



Prince of Wales Island  
International School®  
TANJUNG BUNGAH

# Parent Handbook

## 2024-25

*At the Prince of Wales Island International Schools, we are committed to providing a safe environment for all children. To keep every child safe, a proactive safeguarding culture is encouraged and all members of our community are expected to share this commitment.*

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## **Welcome to Prince of Wales Island International School – Tanjung Bungah (TB)**

POWIIS Tanjung Bungah was opened in September 2019 and has built on the reputation of POWIIS Balik Pulau (established in 2011). Many of the School's students are from Penang, with others coming from across South East Asia and beyond. The School has a wide range of nationalities and is truly multicultural. We stress the importance of the holistic development of our students, with an ambitious and diverse co-curricular programme.

POWIIS was created within the MTT Group of companies under a division called the MTT Learning Academy. The group remains in family ownership, having been founded in 1963 by the current Executive Chairman's father. The family have a passionate interest in education; the Chairman's children were educated in the UK, and hence the ambition to provide a school for local children in Malaysia that mirrored the ethos and pedagogical approach of top independent schools in the United Kingdom. The family retains a close and supportive interest in the success of the School and continues to invest in it. In contrast to many international schools in Malaysia which are part of large educational groups, POWIIS is truly independent. Both MTT and the School promote a sense of 'family', and value long-term relationships.

The School is ideally situated in one of the island's most popular residential areas, Tanjung Bungah, which is on the Northern coast approximately half-way between Georgetown and Batu Ferringhi. POWIIS Tanjung Bungah is an English medium international school and the curriculum is based on the English National Curriculum, with thematic content designed to be relevant to our Malaysian context and the School's international student body.

## Our Vision & Guiding Statements

### VISION

*POWIS Tanjung Bungah aspires to provide an education which empowers our students and opens the doors to infinite possibilities. We celebrate diversity and Inspire courageous, creative and compassionate global citizens who are committed to a sustainable future.*

*'In a world where you can be anything, be kind.'* Unknown

### GUIDING STATEMENTS

#### Global Citizenship:

- We develop empathetic individuals with a respect for themselves and the diversity of the communities to which they belong.  
~ *We look after ourselves and each other*
- We promote an awareness of the need for a sustainable global environment.  
~ *We care about the world around us*

#### Learning:

- We are committed to providing our students with broad and rich learning experiences through high quality teaching.  
~ *We are supported, challenged and introduced to new ideas in our learning*
- We encourage creativity and expression  
~ *We enjoy being creative*
- We nurture independent learners who are curious and driven to pursue their passions.  
~ *We like learning new things*
- We build resilience by demonstrating courage when faced with challenges.  
~ *We are brave*

#### Wellbeing:

- We are a school in which children and adults feel safe and valued. Kindness is at the heart of everything we do.  
~ *We are kind to everyone*
- We value the importance of a healthy mind and body.  
~ *We look after our body and mind*

## Our Philosophy & Ethos

The three words in our motto, chosen to underlie the ambitions of the whole school, are **truth, wisdom, integrity**. While not in the original motto, **kindness** underpins our expectations and actions.

*Truth* is prized in communication and honest reflection

*Wisdom* is gained through experience and understanding

*Integrity* is expected in personal standards and relationships

*Kindness* underpins all our interactions

At POWIIS Tanjung Bungalow we believe school should be about empowering children, providing them with the skills, knowledge, understanding and nurturing they need to thrive. Through inspirational teaching and meaningful learning experiences we strive to develop happy, confident and motivated children who are kind to others whilst working hard to achieve their goals.

Through our guiding statements will accomplish this by:

- Placing student learning at the heart of everything we do and every decision we make
- Developing innovative and effective teaching and learning experiences for the children
- Providing an exciting, broad and challenging learning opportunities
- Promoting a growth culture where students have the confidence to accept the challenges of new learning
- Developing the trust and engagement of parents and guardians in the learning of their children and the expectation of good behaviour.

## Internationalism at Prince of Wales Island International School

Prince of Wales Island International School educates students to think and act critically from a global perspective. We celebrate the cultural diversity of our school community, whilst acknowledging that we have strong links to British education and are operating in Penang, Malaysia. As a school community we are committed to supporting students, families and staff, drawn from both the international and local community, living, working and studying in Penang.

In practice, this means that the School:

- Recognises and supports the individual cultural needs of students and families starting with the admissions and induction process
- Promotes a curriculum and provides enrichment activities that make reference to and encourage understanding and respect of a wide range of cultural practices and beliefs drawn from Malaysia and the wider world
- Promotes training and understanding amongst staff of the cultural differences and practices of the community they serve
- Reviews the way it supports and promotes internationalism annually and consults the

School community during this process

- Respects, develops community links and offers curriculum time to Malaysian Culture

## CURRICULUM

### A. Programmes of Study

Foundation Stage: Nursery & Reception	EYFS Curriculum and Development Matters
Key Stage 1: Year 1 & 2	Context relevant version of the English National Curriculum <ul style="list-style-type: none"> <li>● Chinese taught 4 days a week and Bahasa/Malaysian Studies</li> <li>● Specialist subjects</li> </ul>
Key Stage 2: Year 3 to 6	Context relevant version of the English National Curriculum <ul style="list-style-type: none"> <li>● Chinese taught every day and Bahasa/Malaysian Studies</li> <li>● Specialist subjects</li> </ul>
Key Stage 3: Year 7 & 8	Context relevant version of the English National Curriculum <ul style="list-style-type: none"> <li>● All subjects are taught independently</li> <li>● Bahasa and Mandarin are taught 4 times a week</li> <li>● Specialist subjects</li> </ul>

### B. Assessment and Reporting

Foundation Stage	Online Learning Journal (Learning Journal) completed through Arc, Parent Teacher meetings, Annual Report
Key Stage 1 – Year 2	Standardised against English National Curriculum – Seesaw student portfolio, Parent Teacher meetings, reports at the end of Term 1 and 3.
Key Stage 2	Standardised against English National Curriculum – Seesaw student portfolio, Google Classroom, Parent Teacher meetings, 4 progress reports a year, Y6 CAT4 Standardised Assessment GL Assessment Progress in English and Progress in Maths Standardised assessments completed annually. Parent Teacher and student meetings
Key Stage 3	Unit tests are reported half-termly 4 Reports a year Standardised assessments Formal Mid Year and End of Year exams Parent Teacher and student meetings

### C. Tracking

Foundation Stage	EYFS Profile – Tapestry
Key Stage 1	Comparative Judgement (Writing) - internal assessments in Y1 for reading and mathematics Internal assessment and standardised assessments in Y2 (PTE-reading and PTM- maths).
Key Stage 2	Comparative Judgement (Writing) - internal assessments for reading and mathematics. Online standardised assessments from GL Assessment PTM (maths), PTE (reading)
Key Stage 3	Unit tests are reported half-termly Standardised assessments – English and Mathematics Mid and End of Year exams

