice the content they will be assessed on.

## PARENT, TEACHER AND STUDENT CONFERENCES AND REPORTS

AIS uses a range of strategies to communicate and discuss student progress with parents:

- A student induction and 'meet the teacher' interview is held prior to the start of the school year, where parents and students meet the class teacher. Parents are asked to share any information relevant to their child's learning and social development. Teachers will share important classroom information.
- In Term 1, students will set goals in consultation with the classroom teacher after the assessment week. These goals will be shared with parents via Seesaw.
- At the end of Term 1 an Interim report will be sent home via Managebac– giving grades and effort marks.
- A comprehensive 'Mid-year Report' is published at the end of Term 2, with formal Parent-Teacher-Student conferences held shortly afterwards.
- Student Led Conferences are held in the middle of Term 3, where students discuss their learning with their parents. Goals are discussed at Student Led conferences.
- An Interim progress report is sent home at the end of Term 3 via Managebac– giving grades and effort marks.
- Early Term 4 – Principals will host a parent information meeting regarding the Cambridge Check Points and Progression tests for year 3 to 6 parents.
- A comprehensive 'End-of-year Report' is published at the end of Term 4 and sent via Managebac. This is followed by Teacher, Parent and Student conferences.

### TERMLY REPORTING SCHEDULE

TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> <li>• Student Induction &amp; 'meet the teacher' - prior to the start of school</li> <li>• Classroom programme overview and important information - Cycle testing sent home via Seesaw early Term 1</li> <li>• Goals set and sent in mid-term via Seesaw</li> <li>• End of Term Interim Report. Sent via ManageBac on the last Monday of T1.</li> <li>• Followed by Teacher/Parent/Student conferences last week of Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>• End of Semester 1 Mid-year Report: Sent last Monday of Term 2 – via Managebac</li> <li>• Followed by Teacher/ Parent/Student conferences last week of Term 2.</li> <li>• Cycle testing</li> </ul>	<ul style="list-style-type: none"> <li>• Student-led conferences: Middle of Term 3 – x2 afternoons. Discuss start of year goals and set new goals</li> <li>• End of Term Interim Report sent on the last day of Term.</li> <li>• Cycle testing</li> </ul>	<ul style="list-style-type: none"> <li>• Early Term 4 Parent meeting about Cambridge check point and progression tests.</li> <li>• End of year report: Sent last Monday of Term 4 – via Managebac</li> <li>• Followed by Teacher/ Parent/Student conferences last week of Term 4.</li> <li>• Cycle testing</li> </ul>

## HOMEWORK POLICY

Homework can serve several purposes. It affords a valuable link between school and home, keeping parents informed of the kind of work being done at school.

### PHILOSOPHY

We believe that homework, when given in small amounts, can have a benefit to the learning of children. The type of homework given should always consolidate and build upon work already covered in class. The homework given in AIS Primary should be a small part of a balanced after-school time for children. By only giving small amounts of homework, we aim to protect the important time for children to exercise, build relationships with family and neighbours and engage in creative and unstructured play.

### PURPOSE

- To help prepare for cycle tests.
- To build upon or revise concepts being explored in classrooms
- To rehearse skills taught in class time
- To facilitate independent research skills
- To help children develop independent study skills

## HOMEWORK GUIDELINES

It is recommended that parents remain aware of their children's homework, coursework and research commitments. Helping to ensure that time is set aside and that there is a quiet place to study is of particular assistance in establishing good study habits.

Recommended guidelines
------------------------

### YEAR 1

- |  |                     |
|--|---------------------|
| • Nightly shared reading with parents                                      | 40 minutes per week |
| • Practise of sight words  | 20 minutes per week |
| • Teacher initiated tasks related to Reading, Mathematics, UOI, Cycle test | 30 minutes per week |
| • Weekly spelling as appropriate   | 10 minutes per week |

### YEAR 2

- |  |                     |
|--|---------------------|
| • Nightly shared reading with parents                                      | 40 minutes per week |
| • Practise of sight words  | 20 minutes per week |
| • Teacher initiated tasks related to Reading, Mathematics, UOI, Cycle test | 40 minutes per week |
| • Weekly spelling as appropriate   | 20 minutes per week |

### YEAR 3

- |  |                     |
|--|---------------------|
| • 15 minutes of sustained independent reading each night | 60 minutes per week |
| • 5 minutes of shared reading                            | 20 minutes per week |
| • PYP-based homework spread over the week                | 30 minutes per week |
| • Cycle test revision                                    | 20 minutes per week |
| • Weekly spelling as appropriate                         | 20 minutes per week |

### YEAR 4

- |  |                     |
|--|---------------------|
| • 20 minutes of sustained independent reading each night | 80 minutes per week |
| • PYP-based homework spread over the week                | 40 minutes per week |
| • Cycle test revision                                    | 30 minutes per week |
| • Weekly spelling  | 20 minutes per week |

### YEAR 5

- |  |                      |
|--|----------------------|
| • 25 minutes of sustained independent reading each night | 100 minutes per week |
| • PYP-based homework spread over the week                | 40 minutes per week  |
| • Cycle test revision                                    | 30 minutes per week  |
| • Weekly spelling  | 20 minutes per week  |

### YEAR 6

- |   |                      |
|---|----------------------|
| • 30 minutes sustained independent reading each night | 120 minutes per week |
| • PYP- based homework spread over the week            | 50 minutes per week  |
| • Cycle test revision                                 | 30 minutes per week  |
| • Weekly spelling                                     | 20 minutes per week  |

Appropriate online learning (Reading Eggs, Mathletics) to support in-class programmes can be assigned as an ongoing task.



## COMMUNICATION

At AIS we take pride on our level of communication with our parents, and the teachers use a variety of ways to do this. We use Seesaw as our digital portfolio and communication tool. The child is registered to the programme as they enter the school and their parents are sent the login details by the class teacher. Parents can also email or speak to the class teacher directly. If parents would like a longer meeting, we recommend booking an appointment with the teacher after school.

The potential for learning is enhanced when there is open dialogue between the home and school environment. AIS works closely with parents through open and regular communication.

The school communicates with parents in a variety of ways. These include:

- Newsletters
- Regular letters
- 'Open door' policy
- Coffee mornings with the Principals
- PYP related workshops
- Parent workshops
- Email communication
- Sharing on Seesaw

The Seesaw logo is displayed in a stylized, blue, cursive font.

Communication between home and school is vitally important and we encourage parents to be informed and to ask questions or share concerns whenever necessary. It is crucial that the relationship between parents and staff remains cordial and respectful. Please communicate between the hours of 7am and 7pm Monday to Friday. Staff will do their best to reply within 24 hours.



## EXTRA CURRICULAR ACTIVITIES (ECAs) PROGRAMME

Information about ECAs is sent out to parents prior to each Semester and students sign up for the activities on offer.