### D. Co-curricular Programmes

- Student leadership promoted within the programmes- the Student Council; the House System; Sports Leadership; Community Service; Music Ambassadors
- Strong music, art, sport and performance programmes
- Opportunities for academic extension- including MUN, chess, writing, maths

### E. Celebration and Events

- Annual Speech Day and Y6 Graduation
- Merdeka
- Hari Raya
- Chinese New Year
- Deepavali
- Christmas
- Weekly assemblies
- New family welcome events
- International Day
- International Women’s Day
- Earth Day
- World Oceans Day
- Pink Day

### F. House System

The House system promotes:

- Healthy, inclusive competition
- The development of leadership
- A sense of belonging



## 1.0 BOARD OF GOVERNORS, AFFILIATION & ACCREDITATION

### 1.1 BOARD OF GOVERNORS (BOG)

The Board of Governors is responsible for the strategic development of Prince of Wales Island International School and offers scrutiny and support to the leadership team. This Board, which consists of members of MTT Group, independent professionals invited to join the Board, the School Principals, and the CEO of MTT Learning, meets approximately 3 times a year, to discuss and review operations (such as finance, human resources, technology, facilities, health and safety, marketing and communications).

### 1.2 AFFILIATION AND ACCREDITATION

To provide an external guarantee of quality, the School works in partnership with the Council of International Schools (CIS). This ensures an ongoing process of rigorous self-evaluation and continuing school improvement. CIS is one of the world's leading educational accreditation agencies and their Standards for Accreditation are designed to guarantee that a school is offering an international education of high quality. The whole CIS accreditation process takes around 2 years and culminates in a Team Visit. The School gained membership in 2023 and has registered to begin the accreditation process from September 2023.

The School is a member of the Federation of British Schools in Asia (FOBISIA) and of the Association of International schools in Malaysia (AIMS). All of the leading British international schools in the region are members of FOBISIA, which provides excellent opportunities for staff development and student participation in academic, sporting, musical and artistic events.

## 2.0 STAFF LIST

<b>Senior Leadership Team (SLT)</b>	
Principal	Marcus Sherwood
Deputy Principal	Anna Glossop
Assistant Principal – EYFS & KS1	Niumai Hamilton-Peach
Assistant Principal – KS2	Thomas Warman
Assistant Principal – KS3	Matthew Deegan

<b>Pastoral Leadership Team (PMLT)</b>	
Early Year Foundation Stage (EYFS) Leader	Niumai Hamilton-Peach
Year 1 Year Leader	Sally Gillespie

Year 2 Year Leader	Coral-Anne Osborn
Year 3 Year Leader	Amy Dennis
Year 4 Year Leader	Simon Burgess
Year 5 Year Leader	Roger Linton
Year 6 Year Leader	Thomas Warman

<b>Curriculum Leadership Team (CMLT)</b>	
Subject Leader – English	Helen Savage
Subject Leader – Read Write Inc (RWI)	Mazel Lim
Subject Leader – Mathematics	Katie Biles
Subject Leader – Integrated Curriculum	Andy Dennis
Subject Leader – Learning Technologies	Chene Beyers
Subject Leader – Drama	Jasinta Christofi
Subject Leader – Science	Silvia Vuong

### Classroom and Assistant Teachers

<b>EARLY YEARS – FOUNDATION STAGE (EYFS)</b>		
Nursery Attard - Head of Gandhi House & Eco Sustainability Leader	Errin Attard	Jothee Charissa Phenn
Reception Peach - EYFS Leader	Niumai Hamilton-Peach	Bharati Rishanthi
Reception Blue	Jaylyn Burgess	

<b>KEY STAGE 1</b>		
Year 1G - Year 1 Leader	Sally Gillespie	Puspa (Anjli) Priya
Year 1S - Subject Leader English	Helen Savage	
Year 2O - Year 2 Leader, Teacher Rep PPA	Coral-Anne Osborn	Sinthu

Year 2L - Subject Leader RWI	Mazel Lim	Syarifah (Izzati) Serena Lee
Year 2R	Rachel Roberts	

### KEY STAGE 2

Year 3D - Year 3 Leader, Designated Safeguarding Lead	Amy Dennis	Uma Rebekah
Year 3T	Ransher Thind	
Year 3G	Colin Gough	
Year 4B - Year 4 Leader	Simon Burgess	Azlina Geevitha
Year 4F - Head of Rahman House	Amy Fraser	
Year 4J	Charlotte Jowett	
Year 5L - Year 5 Leader	Roger Linton	Corina Athyira
Year 5C - Head of Mandela House, Subject Leader Learning Technologies	Chene Beyers	
Year 5B	Kelly Blucher	
Year 5S	Jessica Starcross	
Year 6W - Year 6 Leader	Thomas Warman	Suba Bhavitira
Year 6D - Head of Pankhurst House, Subject Leader Integrated Curriculum	Andy Dennis	
Year 6P	Rebecca Peters	

### KEY STAGE 3

Year 7C - Subject Leader Drama	Jasinta Christofi	Ambiga Candi
Year 7B - Subject Leader Maths	Katie Biles	
Year 8S	Joel Starcross	

### Specialist Teaching Staff

Art and Design Teacher	A.J. Ocampo
Art Teacher	Doreen Cheah
Learning Support Leader	Hyunju Yang
EAL Teacher (AEN Coordinator)	Florence Raj
EAL Teacher	Chean Yen Tan
Bahasa Melayu	Farah Azmi
Head of Music	Asta Hodgson
Music Teacher	Ju Lin Teoh
Music Teacher	Sheuezei Hong
Head of Mandarin	Zheng Wan
Mandarin Teacher	Jessmine Kong
Mandarin Teacher	Li Lian Yeong
Mandarin Teacher	Jing Jing Li
Head of Physical Education	Lorraine Mullarkey
PE Teacher	Suresh Kumar
PE Assistant	Muhd Syafiq
Head of Aquatics	Benji Wong
Aquatics Teacher	Nicholas Lim
Science Subject Leader	Silvia Vuong
IT Teacher	Ryan Kristoffer
Librarian	Lydia Loh
PE, Music & Art Technician	Fatin Thaqifah

### Administrative/Support Staff List

CEO of MTT Learning Academy	Elysia Ong
Admission Senior Executive Assistant Registrar Student Services Officer	Leow Ker Shin Sharon Soh Shahril Sabir
Assistant Marketing Manager Marketing Specialist	Joy Cheong Sarah Saustian Menon
Finance Manager Finance Executive Procurement Officer	Roziyana (Gina) Yaacob Ong Chyn Yun Lee Wai Fun
Facilities & Operations Manager Maintenance Technician	Zainuddin Yusoff Mohd Hafiz
Human Resource Manager Human Resource & Admin Executive	Priya Elangovan Jeanni Tseu
IT Manager IT Engineer IT Technician	Carlson Doss Danny Gunaselan Farid Ahmad
Customer Service cum Front of House Customer Service cum Front of House	Muliyana Moe Jolyn Lok
Parent Services and Event Coordinator Personal Assistant to Principal School Nurse	Ann Marie Lee Jeraline Lim Beth Jaycini

#### 2.1 LEADERSHIP TEAMS (ELT)

Meetings take place monthly and include the School Principals, MTT Learning's CEO and invited guests.

#### 2.2 SENIOR LEADERSHIP TEAM (SLT)

Consists of the Principal, Deputy Principal, Assistant Principals and invited guests.

#### 2.3 MIDDLE LEADERSHIP TEAMS (MLT)

The Pastoral and Curriculum Middle Leadership Teams (PMLT and CMLT), help with the management and leadership of the School and meet weekly.

## 2.4 YEAR LEADERS AND HEADS OF DEPARTMENT / SUBJECT LEADERS

The School Year Leaders oversee all aspects of the students' academic and pastoral well-being in their year group, as well as supporting the professional development and welfare of the year group teachers. The Subject Leaders and Heads of Departments focus on curriculum provision and the academic achievement of students, in their subject, across the School.

## 3.0 SCHOOL DEVELOPMENT PLAN

Good schools are restless – always looking for ways to improve and develop. The School Development Plan (SDP) outlines the vision for the development of the School in both the long and medium term. It is an integral part of the planning process and enables objectives to be prioritised and success indicators evaluated in a logical manner. The primary focus of the SDP is on learning but it also covers every aspect of the School's operation, including administration, resources, facilities, security, transport, marketing, admissions, etc. The SDP is produced by the Principal in conjunction with the School leadership team. Inputs to the SDP include points raised in survey data, inspection reports, and staff, student and parent responses. The SDP is reviewed and adapted on an annual basis with further input from all members of the School's community.

## 4.0 THE SCHOOL DAY

### 4.1 NURSERY AND RECEPTION

Early Years Foundation Stage (EYFS) – Nursery and Reception – children may be on site from 7.40am. We operate a 'soft-drop off' in the morning from 7.40am to 8.10am.

Our teaching assistants and duty teachers will ensure that children are supervised in the morning and safely escorted to the correct school bus during dismissal.

The Nursery children can be collected from the Nursery entrance at 2.30pm each day, with the exception of Wednesdays when the children are collected at 12.30pm.

The Reception children can be collected from the Reception entrance at 2.30pm (from first day of school until the half term break in October) and 3.00pm (after half-term break) each day.

The normal school routines, including specialist lessons (PE, Music, Mandarin) for EYFS will commence on Monday 2<sup>nd</sup> September. Swimming will start as soon as the teachers feel the children have settled in the environment. Parents who have completed the safeguarding workshop may be invited in to support the changing of children before and after swimming lessons.

## 4.2 KEY STAGE 1, 2 AND 3

The School day runs from 8am-3pm for Year 1 to Year 8 students. The School premises are open to students and parents from 7.40am each morning. Children should arrive at school between 7.40am and 8.00am via the respective entrance points (EYFS, main lobby, Y3-4, Y5-8). Children arriving before this time will need to wait sensibly until our teachers start their duties at 7.40am. At this time, they will be able to head to the classroom. Children arriving on the school buses earlier than 7.40am will be supervised in the foyer.

If a student is not attending an extra-curricular activity, they can be collected promptly at 3.00pm from the respective dismissal gates. Bus children will be escorted to the bus waiting area to be supervised by the LBK bus monitors.

All parents, other family members and guardians should wear their coloured lanyard and show their school ID when collecting the children, otherwise staff will ask for further confirmation of identity.

The normal school routines, including specialist lessons (Swimming, PE, Music, Art, Mandarin, Bahasa) will commence from **Tuesday 27th August** for children in Year 1 to Year 8.

## 4.3 REGISTRATION

### a) Late Arrivals

Students who arrive after 8.10am must register at the front desk so their name can be recorded on the register (please note this is only to ensure we maintain accurate records of students in school, e.g fire alarm). The Receptionist will ensure that the child is registered on iSAMS.

### b) Student Absences

Parents must inform the class teacher or the School to report their child's absence. When a student returns after a period of absence, they must bring a note or medical certificate (for absences of more than 3 days) to the class teacher from home providing an explanation of their absence. All medical notes should be placed in the student files. ***If a student is absent for a few consecutive days without reason, the School will contact the parents to find out the reason for the absence.***

## 4.4 DISMISSAL PROCEDURE

School students not travelling by the School buses should be collected by a recognised and responsible adult via respective dismissal points (Nursery and Reception – EYFS gates, KS1 – MPH/canteen corridor, Year 3 & 4 – Y3-4 block exits, Year 5 to 8 – Y5 block exit). **All parents and helpers are expected to wear their ID lanyards in school at all times.** Whilst it is acceptable to dismiss children to parents or recognisable close family members without ID cards, you must check the ID of any other person wishing to collect a child from your care. Please be firm on this point. If in any doubt, please ask the adult to go to the School Office, where the Receptionist will call the parents to confirm the dismissal arrangements. Only

release the child once the adult has returned with a signed note from the office allowing you to do so. Alternatively, you may speak to the parents directly by phone if provided by the collecting adult, as long as you are confident of the person's identity. If a parent of a Year 5 to Year 8 student (in consultation with the Principal) has signed a waiver form, they may walk/cycle home on their own from school or from the bus.

Parents are to inform the School by email if the child is being picked-up by someone other than the usual adult e.g. for birthday parties, sleep-overs etc. If there are carpool arrangements on a regular basis with other parents, one letter at the beginning of term notifying us of the arrangements will suffice. In the interests of security, teachers should always ring the parent first where there is any doubt concerning the collection of any student.

Teachers must ask children to wait quietly whilst awaiting collection. Both teachers and assistants must keep a record of their class/activity dismissals to ensure that all children have been safely collected. If you cannot remember seeing a child leave, please ask one of the Administrative team to ring the parent.

a) Bus Dismissals

The school bus service is operated by Mr Lee at LBK- [lbkschoolbus@gmail.com](mailto:lbkschoolbus@gmail.com). It is vital that parents inform the Bus Manager (Mr Lee) and the School Office if there are to be any changes to the normal collection routine. This is particularly important for bus children who will not ride the bus on a particular day or wish to catch an earlier or later bus. Please inform the School of such changes by 12 noon.

Parents who change their transport arrangements late in the day inevitably cause delays to the whole bus system and this should be avoided unless absolutely necessary.

b) Dismissals from Extra-Curricular Activities (ECA)

Students meet in the MPH at 4.00pm. Dismissal will be from the usual pick up/drop off points. Students who finish their ECA at 5.00pm are to be collected from the lobby.

c) Late Collections

Any students not collected by 3.15pm or 4.15pm (after activities) are deemed late. They will need to remain in the foyer area by the Reception desk. The Receptionist will call the parents of the late students after 3.15pm or 4.15pm, unless we have been previously informed.

d) Changes in Collection Routines

We do realise that parents will occasionally be late to collect their children. Any children who have not been collected by 3.15pm or 4.15pm on activity days will be asked to wait in the foyer area by the School's main entrance.