This programme is designed to introduce students to a range of special interest areas. The activities focus on participation and gaining new experiences as well as reinforcing a developing skills. Activities are conducted by AIS teachers, teacher assistants and externally hired specialist instructors.

ECA school activities are scheduled Monday to Friday from 2:50 pm to 3:50 pm. our school bus services will operate at 2:50 pm and 4:00 pm for students to depart the school and return home.

Students may select one activity per day. Students are required to register for activities at [services.aisvietnam.com](http://services.aisvietnam.com).

Participants who are absent from school for the day of their session will not have their session replaced or refunded as the staffing has been secured for the period of the course.

Kindergarten students do not participate in after school activities and so finish school at 2:40 pm. Primary students who are not registered for an activity are expected to leave school at 2:40 pm.

Examples of what is available includes:

**GLEE Club – Chinese - Art & Craft - Maths Club – Chess – Lego - Tennis – Basketball – Soccer – Netball - Swim Squad**

Please note classes have minimum and maximum sizes so it is not always possible for students to select their preferred choice.

Some ECA's require a payment as they are run by an external provider. Parent's will pay the external provider directly.





## EXCURSIONS



Excursions and fieldtrips are an integral part of the school curriculum and attendance is compulsory. The cost of visiting performers or speakers and other activities is covered by the school. Parents will be advised in advance of any scheduled trips. We commit to providing experiential learning opportunities for the students which support classroom programmes to join an excursion to provide increased adult supervision.

## SCHOOL CAMPS

Students from Year 2 – Year 6 attend school camps. School camps vary from 1 – 3 nights depending on the year level of students. For Year 2 and 3 students, this is a sleepover at school. School camps are an integral part of the academic and outdoor education programme at AIS and as such are considered compulsory. School camps are facilitated by experienced outdoor education companies operating in Vietnam and attended by teachers and support teachers from AIS.

Camps are an opportunity for students to develop independence and self-esteem and parents are requested not to attend camps or stay at venues where camps will take place. The cost of these trips, including accommodation and transportation is covered within tuition fees.

All camp information will be communicated to parents well before the camp takes place. If parents have any queries or concerns about proposed camps, they should make an appointment to discuss these with the organising teacher or Primary Principal.



## SCHOOL EVENTS

Through the year the school holds whole school events which families may join. These include the Moon Festival, AIS Celebrates, Tet festival, Book Week etc. All dates are added to the school calendar and information is shared via Seesaw.





## BEHAVIOURAL EXPECTATIONS

<b>Appreciation</b>	Appreciating the wonder and beauty of the world and its people.
<b>Commitment</b>	Being committed to their learning, persevering and showing self-discipline and responsibility.
<b>Confidence</b>	Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions.
<b>Cooperation</b>	Cooperating, collaborating and leading or following as the situation demands.
<b>Creativity</b>	Being creative and imaginative in their thinking and in their approach to problems and dilemmas.
<b>Curiosity</b>	Being curious about the nature of learning and of the world, it's people and cultures.
<b>Empathy</b>	Imaginatively projecting themselves into another's situation, in order to understand his or her thoughts, reasoning and emotions.
<b>Enthusiasm</b>	Enjoying learning.
<b>Independence</b>	Thinking and acting independently, making their own judgments based on reasoned principles and being able to defend their judgments.
<b>Integrity</b>	Having integrity and a firm sense of fairness and honesty.
<b>Respect</b>	Respecting themselves, others and the world around them.
<b>Tolerance</b>	Feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others.

## PROCEDURE: STRATEGIES FOR POSITIVELY GUIDING BEHAVIOUR IN OUR KINDERGARTEN

1. Kindergarten is a time of tremendous social and emotional growth. Our behavioural procedure at AIS is designed to allow children the time to develop the social and self-management skills that they will carry throughout their learning journey.
2. AIS Kindergarten believes that children are individuals with their own skills, abilities, and unique qualities. Our positive guidance procedure honours children as individuals and respects the developmental stage of each child.
3. Our positive behaviour procedure is guided by the learner profile attributes of the IB Programme which help children become mindful members of their communities. These attributes are Caring, Communicators, Open-minded, Principled, Risk-takers, Balanced, Knowledgeable, Thinkers and Inquirers. Through positive modelling, problem solving, communication and reflection, children at AIS Kindergarten begin to identify and apply these attributes to themselves and their classroom community.
4. Continued open communication between home and school is a crucial component of our behaviour procedure. Your child's teacher will communicate with you if any behavioural issues need extra attention, and will work closely with you and your child to promote growth in this area. Repetitive disruptive behaviour will be logged.
5. Please share with your child's teacher any changes at home that may affect your child's day at school. This will help your child's teacher provide the necessary support at school.



## PRIMARY BEHAVIOUR

	Level 1	Level 2	Level 3	Level 4
What Did I Do?	<ul style="list-style-type: none"> <li>Using hands or feet inappropriately</li> <li>Behaviour which disrupts other students</li> <li>Breaching others' personal space</li> <li>Not following specific safety or behaviour rules (includes classroom, transitions, lunch area, playground, reception and buses)</li> <li>Being absent from an ECA when at school</li> <li>Being in the wrong place after school</li> <li>Homework persistently not completed</li> <li>Sunsmart – not wearing a hat (persistently)</li> <li>Mis-use of iPad</li> </ul>	<ul style="list-style-type: none"> <li>Persistent level 1 issues</li> <li>Failing to follow direction or instruction from the teacher or any staff member</li> <li>Misuse of any school property/equipment - including iPad</li> <li>Swearing – in any language</li> <li>Being disrespectful to any adult, staff member or teacher</li> <li>Consistent unsafe behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Racism and/or derogatory remarks</li> <li>Bullying/provoking other students</li> <li>Inappropriate physical behaviour towards other students</li> <li>Persistent disruptive, disrespectful, or unsafe behaviour</li> <li>Persistent failure to meet behaviour expectations of school</li> <li>Persistent failure to follow instructions/complete set tasks in classroom or complete homework</li> <li>Absent from class/school or compulsory school event without valid excuse or permission</li> <li>Cheating and plagiarism</li> <li>Minor incidents of fighting</li> <li>Major insolence or rudeness to staff</li> <li>Received mis-use of iPad</li> <li>Serious incident involving the iPad</li> </ul>	<ul style="list-style-type: none"> <li>Fighting and physical violence</li> <li>Ongoing major insolence or rudeness to staff</li> <li>Graffiti and/or vandalism</li> <li>Theft</li> <li>Severe bullying including cyber bullying or misuse of device</li> <li>Behaviour that brings discredit to the School</li> </ul>
Who will manage this?	<ul style="list-style-type: none"> <li>Classroom teacher</li> <li>Specialist teacher</li> <li>Supervising teacher</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teacher</li> <li>Specialist teacher</li> <li>Supervising teacher</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Principal/Principal</li> </ul>	<ul style="list-style-type: none"> <li>Executive Principal</li> </ul>
What Will Happen Next?	<ul style="list-style-type: none"> <li>Repetition of incident = recorded on iSAMS</li> <li>Contact with parents (if required)</li> <li>Loss of privilege (eg playtime)</li> <li>Reflection time</li> </ul>	<ul style="list-style-type: none"> <li>Recorded on iSAMS</li> <li>Contact with parents</li> <li>Parent conference (if necessary)</li> <li>Loss of privilege (e.g. playtime)</li> <li>Recess/lunch play reflection time</li> </ul>	<ul style="list-style-type: none"> <li>Parents contacted</li> <li>Recorded on school incident database</li> <li>Recess/ lunch reflection time</li> <li>Parents notified re Internal suspension (depending on severity)</li> <li>Suspension conference – parent/ student/ Exec principal or Principal of Primary</li> </ul>	<ul style="list-style-type: none"> <li>Parents contacted</li> <li>Recorded on school incident database</li> <li>External suspension</li> <li>Behaviour Contract</li> <li>Disciplinary Committee as per school policy</li> </ul>