Parents/carers are required to sign their children out of school at the Reception Desk if they collect them during the school day.



#### 4.5 TIMETABLE

Timings	
7.45 am – 8.00 am	Arrival
8.00 am	School starts and Registration
8.10 am – 10.10 am	Teaching Session 1
<b>10.10 am – 10.30 am</b>	<b>BREAK TIME</b>
10.30 am – 12.30 pm	Teaching Session 2
<b>12.30 pm – 1.20 pm</b>	<b>LUNCH/PLAY</b>
1.20 pm – 3.00 pm	Teaching Session 3
3.00 pm	Dismissal
3.00 pm – 4.00 pm	Extra-Curricular Activities

The Timetable is built around the daily routines noted later in this booklet. There are daily teaching periods for all students, although the structure of the day will differ for the respective age phases in the School. The duration of each lesson varies according to the subjects taught and the age of the children. A timetable will be sent home with your child during the first week of school. It is important to note that the timetable responds to the children's needs and class-based lesson times will vary according to the current learning objectives.

Please note the times of specialist lessons and remind your child to pack the appropriate kit for each day at school. We encourage all students to take care of their own personal possessions. Your support at home is greatly appreciated.

#### Nursery

The first week of school is a settling in period for children in Nursery. ***Small groups will be invited to attend a specific session, with their parents, where they can familiarise themselves with the Nursery environment and spend time meeting the teachers, teaching assistants and some of the specialist staff.*** This allows the teachers to spend focused, quality time with your child from their first meeting.

Monday 26th to Friday 30<sup>th</sup> August

Session 1: 8.30am - 10.30am

Session 2: 12.30pm - 2.30pm

We strongly recommend that children are accompanied by their parents or another adult during these initial sessions and days of school. Please come directly to the Nursery entrance where you and your child will be met by members of our teaching team.

Full school days then commence on **Monday 2<sup>nd</sup> September**.

Start time: 8.10am (7.40-8.10am soft drop-off)

Finish time: 2.30pm (except Wednesday 12.30pm)

#### 4.6 SCHOOL ASSEMBLIES

Assemblies are held on Monday mornings and Friday afternoons.

The Friday Assemblies (2pm) vary in nature and parents are always welcome to attend. They are a celebration of the children's efforts and achievements and will often have a specific focus, e.g. World Ocean's Day, Poetry Day, Earth Day.

Assembly is a time when students come together as a school and it provides a forum to inform students of events, and to address whole-school issues. They also provide opportunities for students to speak or perform in front of larger groups, to receive recognition for their efforts, e.g. Star of the Week. All assemblies should include a short student musical performance, which may be as simple as playing as the audience enters or departs.

The EYFS children will attend when the teachers feel it is appropriate.

To ensure that assemblies are effective, staff should keep the following in mind.

- Everyone should be seated and quiet by 2.05pm for the Friday Assembly.
- Teachers should sit with their classes.
- Specialist teachers should attend Friday assemblies, unless excused, and should sit where their presence will be helpful in maintaining good student behaviour.
- Ensure that classes sit in the rows allocated to them.

There should be a short EYFS assembly conducted each week and the schedule will be organised by the Assistant Principal of EYFS and KS1.

A list of Friday assemblies will be published termly in the school newsletter (Connect).

#### 4.7 BREAK TIME

All children will be expected to play in the designated play areas at break time and play time unless supervised by a teacher. Occasionally, there may be a need to remain indoors due to inclement weather, heat index, or pollution/haze.

##### a) Indoor Break Times

The children will be asked to stay indoors when it is raining, if there is lightning, or if the play areas are too wet/slippery to play outside.

b) Morning Break

Morning breaks are 10.10am-10.30am. Duty teachers should be outside just before these times. Teachers do not send the students out early unless they wait with them until the duty teacher arrives. The whistle should be blown at 10.27am by one of the duty teachers at which point the students return to class.

As with all duties, teachers will need to be on time to collect the students (where appropriate) as the duty staff cannot leave until they have all been collected and may have lessons to get to. Assistants may collect the classes at this time and at the lunch break. If the weather changes during the break and there is a need to head inside the duty teachers instruct the children to move sensibly back to class.

c) Wet Play at Morning Break

The Head of PE will decide if it is wet play (see indoor break times above). If a wet play is decided large red cones will be placed on the field and by the Y3/4 playground. Teachers on duty are to move to their designated year group area. During wet morning play times, students stay in the classrooms with a quiet activity or game. Duty teachers will open any classroom doors and move around the corridor and classrooms.

#### 4.8 LUNCH BREAK

YEAR GROUP	12.30-12.55PM	12.55-13.20PM
Nursery	12.00 lunch then rest from 12.30 in nursery area	
Reception	12.00 wash hands and get ready for lunch at 12.15 in reception area/canteen	Use EY/KS1 playground
Y1	12.25 wash hands and go into lunch at 12.30 in the canteen	Use EY/KS1 playground and quiet room
Y2	Use MPH, field and quiet room	12.50 wash hands and go into lunch at 12.55 in the canteen
Y3	12.25 wash hands and go into lunch at 12.30 in the canteen	Use Y3-4 playground, MPH, field and quiet room
Y4	Use Y3-4 playground, MPH, field and quiet room	12.25 wash hands and go into lunch at 12.30 in the canteen
Y5	12.25 wash hands and go into lunch at 12.30 in the canteen	Use Y3-4 playground, MPH, field and quiet room
Y6	Use Y3-4 playground, MPH, field and quiet room	12.50 wash hands and go into lunch at 12.55 in the canteen

Y7-8	Use common room, Y3-4 playground, MPH and field	12.50 wash hands and go into lunch at 12.55 outside Y5 block
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Please encourage students not to waste food, to exercise good table manners, to sit sensibly, to use the correct utensils and to tidy up after themselves.

Some basic rules for students to follow:

- Walk in the canteen
- Use quiet, indoor voices
- Wash your hands before eating
- Tuck your benches in
- Remain seated while eating
- Raise your hand if you have finished would like early dismissal

a) Wet play at Lunch Break

The same procedures for morning wet break will be followed.

b) Normal play at Lunch Break

Children should remain in the designated play areas. Areas deemed out of bounds:

- Car park
- Any external stairs
- Indoor areas (apart from the gym toilets) unless supervised
- Any space beyond a fenced or gated area and beyond the perimeter walls/fences

#### 4.9 SUPERVISION OF STUDENTS

Students are supervised in the School at all times in class, during breaks, and after school until dismissed to the designated adult. They cannot leave the premises during school time unless they have a note from parents and they have reported to the Receptionist to be collected by the designated adult (all students). As long as students are in school, or are participating in school-related external events, teachers provide supervision.

Parents/carers are required to sign their children out of school at the Reception Desk if they collect them during the School day. Please check that this has happened before releasing children during these times.

Students are expected to set an excellent example when moving around the corridors and between the outside facilities. Please ensure your class walks quietly in an orderly fashion, bearing in mind that other classes may still be working. In Nursery, Reception and KS1, class teachers and/or assistant teachers are responsible for escorting pupils to and from specialist lessons. Please keep your class to the left whilst moving in the corridors and on the stairways. Children are expected to wear their shoes when walking around school. Children must walk in all public spaces/corridors. Teachers should challenge students running.

## 5.0 THE CURRICULUM

The term curriculum refers to all activities, in or out of class, on or off the site, which are run during the School day. In addition to this provision the School also provides a programme of extra-curricular activities and residential trips. The curriculum is being constantly reviewed and evolves to best meet the needs of our students.

The following statements summarise the values and ethos of our curriculum:

- The curriculum is broad and balanced, reflecting the international context of the School, keeping abreast of current developments in education.
- The curriculum ensures the development of the attitudes and skills (Learning Dispositions) required for study and for life, promotes sound values and aims to make learning an enjoyable experience.
- The continuity of skills, content and assessment is carried through the Key Stages.
- All students are encouraged to develop independence in their learning and flexibility in their approach to further education and to their future careers.
- Use the curriculum to meet individual needs, ensuring equality of opportunity for all and promoting high expectations. This will enable students to develop to the best of their ability. Our support and guidance programme links students, families and the School in partnership.
- The POWIIS curriculum strives to provide a rich blend of academic, physical, social, artistic and cultural learning opportunities. We hope to encourage all students to strive for excellence, to be inquisitive, open to different perspectives and to enjoy learning.

The School has developed its EYFS curriculum using educational research, the Early Years Foundation Stage framework and the National Curriculum of England. The resulting curriculum is balanced, unique, and is particularly relevant to our student body and the environment in which we live.

Our Middle Leadership Teams (MLT) help monitor the pastoral and academic well being of the students and lead the development of the curriculum. Subject Leaders, Subject Co-ordinators are appointed to help with this process, thereby ensuring our curriculum is relevant to the needs of our children. In the School, the majority of the students' learning is provided by the class teacher and covers the age phases and subject areas set out below.

### 5.1 FOUNDATION STAGE (NURSERY AND RECEPTION)

Children in the Nursery and Reception classes follow the English Early Years Foundation Stage (EYFS) framework. The EYFS sets out the learning and development statements that our children work towards. These statements are age-related early learning goals which outline the knowledge, skills and understanding that children should acquire by the end of their Reception year, and the educational programmes through which the early learning goals will be taught.

The structure of the EYFS framework consists of:

### The Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

### The Specific Areas

- English
- Mathematics
- Understanding the World
- Expressive Arts and Design

## 5.2 KEY STAGE 1 TO 3 (YEAR 1 - YEAR 8)

The Key Stage 1 and 2 curriculum is taught using a child-centred, cross-curricular approach to education, which makes links between different curriculum subjects and helps deepen children's understanding by providing greater opportunities to enhance their learning. The environment remains a significant part of the child's learning experience and this is an area of focus for our teachers and teaching assistants in KS1.

The subjects taught by the class teachers KS1 and KS2 are as follows:

- English
- Mathematics
- Integrated Curriculum [History, Geography and Science]
- IT
- Personal, Social and Health Education (PSHE)

POWIIS TB recognises the importance of teaching English and mathematics as discrete subjects and as tools to support learning across the whole curriculum. When appropriate, students are grouped according to their learning needs in English, Mandarin and maths.

In Years 1 to 3, science, history, and geography are taught as part of the Integrated Curriculum. A range of topics are selected which will stimulate the children's interest. The time devoted to each subject in any given week depends upon the focus of the topic. In Years 4 to 6, there are also weekly discrete science lessons. The structure of the English National Curriculum ensures that there is a clear progression of key skills and a breadth of study building knowledge and understanding.

Computing and technology is integrated into all subjects where appropriate. Discrete teaching of key computing skills takes place where necessary. Students have access to tablets and will be encouraged to use technology creatively to enhance their learning.

Personal, Social and Health Education plays an important role in all schools as it gives our students the confidence to make the most of their own potential and overcome the problems that they may encounter. It teaches students how to develop a healthy and safe lifestyle. Our

students are also taught to value good relationships with others and respect differences between people, be they ethnic, social, religious or cultural, of gender or disability.

In KS3 (Year 7 and 8), subjects are now taught discretely

- Maths
- English
- Mandarin/Bahasa
- Music
- Art
- Design Technology
- Computing
- Geography
- History
- PSHE
- Outdoor Education
- Drama
- PE
- Malaysian Studies

### 5.3 LEARNING SUPPORT

POWIS TB embraces the fact that all students have unique needs. Many of our students require linguistic support and some have specific learning needs. While we need to be sure children will thrive in our school environment, we believe that such diversity enriches our school community.

Many children start school and their learning or behavioural difficulties have not yet been identified or diagnosed. If children are identified with learning or behavioural challenges, the School can review their placement in the School in light of our ability to meet their needs and make recommendations for alternative schooling options if required. POWIS TB is only able to offer limited special educational services, such as a link to external speech or occupational therapists. It is only if it is deemed the child will not be able to thrive in our school environment that we would not offer them a place. At all times, the safety of the children will be a priority.

### 5.4 ENGLISH LANGUAGE SUPPORT

Our English as an Additional Language (EAL) programme offers a system of language support across the School, which is flexible and caters for the individual needs of identified students. Support may include:

- Consultation and advice regarding appropriate strategies to meet specific language needs
- Working collaboratively with the class teachers, subject teachers and parents to develop a support plan for identified students
- Developing resources to support students' learning needs.

- Supporting the needs of students who require further challenge and enrichment in their learning.

#### **5.4.1 English as an Additional Language (EAL)**

The students' English proficiency is assessed in the first weeks of school. If a child is unable to access the mainstream classroom curriculum, it will be recommended they join the EAL programme. Placement in this programme comes with an additional fee - RM2500 per term (Y2-Y5) and RM3000 per term (Y6-Y8). Termly reviews are conducted and students encouraged to move back into the mainstream classroom as soon as they are able.

The aims and objectives of EAL are:

- To deliver a flexible curriculum that provides the students with the level of English skills required to meet their academic and social needs
- To allow students to use English in a wide range of activities
- To facilitate the rapid integration of new EAL students into the School community
- To ensure students are comfortable in an English-speaking environment and are confident enough to be risk takers in the learning process.

The EAL teacher works closely with the class teachers to aid and support learning across the curriculum.

The Admissions Department should inform the parents if a student is classified as EAL on acceptance to the School. This applies from Year 1 to Year 8. The EAL teacher will send every student a letter acknowledging that they will be withdrawn from Mandarin for EAL support. This does not apply for those children getting support within the mainstream classroom. Similarly, they will be informed by letter when they exit these lessons and join the Mandarin classes. The EAL teacher must also inform the Head of Mandarin and the Deputy Principal.