## SPORT

Sports and exercise are an essential part of a well-balanced education and at AIS we attempt to provide as varied a programme of sports activities as our facilities and qualified staff will allow.

Participating in physical education is a compulsory part of our curriculum and students are also encouraged to take part in our extensive extra-curricular activities programme and / or join a sports team.

Our sporting facilities include an air-conditioned gymnasium, two 25 metre pools, covered tennis courts, a fitness suite and a field. The size and quality of these facilities allow us to host sports events with other international schools and take part in multi school tournaments.

By participating in a sport for recreation, students build their physical, emotional and intellectual skills. By being part of a team, students learn sportsmanship, commitment and self-confidence.



## SPORTS TEAMS

Students who are selected and join an official school sports team will be required to purchase an AIS team uniform. These uniforms will be worn at all official sporting fixtures with other schools.

## SCHOOL UNIFORM

### UNIFORM GENERAL GUIDELINES

- Students must wear clean clothing that is in good condition.
- Hair must be clean, of a natural colour, and well kept. Primary students with long hair must have it tied back.
- Jewellery, 'simple and modest' and appropriate to a school setting. Primary school students should not have make up or nail polish.
- Fake tattoos must not be visible at any time.
- All 'undershirts / under clothing' should be covered as much as possible.
- School hats are a must have item and are needed when outside.
- Primary students are permitted to wear their sports uniform to school on the day of their scheduled PSPE lesson.
- Coloured House Tshirts are only to be worn for specific house events and on Fridays.

## STUDENT DRESS CODE

The School seeks to respect, encourage and model culturally professional modes of dress at school and at off-campus, school events. The attire worn by students will project a positive, polite and dignified reflection of the school. The appearance of each student should reflect the high standards expected from each person at AIS. At AIS a high standard of dress is essential to the success of the student body and the expectation of excellence for the school.

It is the responsibility of parents to ensure that their child has the correct uniform and that it is clean and in good condition.

## AIS UNIFORM

All items are available at the school uniform shops.

### KINDERGARTEN UNIFORM

- Blue and white polo shirt
- Blue PE shorts
- Comfortable sports shoes
- Plain white socks
- AIS school jumper only
- Coloured House shirt (Friday only)
- AIS hat – A 'no hat, no play' rule exists for all outdoor, open areas at break, sport and activity times.

### PRIMARY UNIFORM

Formal	PE	House
Blue navy skirt	PE Blue and white polo shirt	Blue PE shorts
Blue shorts (Boys)	Blue PE shorts	Coloured House shirt (Friday only)
Plain white socks	Plain white socks	Plain white socks
Formal blue stripe shirt ALL black shoes - these can be sports shoes as long as they are all black'	On PE days any sport shoes may be worn	On house shirts days any sport shoes may be worn



House Uniform



Kindergarten Uniform and Primary PE uniform



Formal Primary Uniform

## HOUSES

All students and staff are allocated to one of four houses. The houses and their colours are:

Pegasus	Black
Sphinx	Yellow
Griffin	Blue
Phoenix	Red

Sporting events and other inter-house competitions are organised to engender a spirit of belonging and build relationships between students from different year groups. Siblings are placed in the same house wherever possible. House colour school tee shirts can be purchased from the school shop. Students must stay in their allocated house.

## SCHOOL PRODUCTION

Each year the school stages at least one production in Primary School. Students in Primary school are encouraged to join via the GLEE ECA. It is important for all participants to understand that school theatre productions require an enormous amount of time, commitment, and energy. Students who sign up for the production must attend all scheduled rehearsals including after school, evening, and weekend rehearsals. Parents and students must also arrange their own transportation for pick up after rehearsal sessions during the week and drop off / pick up on Saturdays.

## CAFETERIA MENU

Morning snack – Fruit and Milk.

Lunch – 3 options – Western, Asian and Vegetarian.

Afternoon snack – sandwich / muffin healthy snack.

See a typical menu below:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING SNACK	Pear, Mango Fresh milk no sugar	Dragon fruit, apple Fresh milk no sugar	Plum, grape Fresh milk no sugar	Watermelon, orange Fresh milk no sugar	Banana, pear Fresh milk no sugar
SALAD	Sweetoom salad	Mimosa salad	Mixed vegetable salad	Cabbage salad	Beetroot & apple salad
SOUP	Choy sum & minced pork soup	Cabbage, minced pork soup	Minced pork chayote, carrot soup	Watercress with meat soup	Vegetable soup
ASIAN MAIN	Pork ribs with honey sauce	Fried chicken with fish sauce	Braised fish with pineapple	Stewed beef with carrots & herbs	Egg loaf
WESTEN MAIN	Grill fish, Potato wedge	Spaghetti bolognese	Grilled pork, BBQ sauce	Grilled honey chicken, Fusilli	Fish nuggets, Steamed potato
VEGETARIAN MAIN	3 bean chilli with brown rice	Sauteed noodles with vegetables	Pita with cheese, tomato, red bean enchiladas	Baked potato topped with roasted vegetable and cheese	Tofu with sweet chilli sauce
VEGETABLES	Sauteed glory morning Green bean	Cauliflower & broccoli Lady finger, carrot	Spinach Boiled vegetable	Zucchini Choysum	Cabbage Carrot
AFTERNOON SNACK (Thao Dien)	Bacon Sandwich	Cherry Danish	Rice Cake	Soft pizza with sausage & quail egg	Egg tart
AFTERNOON SNACK (Thu Thiem)	Bacon Sandwich	Cherry Danish	Rice Cake	Soft pizza with sausage & quail egg	Egg tart

## COMPLAINTS

Complaints should not be made to the Cafeteria serving staff as they have little to do with the systems, organisation and running of the Cafeteria. Complaints, feedback and suggestions can be made to the AIS Administration Manager, Ms Lan Nguyen ([AIS.Admin@aisvietnam.com](mailto:AIS.Admin@aisvietnam.com)).