#### ***Criteria for Discontinuing EAL***

Regular discussions are held with the class teacher to discuss the progress of each student. The children are assessed against a series of set language criteria to judge whether the student is able to work without EAL support at their year level. EAL tuition is reduced or discontinued when these levels are attained. The student will continue to be monitored closely by the class teacher to ensure that their level of achievement is maintained.

#### **5.5 BAHASA**

It is very important that our children appreciate the culture, history and traditions of Malaysia. All children attend a weekly Bahasa lesson to develop an understanding of key points of interest from our host country, such as an appreciation of Malaysian history and culture, costumes, cooking, festivals, famous people and language. Lessons will be differentiated for Bahasa and non-Bahasa speakers. Wherever possible, we seek to link all our learning to a Malaysian context. From Year 4 the focus moves to Malaysian Studies which explores the history, geography and cultures of Malaysia.



**Malaysian students from Y3 are required (MOE) to attend a second class one day a week during the Extra-Curricular Activities Programme (3pm-4pm). This is a Bahasa language class and is offered at 3 levels- beginner, intermediate and advanced.**

## 5.6 MANDARIN

Children in Nursery are encouraged to develop their spoken English before learning another language at school, but as a gradual introduction to Mandarin they receive three small group sessions per week with the specialist teachers. The Reception children will also receive three specialist lessons in Mandarin. They join in with the activities relevant to their level of Mandarin.

In KS1 and KS2, we offer Mandarin as a Native Language (MNL), as a Second Language (MSL) and Mandarin as a Foreign Language (MFL). Students will be assessed and placed in the appropriate class for their language proficiency. This ensures that each child joins the course best suited to their needs. In Reception, Mandarin is taught 3 times a week, in Year 1 and Year 2, 4x a week and in Year 3 - Year 6 is taught daily. Sessions last 40 mins.

If chosen as a language option in KS3, students will have 4 lessons a week.

### 5.6.1 Mandarin for Native Speakers (MNL)

This pathway is generally for students who speak Mandarin as their first language. These students are able to carry out complex communication tasks that are age-appropriate, and will be fully functional in their literacy skills in Mandarin. The focus for students in this pathway is to develop and enjoy using the language across a wide range of contexts and genre, so that they are able to understand, analyse and create increasingly complex written and spoken materials and assess subtleties of the language in a wide range of forms and styles.

### 5.6.2 Mandarin as a Second Language (MSL)

This pathway is for heritage students who have been living out of China (or other areas where Chinese is used as an official language) or non-heritage students who have been living in China for a long time. These students are able to carry out communication tasks that are age-appropriate but may not be fully functional in their literacy skills in Mandarin. The focus for students in this pathway is to develop their reading and writing skills, so that they are able to understand and analyse increasingly complex written and spoken materials and assess subtleties of the language in a wide range of forms and styles.

### 5.6.3 Mandarin as a Foreign Language (MFL)

This pathway is for non-native/non-heritage students. During the initial stages, the course places a greater emphasis on listening, speaking and reading skills, while students, later on, will also be required to write Chinese characters. It is recommended that students practise the skills which mirror real-life contexts and therefore equip them with practical linguistic

skills. They learn these skills through topics that are relevant and applicable to their lives inside and outside of school.

#### 5.7 ART AND DESIGN (YEAR 1 TO YEAR 8)

Children are taught by our specialist Art and Design teacher with lessons taking place in the Art room. The students will have the opportunity to work using a variety of media and express their creativity in a variety of ways. Where possible, the art and design curriculum will support the integrated learning theme in the class. Design Technology is taught as a discrete subject in Year 7 and 8.

#### 5.8 MUSIC

Music is taught to children throughout the School by our specialist teachers. The children have two lessons per week. Children will learn rhymes and songs from different cultures, celebrating the international nature of our school. They will be given the opportunity to play and listen to a variety of instruments. The children will compose and perform their own compositions, individually, in pairs, in groups and as a class. Classes will also listen, and comment on, musical performances from a variety of eras, cultures and styles.

The Music lessons encourage the children to develop confidence, teamwork and learning within a creative environment. The children will be able to showcase their musical talents throughout the year in a series of concerts, performances and assemblies.

From Year 3 to Year 8, Music lessons are split between learning an instrument and participating in the wider music curriculum. The students will learn basic rhythm and pitch notation, as well as other simple fundamentals of music theory. Singing is also a fundamental part of the Music curriculum and the classes spend time rehearsing for assemblies and performances. The School has a Training Choir, Junior Choir and Chamber Choir which perform in school, locally and internationally.

#### 5.9 INSTRUMENTAL PROGRAMME

Starting in Year 3, students will begin the exciting adventure of learning an instrument in a group environment. Each student in Year 3 to Year 8 will have the use of an instrument on which to learn. This is a fantastic opportunity which will enable your child to experience the joy of music making throughout his or her school career, whether it be on the ukulele, recorder or on a string instrument. All groups will perform for their parents and peers throughout the year.

The students of Year 3 will learn the descant (soprano) recorder in the weekly music classes. They will be taught the rudiments of music as well as the technique of playing the recorder. In Year 4 - Year 6, the children will have a chance to play the violin, cello or guitar. If your child already plays one of the string instruments on offer they may continue or choose another instrument. The instrument may be kept in school and used weekly or taken home for practice over the year (there is a small termly charge for this option).

## 5.10 PHYSICAL EDUCATION AND SWIMMING

All students must wear the correct kit for P.E., which should be named and be taken home the same day for washing.

All students should wear their PE kit to school on the days they have P.E.

Physical Education is a compulsory element of the curriculum. All children are expected to participate. If your child is unable to do P.E. or swimming, they will require a letter explaining the reasons.

In P.E. lessons, an understanding of the expectations regarding clothing, movement, care of equipment and general attitudes toward the P.E. environment, are required from all students. Many extra-curricular activities also involve the use of the gym/MPH and other P.E. areas and equipment.

During P.E. lessons:

- Students must take off their watches, earrings and other jewellery. Ear studs that cannot be removed should be taped for protection.
- No student may take part in lessons/activities without the correct P.E. kit, including hats when appropriate
- Students must treat the equipment with care and respect
- Equipment will be counted out and counted back by the teacher, who will then ensure that all items are returned to the store
- Students may only carry equipment under the supervision of the teacher
- No refreshments are allowed to be consumed inside the Gym/MPH - drinking water is allowed.

### Sports Events

Each year the School will run sports days for the Early Years Foundation Stage, KS1, KS2 and KS3 children. All children are expected to join these important events unless ill. Each term the KS1 to KS3 children also compete in House Team competitions.

Sporting fixtures against local and international schools - home, away and overseas - are held throughout the year for our representative teams.

## 5.11 SWIMMING

Swimming is an important part of the School curriculum. It is excellent for general fitness and we expect all children to be water safe. As a compulsory element of the curriculum, students are expected to participate in the weekly lesson.

Students should bring their own towel, swim hat, goggles and costume. Safety is of paramount importance. Therefore, we ensure that all classes are supervised by trained P.E.

teachers and lifeguards. If your child is unable to take part in a lesson, they will require a letter from their parents explaining the reasons.

The School swim team is known as the Dragons and trials are held for the various squads. There are a range of competitive (Performance and Red) and less competitive/developmental (White and Dragonites) swim squads.

## 5.12 THE USE OF ENGLISH

Students at POWIIS TB are able to speak a wide range of languages other than English. Linguistic diversity is an enriching element in the life of the School but it can also be a source of division. English is the language that we all speak – the language of inclusion – and for this reason we must encourage all students to speak in English as much as possible, both in the classroom and in the playground.

## 5.13 HOMEWORK

### 5.13.1 Key Stage 1

In Year 1 and Year 2 children should take reading books home daily. Sharing books at home is a vital aspect of a child's reading development. There are two types of reading at this stage:

a) Practising the skills of reading

Your child will have opportunities each week to read a Read Write Inc book with you. This should be a relaxed and enjoyable experience, as they have had three opportunities in school to read this book. If children do get stuck they can use decoding strategies such as 'Fred Talk' to sound out the word. Please encourage them to enjoy the story, use expressive voices and talk about what is happening to the characters.

b) Reading for pleasure

Children will also bring home library books, but these can be chosen for enjoyment and interest and may not be directly related to their reading levels.

In Year 1 and Year 2, children will be given a home learning task each week in addition to their reading books. This should be a largely practical task and could be related to any of the curriculum areas. If a child is significantly below the level expected they may be given additional practises to do at home.

Children in Year 2 will also be set some Mandarin homework by their Mandarin teachers. Sometimes children will become enthused by a particular topic and may do extra work/research at home. They should have the opportunity to share and celebrate this with their teacher and class where appropriate.

Year Level	Daily (Monday to Thursday)	Half Termly
Year 1	Reading - 10 minutes	1 x Home task - approx. 15 minutes
Year 2	Reading - 15 minutes	1 x Home task - approx. 20 minutes 1 x Mandarin task - approx. 15 minutes 1 x Maths task- approx. 10 minutes

The homework schedule will start in the second week of term.

### 5.13.2 Key Stage 2

In Key Stage 2, homework should be built into the planned curriculum and where possible be adapted appropriately to be effective for the individual child. It is used to follow up the learning in the classroom to consolidate and extend the children's learning in all areas of the curriculum. Sometimes, a child may be enthused by a topic and wish to do extra work, or research something on the computer at home; they should have the opportunity to share and celebrate this with their teacher and class where appropriate.

Homework should increasingly promote independent study.

Homework is communicated through a 'week ahead' email from the teacher and is usually set for 4 days. It will consist of consolidation work such as reading, Mandarin (which will be set by the Mandarin teacher), instrumental practice and an English task often based around comprehension, spelling, punctuation or grammar. The children will also have some weekly tasks in Mathematics and Integrated Curriculum. It is important that the routine for setting homework is consistent so that children can begin to plan their time over the week.

Please see below the homework guidelines for each year group.

Year Level	Daily (Monday to Thursday)	Weekly
Year 3	Reading: 15 minutes Mandarin:10 minutes	1 x English, Mathematics and Integrated Curriculum each per week: (3 x 20 minutes)  Instrumental practice
Year 4	Reading: 15 minutes Mandarin:10-15 minutes	1 x English, Mathematics and Integrated Curriculum each per week: (3 x 20 minutes)

		Instrumental practice
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Year Level	Daily (Monday to Thursday)	Weekly
Year 5	Reading: 15 minutes Mandarin: 10-15 minutes	English, Mathematics and Integrated Curriculum each per week: (3 x 25 minutes)  Instrumental practice Sports, art and design for competitions
Year 6	Reading: 15 minutes Mandarin: 15 minutes	English, Mathematics and Integrated Curriculum each per week: (4 x 25 minutes)  Instrumental practice Sports, art and design for competitions

### 5.13.3 Key Stage 3

Homework serves several important purposes in Key Stage 3 education:

1. Reinforcement of Learning: Homework provides students with an opportunity to reinforce what they've learned in class. It helps solidify concepts and skills by giving them a chance to practice independently.
2. Preparation for Assessments: Homework assignments often mirror the type of questions and tasks students will encounter in assessments such as exams or quizzes. Completing homework helps students become familiar with the format and expectations of these assessments.
3. Development of Independent Study Skills: Homework encourages students to develop important skills such as time management, organization, and self-discipline. These skills are crucial for success not only in school but also in later academic and professional endeavors.
4. Extension of Learning Beyond the Classroom: Homework allows students to delve deeper into topics covered in class or explore related concepts on their own. This extension of learning can foster curiosity and a deeper understanding of the subject matter.
5. Feedback and Reflection: Homework assignments provide teachers with valuable insight into students' understanding of the material. Teachers can use homework to identify areas where students may be struggling and provide targeted support. Additionally, completing homework gives students an opportunity to reflect on their own learning and identify areas where they may need additional help.

6. Preparation for Future Education: Developing good homework habits in Key Stage 3 lays the foundation for success in higher education. In later years, students will encounter more rigorous coursework and larger workloads, making the ability to manage homework assignments even more critical.

Year Level	Daily (Monday to Thursday)	Weekly (Monday to Thursday)
Year 7	Mandarin/Bahasa 15 mins	English, Mathematics, History, Geography, Science each per week x 30 minutes  Instrumental practice Sports, art and design for competitions
Year 8	Mandarin/Bahasa 15 mins	English, Mathematics, History/Geography, Science each per week x 30 minutes  Instrumental practice Sports, art and design for competitions

The homework schedule will start in the second week of the term, although initially this will be an adapted programme.

#### 5.14 EXTRA-CURRICULAR ACTIVITY PROGRAMME

The Extra-Curricular Activity (ECA) Programme is a vital part of school life and all students are strongly encouraged to join in. Activities take place throughout the week and school buses are provided after the activities which finish at 4.00pm. Students who opt for activities which finish after 4pm will have to make their own pick-up arrangement.

In order to provide quality preparation for our different music ensembles/orchestra, drama groups and school sports teams, some sessions may finish at 5pm in which case parents will need to provide transport home for their children or make alternative arrangements. While we try to provide as many complementary ECAs as possible, we do also have a range of additional paid activities, e.g. dance, ballet, taekwondo and coding.

Communication will be sent out to parents regarding sign-up (SchoolsBuddy system) and activities available at the beginning of each term.

## 6.0 ASSESSMENT & REPORTING TO PARENTS

*'...the term assessment refers to all those activities undertaken by the teacher, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.'* (Black & William, 1998)

At POWIIS TB we believe in using assessment to raise learning standards throughout the School, enabling children to fulfil their potential. Everyone concerned with assessment – students, teachers, parents and school leaders must have a clear understanding of the reasons for the assessment, what is being assessed, the criteria for success and the method by which the assessment is made.

- Assessment is firmly embedded into our practice and is both summative and formative.
- Assessment of learning (summative assessment) provides a snapshot of what has been learned.
- Assessment for learning (formative assessment e.g. effective feedback, questioning) informs the next stage of learning. It also involves students in the process of self-improvement/self-assessment and peer assessment.
- Assessment procedures are ongoing and inclusive.