## LOST AND FOUND AREA

Found and unclaimed items are collected and taken to Reception where they are kept in a lost and found area. Money found will be donated to the school charity if it is not claimed within one week. Other unclaimed articles such as clothing will be donated to charity if not claimed at the end of each term. Students should label clothing and other personal belongings with their name using a waterproof pen. Parents are requested to call Reception if something is missing, as many times the articles are waiting in the lost and found area. Please do not bring valuable items to school.

## MESSAGES

Reception staff will interrupt classes to give genuinely urgent messages only. Items such as forgotten lunches, physical education uniforms or homework are not regarded as urgent and will be held at Reception.

## MOBILE PHONES - RATIONALE

Phones seen in school will be confiscated. Phones must remain off and in their school bags until students have exited the school.

The School accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. Kindergarten and Primary students do not need mobile phones at school.

## CHANGE IN ADDRESS / TELEPHONE NUMBER / E-MAIL ADDRESSES

Please ensure that the School is kept up-to-date with any change of home/email addresses or phone numbers to ensure reports, invitations, etc reach you. Email is the main form of communication from the Primary & KG school, therefore it is important that we have an up-to-date email address on file for each parent. It is also important that up-to-date parents' work phone numbers, as well as an alternative emergency contact number, are available for use in the event of sickness or an emergency. It is your responsibility to ensure that the school has accurate details at all times. A change of details form is available from the School for you to complete and return to reception.

## COUNSELLING & PROFESSIONAL SUPPORT SERVICES

The School employs a full-time Counsellor to support students experiencing social and/or emotional issues. The counsellor works in conjunction with outside professionals and class teachers to best support students who have needs that are beyond the School's resources. It can only do this if parents are prepared to provide all available information.

Referral to outside agencies and educational psychologists is available upon request through the Counsellor or the Principal. These agencies can be especially helpful for advice and strategies to manage particular learning problems or mental welfare issues. As these are outside services, fees are payable by the parents.

## TRANSPORT

Parents are responsible for transport arrangements to and from school for students. Please ensure that your child knows what their back-up plan is, in the event of normal transport plans being disrupted. If normal transport arrangements are temporarily changed (i.e. parents / guardians away for a few days), please inform the school, providing details of temporary arrangements, so that we may best assist your child in the event of any problems arising.

AIS provides a safe and reliable school Bus service, using modern air-conditioned vehicles, to pick up and drop off school students on designated routes around the city. All vehicles have regular safety and maintenance checks, are operated by a licensed driver and have an assistant on board. The regular afternoon departure time is approximately 3.00pm.

Students who choose to participate in the extra curricular programme will be placed on the later bus run that departs at approximately 4.05pm.

For safety reasons, this service is not normally available for students in Kindergarten but requests are considered.

Students in Kindergarten/Primary are not permitted to travel home alone in a grab or taxi service.

## WATER

Students may have a water bottle in class. Water is the only liquid to be consumed in class time and a reuseable plastic sipper water bottle is best. There is water available throughout the school buildings although leaving class to have drinks will not be encouraged.

## WITHDRAWAL FROM SCHOOL

Students who need to leave AIS during the school year should inform the School in writing as soon as possible so we will have time to arrange records and transcripts. In accordance with the conditions of enrolment, parents should give at least eight weeks' notice.

## BIRTHDAY ARRANGEMENTS

### STUDENT BIRTHDAY CAKES – PRIMARY AND KINDERGARTEN

- If you would like the class to share in a simple cup cake or cake for your child, please speak to the class teacher at least three days prior to make an arrangement for most suitable time on the lesson timetable.
- We aim to keep this process as simple and unobtrusive to the learning programme as possible. Parents are requested to provide any plates, serviettes etc.
- Ten minutes will be allotted for the cake sharing and will only involve students from the grade level class of the birthday child.
- We do not have fizzy soft drink, candy, gift / candy bags, presents and no additional food (such as Pizza) as part of these birthday celebrations at the school. Anything more than a cake or cup cakes will be sent back home with the child/family.



## ACCESS CONTROL SYSTEM

Entry to and exit from our campuses is via card-controlled security gates. All parents are issued with access cards on the basis of one per parent and one nanny or driver per family. One additional card per family can be issued upon request. If an access card is lost, there will be a replacement charge. To request additional or replacement cards, email [reception@aisvietnam.com](mailto:reception@aisvietnam.com) or speak with one of the school receptionists.

## VISITORS

Anyone visiting the School who does not have an access control card must report to Security at the campus main entrance. Security will issue a visitor's badge which must be worn at all times while on campus. At Thu Thiem Campus Security will tag the visitor in and out of the electronic security gates.

## ATTENDANCE

### GUIDELINES

- Excused absences are those for a personal illness or injury, medical and dental appointments, death in the immediate family, religious Holidays and other emergencies or unusual circumstances. Family vacations are not considered excused absences.
- Students entering after 8:00 AM and before 8:30 AM will be recorded as late on the access control system.
- Students who have not tagged in by 8:30 AM will be recorded as absent on the access control system. An SMS advising parents of their child's non-arrival will then be automatically generated and sent at approximately 9:00 AM.
- When a student is absent, the school office will contact the family of that student to establish the student's whereabouts.
- When the student has been absent for 15 days, the school office will inform the family of the need for good attendance.
- When 20 or more days have been missed, a review meeting will take place to determine whether a student should repeat the year or be allowed to progress. The family will be invited to a meeting with the Principal to discuss the attendance data.

## EXCUSED ABSENCE OR LATENESS

Absence or lateness will be excused for the following reasons:

- Illness. If students are ill, they should not come to school.
- Dental or medical appointments. However these should be made outside of school hours if at all possible.
- Family emergencies.
- Excused absences may also be granted for religious holidays, educational opportunities or other reasons agreed upon by the administration and parents, provided parents arrange such absences in advance with the principal through a written request. Family holidays are not considered approved leave. Parents should not expect the school to provide work while a student is absent.

### ABSENCE PROCEDURES

Excused absence procedures for parents:

- Parents should notify the school by calling + 842837424040 or in an email to the school office concerning absences all lateness before 8:00 AM on the day in question: [reception@aisvietnam.com](mailto:reception@aisvietnam.com) or Managebac and include the date, time, and reason for absence or lateness.

### LATENESS

One of the student's major responsibilities as a member of the school community is attending classes. Being late for school or class is disruptive and disrespectful to both teacher and fellow students. Lateness will be managed in keeping with the school's behaviour management plan. Teachers will make contact with parents regarding regular late arrivals.

### TRUANCY / UNEXCUSED ABSENCES

Unexcused absences are considered to be truancy which is a serious violation of school rules.

## TEMPORARY CARE-GIVING ARRANGEMENTS

If your child is going to be cared for temporarily by someone else while you are away, please inform the school, providing details and contact numbers so we may best assist your child in the case of any sickness or emergency.



## CONTACT US AT

### **Thu Thiem Campus** (*Kindergarten - Year 13*)

264 Mai Chi Tho (East-West Highway), An Phu Ward, Thu Duc City, HCMC, Vietnam

t: +84 28 3742 4040

### **Thao Dien Campus** (*Kindergarten - Year 6*)

APSC Compound, 36 Thao Dien Road, Thao Dien Ward, Thu Duc City, HCMC, Vietnam

**Lotus Campus** (*Kindergarten - Year 1*) | Lotus Road

**Cherry Blossom Campus** (*Year 2 - Year 6*) | Cherry Blossom Road

t: +84 28 3744 6960

### **Xi Campus** (*Kindergarten*)

190 Nguyen Van Huong Street, Thao Dien Ward, Thu Duc City, HCMC, Vietnam

t: +84 28 3519 2727

[www.aisvietnam.com](http://www.aisvietnam.com) • [info@aisvietnam.com](mailto:info@aisvietnam.com)



## PARENTS AND FRIENDS GROUP (PFG)

The AIS Parents and Friends Group (PFG) is a nonprofit parent organisation whose mission is to generate a close relationship between the parents, the teachers and the school.

At AIS, the Parents and Friends Group (PFG) has been running for many years, and has continued to evolve with each passing year. Although, the title PFG sounds quite formal, in essence the association is an informal one, consisting of a group of friendly and 'down-to-earth' mothers, fathers and carers. United we have one primary goal, and that is to actively help the school and our children. Our PFG is an integral part of AIS and its purpose is to contribute and enhance the enjoyment of every student's schooling experience.



We aim to provide a platform for our greater school community to:

- Invest and contribute to its own well-being
- Actively participate in the life of the school and the education of their children
- Provide opportunities for parents to get to know each other, and to be informed about their child's school
- Provide opportunities for all parents of students of the school to discuss issues concerned with the school, and to assist in the development of a shared parent view
- To work in cooperation with the school principals

The PFG is responsible for creating a number of social and fundraising events throughout the school year.

A fundamental reason why PFG do what they do is to enhance the school experience of each and every child at AIS. The association plans, organises and executes events and programmes which serve to build a sense of community.

The PFG run many events throughout the year. Our events calendar has been built by imaginative parents committed to finding fun ways to engage our children. We are fortunate that our children are entertained by a number of events supported and run by our PFG.

Our major events include: School welcome back BBQ, Halloween, International Day, Swim meet, Christmas BBQ.

Each event provides an opportunity for parents, teachers and students to connect in a social environment, to build relationships, and ultimately to have lots of fun!

Every part that parents play, no matter how large or small, is appreciated and makes a huge positive impact on our overall success.

We welcome anyone in our school community to get involved. It's such a great opportunity to meet new people, support one another and make a positive difference to our children's school environment and experience.

Everyone leads busy lives so the PFG is guided by the idiom, "Many hands make light work".

**Contact:** [Lien.Hua@aisvietnam.com](mailto:Lien.Hua@aisvietnam.com) (Ms Liên - PA to the Primary and Kindergarten Principal)

## MEDICAL CENTRE AND EMERGENCY INCIDENT / ACCIDENT PROCEDURES

(If you require to view any policies and procedures in full they are available on request from admin)

### Medical Centre processes

1. All details of a student visit to the Medical Centre and all First Aid provided are recorded by the School Nurse/Admin at each campus.
2. An e-mail is sent to the teacher when a student returns to class to provide feedback.
3. The School Nurse will phone or email the student's parents to notify them of a Medical Centre visit other than for the most basic level of first aid (a band aid or an ice pack).

Note – Reception and the Enrolment Officers will support and help make these phone calls.

4. Unwell students reporting to the Medical Centre are monitored. If students are unwell and unable to go back to their regular classroom tasks after 45 minutes the parents are phoned and the student must go home. The student needs to be collected within 1 hour of being notified.
5. If a student presents a temperature higher than 37.6 parents are notified immediately and need to organise for their child to be collected within the hour.
6. It is up to the discretion of the school nurse and classroom teacher if a student is to go home. If the school nurse, SLT or admin staff advise that a student needs to be collected – they must be collected within the hour (especially if a head injury).
7. When a student is not returning to class the student will stay in the Medical Centre for the parents to come and collect them.
8. When a student is leaving the School a notification email is sent by the School Nurse to the teacher (to gather the student's belongings), the Reception Office (re the parents arriving and for the daily bus list update) and the Deputy Principal.
9. To end each day, the Medical Centre e-mail the Daily Log to all staff.
10. A medical certificate is required if returning to school that day.
11. The school nurse can only help administer prescribed medications if given written instructions from the doctor pre-scribing the medication.

Note – If medical issues are more serious than the most basic level of first aid (a band aid or an ice pack) the parents are contacted for their 'first aid decision making' and / or requested to come to School and take the student to the doctor. Parents are contacted in all cases if a head injury of any type occurs.

If it is not possible to contact the parents, the Executive Principal or delegate may make decisions in lieu of parental involvement in the best interests of the student.

## PARENTAL BEHAVIOUR POLICY

### Introduction

At Australian International School, we feel privileged to have a supportive and considerate parent body. Our school is a genuine community founded on relationships which are based on shared beliefs and common goals. In most cases, parents recognise the value of a strong and harmonious partnership between themselves, class teachers and the wider school community.

The purpose of this policy is to provide a reminder to all parents, guardians and visitors to our school of expected conduct, so students can continue to flourish, progress and achieve in a positive, understanding atmosphere.



## Guidance

To maintain a positive school environment for students of AIS, we expect parents, guardians and visitors to:

- Respect the caring ethos of the School.
- Understand that staff and parents need to work together for the benefit of the children.
- Approach the School to resolve any issues of concern with your child's progress or behaviour in school.
- Demonstrate that all members of the school community should be treated with respect and, therefore, set a good example in their own speech and behaviour.
- Avoid using staff as threats to admonish children's behaviour.
- Seek to clarify a child's version of events with the School's view, to bring about a peaceful solution to any issue.
- Not engage in malicious or judgmental gossip and ensure that everything you say in relation to AIS is fair and truthful.
- Attend meetings at the School, when it is required, for the benefit of your child.
- Refrain from unwanted and unnecessary correspondence taking up undue teaching and administrative time.

In order to support a peaceful and safe environment at AIS, the school's leadership cannot tolerate parents, guardians and visitors exhibiting the following:

- Using loud/or offensive language, swearing, cursing or displaying temper.
- Shouting at teaching and/or administrative staff, either in person or over the phone.
- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office areas or any other area of the school grounds. In addition to activities on the school site, unnecessary interruptions to off-site school activities, including excursions and sports fixtures, will not be tolerated.
- Abusive or threatening emails or any other written communication.
- Defamatory, offensive or derogatory comments regarding the school or any of the students/parents/staff of AIS on social media (e.g. Facebook, WhatsApp, Twitter, etc.). Any concerns you may have about the School should be made through the appropriate channels (homeroom teacher/school manager for administrative issues/school leadership for academic issues).
- Approaching someone else's child in order to discuss or chastise them for their involvement in a behavioural incident.
- Attending school excursions without informing relevant staff at AIS.

## Procedures

Australian International School reserves the right to take any necessary actions to ensure that members of the school community are not subject to abuse.

The School has a range of strategies to employ with any parent who persists with unacceptable conduct as detailed above. Although these sanctions are set out within this policy as a sequential process, they can be initiated at any stage if, in the judgement of the Senior Leadership Team, the severity of the behaviour warrants such a level of intervention.

### 1. Verbal Warning/Mediation Meeting

A parent who displays any of the behaviour as described above will be asked politely to desist and offered the opportunity to discuss the matter in person on the first occasion.

### 2. Two Formal Written Warnings

A formal written letter will be sent to the parent where they continue to act unacceptably. This is signed by the Principal and circulated to relevant internal parties to ensure that an informed and consistent approach can be adopted. This letter is then kept on file by the School. Should a further incident occur, a second formal written warning will be issued.

### 3. Banned from the School Site

After sufficient warning - if unacceptable behaviour persists, then a parent will be banned from entering the school grounds and banned from involvement in all school activities. The School will fully investigate all valid concerns and any decisions will be comprehensively communicated to the parent involved, without compromising their child's education.

We trust that parents and guardians will assist us to implement this policy and we sincerely thank you for your continued support of Australian International School.

### Inappropriate use of Social Network Sites:

Australian International School considers the use of social media to express complaints to be unacceptable and not in the interest of the students or whole school community. Any concerns you have must be made through the appropriate channels, by speaking to the homeroom teacher or Senior Leadership Team, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any student or parent/guardian of a child being educated at Australian International School is found to be posting libellous or defamatory comments on social media (e.g. Facebook, WhatsApp, Twitter, etc.), they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules regarding their content on the site and provide robust mechanisms to report activity which breaches this. The School will also expect that any such comments are removed immediately.

Thankfully, cyber bullying is extremely rare at the school, but in cases where students or parents use social media to publicly humiliate another member of the school community, the School will take note and deal with this as a serious case of bullying.

Parents and guardians are permitted to take photographs and record videos at designated school events for personal use. However, as every child/parent is entitled to his/her privacy, the School would like to caution parents posting photos and videos on social media, especially when they contain images/footage of children other than their own.

Please note that outside of designated school events, the taking of photos/videos of students on school grounds is strictly prohibited, unless prior permission is granted by the School, as is publishing the names of other students.

### Viewing of CCTV

Although the school has an extensive CCTV network covering most areas of the school, in the interests of safeguarding, privacy and data protection, parents are strictly not permitted to view CCTV footage themselves, regardless of whether the footage is live or recorded. In certain circumstances, such as to AIS find a valuable item that has been lost, parents may make a request to the Senior Leadership Team for the AIS security staff to view CCTV footage on their behalf.



## AIS AIR QUALITY MEASURES

The Australian International School (AIS) is committed to the health and safety of its staff and students. HCMC is a large, metropolitan city undergoing rapid economic and technological transformation. This has resulted in a number of environmental concerns for human health, including air pollution. There are now some periods of the year when we experience poor air quality in HCMC. Exposure to elevated levels of air pollution causes both short-term and long-term health effects. The extent of those effects varies depending on individual risk factors including:

- age
- existing cardiovascular or respiratory conditions and/or sensitivity to pollutants
- the nature of activities performed

AIS has the following measures and procedures in place to maintain a healthy environment in regard to air quality.

### Monitoring

- AIS relies on the Air Quality Index (AQI) developed by the United States Environmental Protection Agency to determine the extent of health impacts and mitigation responses needed.
- AIS has an air quality monitor at the Thu Thiem and Thao Dien campuses. They are checked and compared against the AQI monitor at the HCMC United States Consulate <http://aqicn.org/city/vietnam/ho-chi-minh-city/us-consulate/>
- AQI pollution levels are monitored regularly throughout the day.
- When the AQI level is above 150 an email is sent advising staff.

### Mitigation Procedures

- AIS provides students and staff with clean air via the filtered air system at Thu Thiem campus and individual air purifiers at Thao Dien Campuses.
- The air-conditioning and air purifiers are inspected regularly and any issues addressed as soon as possible.
- When the AQI level is above 150 an email is sent advising staff.
  1. Kindergarten and Primary teachers keep all children with asthma or other respiratory conditions in their classrooms.
  2. Secondary teachers advise students with asthma or other respiratory conditions that they should stay indoors.
  3. All teachers ensure that the windows and doors of their classrooms are closed and the security guards ensure that all external doors and windows are closed in shared areas of the building e.g. main entrance, halls, corridors, staff and meeting rooms.
  4. Further actions are taken, depending on the AQI level, as per the chart below.

### Additional Guidance/Exceptions

- Community members who are more sensitive to the health effects of air pollution, including individuals with asthma, respiratory illness, and heart or lung disease are recommended to take additional mitigation measures.
  1. Parents of these children should speak with their Principal and ensure the conditions are recorded within the school's records.
  2. Faculty/employees should inform their direct supervisor of such conditions.
- Air pollution levels will vary during the day and may rise above or below outdoor activity guidance levels during ongoing activities.
  1. Activities with less than one hour remaining may proceed using the mitigation measures the activity started with.
  2. Activities (excluding field trips) with greater than one hour remaining shall align with the mitigation measures for the most recent AQI reading.
- Sport Conference AQI Policies (e.g. SISAC, AISA) supersede this Policy.
- Modification/cancellation/suspension decisions shall be made within the following timeline:
  1. Field trips/School events (e.g. International Day) - Two hours prior to departure
  2. School day activities (PE, recess, ASAs, practices) – Use last available reading
  3. Sports games – Two hours prior to start or per conference guidelines



## AIR QUALITY GUIDELINES



	LEVEL 1 Good	LEVEL 2 Moderate	LEVEL 3 Unhealthy to sensitive group	LEVEL 4 Unhealthy	LEVEL 5 Very Unhealthy
<b>Break (30 mins)</b>	No Restrictions.	<u>Sensitive individuals:</u> Students with asthma and respiratory infection to stay indoors. <u>Kindergarten – Year 3:</u> No Restrictions. <u>Year 4 – 12:</u> No Restrictions.	<u>Sensitive individuals:</u> Keep students with asthma, respiratory infection, and lung or heart disease indoors. <u>Kindergarten – Year 3:</u> Limit to light outdoor activities. Allow any students to stay indoors if they don't want to go outside. <u>Year 4 – 12:</u> No Restrictions.	<u>Sensitive individuals:</u> Keep students with asthma, respiratory infection, and lung or heart disease indoors. <u>Kindergarten – Year 3:</u> Play indoors. <u>Year 4 – 12:</u> Play indoors and avoid vigorous outdoor activities.	Keep all students indoors and keep activity levels light.
<b>PE (1hr)</b>	No Restrictions.	<u>Sensitive individuals:</u> Monitor students with asthma, respiratory infection, lung or heart disease. Increase rest periods for these students as needed. <u>Kindergarten – Year 3:</u> Increase rest periods for these students as needed. <u>Year 4 – 12:</u> No Restrictions.	<u>Sensitive individuals:</u> Keep students with asthma, respiratory infection, lung or heart disease, and diabetes indoors. Limit these students to moderate activities. <u>Kindergarten – Year 3:</u> Limit to light outdoor activities. Allow any students to stay indoors if they don't want to go outside. <u>Year 4 – 12:</u> Limit to moderate outdoor activities. Allow any students to stay indoors if they don't want to go outside.	<u>Sensitive individuals:</u> Conduct P.E. indoors. Limit students to light indoor activities. <u>Kindergarten – Year 3:</u> Exercise indoors and avoid vigorous outdoor activities. <u>Year 4 – 12:</u> Exercise indoors and avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.
<b>Athletic Practice &amp; Training (2-3hrs)</b>	No Restrictions.	<u>Sensitive individuals:</u> Monitor students with asthma, respiratory infection, lung or heart disease. Increase rest periods for these students as needed. <u>Kindergarten – Year 3:</u> Increase rest periods for these students as needed. <u>Year 4 – 12:</u> No Restrictions.	<u>Sensitive individuals:</u> Students with asthma, respiratory infection, lung and heart disease, or conditions like diabetes shouldn't play outdoors. <u>Kindergarten – Year 3:</u> Limit to moderate outdoor activities for 30 minutes per hour of practice time with increased rest breaks. <u>Year 4 – 12:</u> Reduce vigorous exercise to 30 minutes per hour of practice time with increased rest breaks. Allow any students to stay indoors if they don't want to go outside.	<u>Sensitive individuals:</u> Keep students with asthma, respiratory, infection and lung or heart disease indoors. <u>Kindergarten – Year 3:</u> Exercise indoors. <u>Year 4 – 12:</u> Exercise indoors and reduce vigorous exercise to 30 minutes of practice time with increased rest breaks.	Keep all students indoors and keep activity levels light.
<b>Scheduled Sporting Events</b>	No Restrictions.	<u>Sensitive individuals:</u> Ensure that students with asthma and respiratory infection are medically managing their condition. <u>Kindergarten – Year 3:</u> Increase rest periods for these students as needed. <u>Year 4 – 12:</u> No Restrictions.	<u>Sensitive individuals:</u> Ensure that students with asthma and respiratory infection are medically managing their condition. <u>Kindergarten – Year 3:</u> Increase rest breaks. <u>Year 4 – 12:</u> Increase rest breaks.	<u>Sensitive individuals:</u> Ensure that students with asthma and respiratory infection are medically managing their condition. <u>Kindergarten – Year 3:</u> Move events indoors. <u>Year 4 – 12:</u> Increase rest breaks.	Keep all students indoors and keep activity levels light.
<b>US AQI</b>	<b>0 - 50</b>	<b>51 - 100</b>	<b>101 - 150</b>	<b>151 - 200</b>	<b>&gt; 200</b>

**Light Activities:** Playing board games, throwing and catching while standing etc.

**Moderate Activities:** Yoga, shooting basketballs, dance instruction, ping pong etc.

**Vigorous Activities:** Running, basketball, football, etc.

## AIS ANAPHYLAXIS AND ALLERGY POLICY - NUTS

At AIS, we strive to provide a safe learning environment for all students. Due to some of our students having severe nut allergies, we take this opportunity to remind everyone that AIS has an Allergy and Anaphylaxis policy. In the interests of student safety, we request that the school community avoid bringing food that may contain nuts or nut products into the school.

### TREE NUT ALLERGIES: AN OVERVIEW



TREE NUT ALLERGIES AFFECT  
ABOUT **1** IN EVERY **100** PEOPLE



TREE NUT ALLERGIES SHOULD NOT BE  
CONFUSED WITH **PEANUT ALLERGIES**



ONLY ABOUT **9 PERCENT** OF CHILDREN ABLE  
TO OUTGROW THEIR TREE NUT ALLERGY



### COMMON TYPES OF TREE NUTS INCLUDE



Hazel Nuts



Chestnuts



Pistachios



Walnuts



Almonds



Brazil Nuts



Macadamia Nuts



Pecans



Cashews

Common food  
items where tree  
nuts are found:

Cereals

Flavored coffee

Granola

Crackers

Chocolates

Ice cream

Pesto sauce

Lotions and soaps  
(tree nut oils)



## HEALTHY EATING POLICY

At AIS we recognise the important part a healthy diet plays for a child's wellbeing and their ability to learn effectively and achieve. We believe that the school, in partnership with parents and carers, can make a major contribution to improving children and young people's health by increasing their knowledge and understanding of food and helping them to make healthy food choices.

We aim to ensure that healthier food and drink is provided at all times of the day, taking account of individual needs (e.g. cultural, ethical, medical), reflecting nutrition and healthy eating messages in the curriculum, and with the support of the whole school.



Students can bring their own snacks or packed lunch. At AIS students must only have healthy food options.

YES	NO
Seeds Vegetables Fruit Water Plain milk (no added sugar) Yoghurt Plain popcorn Sushi	Crisps Chocolate bars Sweets Chewing gum Fizzy drinks Sugary drinks Fruit juice Fast food



## ENVIRONMENTALLY FRIENDLY SCHOOL

At AIS we make a conscious effort to make good choices around the waste we produce. Looking after our planet is a big part of our curriculum. As a school we are reducing the amount of single-use plastic we use. We encourage our families to support this by being mindful of single use plastic products being sent to school. Please send in refillable water bottles, reusable lunch boxes, and material swimming bags etc.



## GLOBAL GOALS

AIS incorporates the UN Sustainable development goals into its curriculum. Many Units of Inquiry throughout the school focus on planning, taking action, and reflecting on these goals.





## HEADLICE

AIS is aware of the national problem of headlice and how it can sometimes affect children of a Primary school age at home and in school. This policy aims to set out the duties and responsibilities of parents, the school and the health authorities in dealing with head lice and to provide guidance on the detection, treatment and prevention of headlice infestations. It sets out what the school can and cannot do legally as well as providing some practical advice as to how to tackle head lice. Please contact your homeroom teacher for more information or to report a case of head lice.





## HAND, FOOT AND MOUTH DISEASE

HFMD is a common disease in settings with young children.

Hand, Foot and Mouth disease is most contagious in the early stages.

It can be transmitted from blisters and secretion (such as saliva, stool or nasal mucus).

Please contact your homeroom teacher for more information or to report a case of hand, foot, mouth disease.



## MARBURG DISEASE

# MARBURG DISEASE

**MARBURG** is a deadly disease caused by the Marburg virus. No vaccine or specific treatment is currently available.

### Sign and Symptom

Sudden onset of Fever  $> 38^{\circ}\text{C}/100.4^{\circ}\text{F}$   
AND One or more of the following symptoms:



Rash



Vomiting



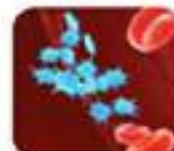
Diarrhea



Stomach pain



Unexplained bleeding



Low levels of platelets in your blood



Headache



Muscle and joint pain

### Epidemiologic linkage (within 3 weeks before your first symptoms):

- Contact with the blood or body fluids of someone who has Marburg.
- Living in or traveling to an area where Marburg is common or currently spreading

The virus spreads when a person in contact with blood or other body fluids of someone who is sick with or has died from Marburg:



Urine



Saliva



Sweat



Blood



Feces



Vomit



Breast milk



Fluid around the baby



Semen

### What Should You Do if You Feel Sick?

- Inform the nearest healthcare center for assistance
- Avoid contact with other people to prevent spreading the virus to them.



### Prevention

- If you travel to an outbreak area
- Avoid contact with sick people who have suspected symptoms
- Avoid contact with bloods and other body fluids.
- Avoid contact with bats/nonhuman primates.
- Avoid attending a funeral or burial in the outbreak area.
- Avoid visiting healthcare facilities in the outbreak area for nonurgent medical care or for nonmedical reasons.
- If you develop suspected symptoms while in the outbreak area or during the 21 days after leaving the outbreak area:
- Separate yourself from others (isolate) and seek medical care immediately.



## TRANSPORT POLICY

*Review Date: May 2022*

### Rationale

Parents and guardians have a right to expect that students will not be placed in any situations in which their safety could potentially be at risk. AIS must ensure that drivers of any vehicle carrying students as part of a school program shall be appropriately licensed and that vehicles are registered and roadworthy, and that parents and guardians have approved any transportation arrangements.

### Aims

- To provide clear guidelines regarding the transport of students as part of a school program.
- To ensure that the safe transport of students is a priority.

### Guidelines

1. The driver of a vehicle carrying any student/s shall have a Driver's License that is current and authorised both for use in Vietnam and for the vehicle being used.
2. Students may not be transported by a student or other person who has a restricted license that does not permit them to carry passengers.
3. Students may be transported as part of a school program, provided written information is provided to parents and guardians and their consent in writing is obtained in advance of the activity, and provided that any vehicle so used is currently registered, insured and roadworthy.
4. It is the responsibility of staff members to be aware of any limitations that may apply to their own insurance cover if an accident occurs when they are transporting students.
5. The Executive Principal shall define the hours of any school related activities to which this policy shall apply.
6. Transport for co-curricular activities that fall outside of the usual school hours shall fall outside of this policy.
7. The school may establish systems to govern the use of vehicles to and from school by students.
8. In emergency situations where the personal safety of any student/s may be at risk, this policy may be varied but the guidelines above should be used wherever possible.
9. Parents of Kindergarten students can request to use the bus services. This request needs to be approved by a member of the SLT team.
10. Kindergarten and Primary students are not permitted to leave school unaccompanied in a grab/taxi (or such services). It is highly advised that they do not travel to school in a grab or taxi service, but this is at the discretion of the parent.
11. This policy should be read in conjunction with:
  - Policy No. 35: Students Riding Motorbikes or Driving Cars Policy
  - Policy No. 24: Education Outside the Classroom Policy

*Next review: October 2023*



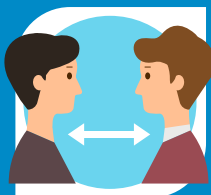
# PREVENTION OF COVID-19



Masks are mandatory and must be worn at all times in public areas coming into and out of school, in corridors, during transitions and all common areas.



Anyone entering the school will have their temperature checked and if their temperature is over 37.8, then they will be immediately sent home.



Students must observe the rules of social distancing signs and prompts around the school will help to remind students of this guidance.



Students must observe the classroom protocols as instructed by their teachers. This may vary between school sections.



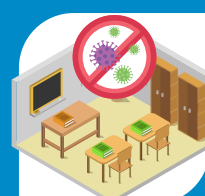
Hand sanitisers are placed throughout the school and should be used on entering classrooms or office areas.



Bathrooms are to be monitored and sanitised throughout the day and students should note and keep to their designated bathrooms.



Students are reminded of the importance to wash their hands thoroughly and regularly.



Classrooms will be daily disinfected and weekly deep cleaned. It is important that students look after their resources and personal items and keep them clean and sanitised.



Parents may only come into the school if they have a prearranged appointment or need to access the cashier or school shop. They may not enter just to drop off or collect a child.



It is important that if students feel ill or distressed during the school day that they report their symptoms to a member of staff for further action.



Students must follow evacuation procedures as normal; apart from Mask wearing the process will be the same.



External trips and visits are currently on hold and will be rescheduled if possible later in the school year.



If your child (or any member of your family) starts to cough, have a raised temperature or show flu like symptoms, they are to stay at home and NOT come to school. Students may not return to school until they have a medical clearance.



AIS has an isolation room on each campus. The school will send home immediately any child who is at school and displays a raised temperature (above 37.8) or other flu like symptoms. Please do not delay in collecting your child. These students should immediately go to the doctor with a parent. They may return when they have a medical clearance.



AUSTRALIAN  
INTERNATIONAL  
SCHOOL

An **inspired** school

**Thu Thiem Campus** (*Kindergarten - Year 13*)

264 Mai Chi Tho (East-West Highway), An Phu Ward, Thu Duc City, HCMC, Vietnam  
t: +84 28 3742 4040

**Thao Dien Campus** (*Kindergarten - Year 6*)

APSC Compound, 36 Thao Dien Road, Thao Dien Ward, Thu Duc City, HCMC, Vietnam

**Lotus Campus** (*Kindergarten - Year 1*) | Lotus Road

**Cherry Blossom Campus** (*Year 2 - Year 6*) | Cherry Blossom Road  
t: +84 28 3744 6960

**Xi Campus** (*Kindergarten*)

190 Nguyen Van Huong Street, Thao Dien Ward, Thu Duc City, HCMC, Vietnam  
t: +84 28 3519 2727

☎ 1900 6940

🌐 [www.aisvietnam.com](http://www.aisvietnam.com)

✉ [info@aisvietnam.com](mailto:info@aisvietnam.com)

📘 [AustralianInternationalSchoolVietnam](https://www.facebook.com/AustralianInternationalSchoolVietnam)

📷 [@ais.vietnam.official](https://www.instagram.com/ais.vietnam.official)

📺 [aisvietnam](https://www.youtube.com/aisvietnam)

An **inspired** school



Cambridge Assessment  
International Education