Students in Year 1 - Year 8 will also record evidence of their own learning through 'Seesaw' or Google Classroom (Y5-8), a platform which acts like a personal portfolio. Evidence uploaded can then be received by parents through a downloaded App on their personal device. This provides parents with real, 'live time' reporting.

### 6.1 SUMMATIVE ASSESSMENT

The School also recognises the value of summative assessments which are administered at various points throughout the year. Summative assessments/checkpoints in maths and English - Reading, take place half-termly (see Appendix 1). Writing is assessed and moderated using Comparative Judgement on three occasions during the year. Grades in KS2 are reported to parents at the end of Term 1 and Term 3. In KS3, unit tests and progress are reported to parents every half term.

Online digital assessments, Progress in Maths (PTM) and Progress in English (PTE), are taken by all students from Year 2 - Year 8 to assess attainment in the core subjects. These assessments are completed towards the end of each academic year. In addition, the CAT4 cognitive abilities assessment is completed annually (January) by all Year 6 students. These assessments are used during the admission process and are administered by many international and UK schools. The assessments produce age-standardised scores. These standardised assessments enable teachers to triangulate assessment data, comparing results with their daily formative assessment and internal summative assessments.



## 6.2 EYFS ASSESSMENT

In the Foundation Stage, teachers record observations of the children using Arc Pathway, an online portfolio which captures, records and reports student learning. Teachers assess children against the seventeen aspects in the seven prime and specific areas of learning as identified in the 'Development Matters' document. Each observation can link to just one, or many areas of learning.

Summative assessments (snapshots) are done six times throughout the year. Each child is levelled at a particular development band for each of the seventeen aspects, and a refinement is given - 'Emerging', 'Developing', or 'Secure' within the band. Children are only levelled at the Early Learning Goal (ELG) when they have achieved all elements within the ELG statement for that aspect and this is not refined.

At the end of the year children will be assessed as 'Emerging' (has not met the ELG), 'Expected' (meeting the ELG) and Exceeding (achieving at a higher level than the ELG) for each of the seventeen aspects. If a child is exceeding the ELG for any of the aspects, at any point during the year, they will be assessed against the KS1 statements on Arc.

## 6.3 REPORTING

Reports will be issued 4 times a year to provide an overview of your child's effort and attainment. These are measured against year group expectations.

In the EYFS, as well as the ongoing learning journal through Arc Pathway, there are regular review periods and you receive a summary report at the end of the year. Each report assesses the child's attainment against a series of key learning objectives in the different subjects and provides a general summary of the student's personal and social development. Individual student targets are included to highlight key areas for improvement.

In Key Stage 2, this report also includes an attainment indicator for reading, writing and mathematics.

In KS3, progress reports are issued 4 times a year. They cover each individual subject and include attainment (from unit tests or exams) and effort grades.

## 6.4 PARENT TEACHER CONFERENCES (PTCs)

Student achievement is also reported to parents through PTCs. These are held three times a year and students from Year 4 are often invited to join the meetings.

PTC 1 - Settling in and targets

PTC 2 - Review progress and reset targets for the rest of the year

PTC 3 - Review progress and offer long-term targets for the next academic year

In the EYFS and Year 1, the teachers meet with parents in 'Focus Child' meetings and PTC which will be communicated to parents in the beginning of the academic year.

## **7.0 SPECIALIST FACILITIES**

### **7.1 INFORMATION TECHNOLOGY**

All classrooms use interactive TVs with SMART software and teachers are provided with a Windows laptop. Students will have access to iPads, these are a bookable resource and are stored in charging trolleys. Computers are also available for research in the Library. Additional IT equipment (e.g. headphones) can be picked up from and returned to the ICT Department. There is also a bookable computer lab.

Students and staff should be aware that the network is monitored, and that inappropriate items, excessive files or traffic will be investigated. POWIIS has installed screening and monitoring systems that will block any unsuitable content from the School computers and report any misuse to the Principal.

### **7.2 THE SCHOOL LIBRARY**

The School Library is open during school hours to students. Parents may also borrow books for their children. Parents may borrow two books at a time. Library access for parents – every morning before lesson begins (7.45-8.05am) and evening (3-4pm) on Thursdays and Fridays.

The Library is situated on the 1st floor above the main lobby. The Librarian is able to give advice and help students, parents and teachers. They supervise the use of the Library at break-times and during Extra-Curricular Activities. The Librarian works with students across the age-range and teaches library and research skills from Year 5.

The Library caters for students of all ages and it is a busy, well-used facility. Classes come weekly and the regular borrowing of books is strongly encouraged. During this visit, they may borrow a set number of books (2). Students are welcome to change books more often than their weekly visit.

Any pre-loved books the children have out-grown and parents are happy to donate will always be gratefully received.

#### **7.2.1 Borrowing Privileges**

- EYFS and KS1 children may borrow 2 books at a time, for up to one week.
- KS2 children may borrow 2 books at a time, for up to two weeks.
- Each parent may borrow two books at a time, for up to two weeks.
- All books may be renewed once, unless another student has pre-booked it.

### **7.2.2 Overdue Books**

Overdue notices from the Library will be sent twice by email directly to parents. These overdue notices will inform parents that resources are already overdue. If overdue resources are not returned within one month after the second notice, they will be invoiced and parents will have to pay for the charged amount. The School will credit the amount paid on the parents' account if lost resources are found within six weeks after they have been invoiced.

### **7.3 MULTI-PURPOSE SPORTS HALL AND SWIMMING POOL**

The Multi-Purpose Sports Hall is primarily used to support the P.E. curriculum and sporting ECAs. It is also where school assemblies, celebrations and productions are held.

All students will receive swimming lessons as part of their P.E. curriculum. We will also use the pool for ECAs, swimming squads.

## **8.0 THE PASTORAL SYSTEM**

The Pastoral System is a framework of care which looks after the needs of students at POWIIS. Every student has a class teacher who looks after all aspects of their school life, and who is there to guide personal growth and decision making. The Teaching Assistants also play an important role in the pastoral care of the students.

The School has a set of rigorous policies and support procedures. We value the partnership with our students and their families and will do all that we can to promote this.

### **8.1 THE HOUSE SYSTEM**

Students are allocated to one of four School Houses and, once allocated, will stay in that House throughout their time at the School. We will appoint 8 House Captains. Interested Year 6 and 7 students will apply by writing an application letter and making a short presentation to their peers at a House Meeting.

The Houses are an integral part of school life and:

- Are a focus for healthy, enjoyable and inclusive competition
- Allow classroom rewards in all areas of the curriculum
- Develop group identity and a sense of belonging
- Offer an opportunity for the older students to lead and mentor the younger ones.

At POWIIS we seek to reward positive behaviour with a system of House Points. The teachers (all year groups) will collect the House Points each week, which are counted towards the end-of-year House Cup. Points are also awarded for the regular House competitions. The House with the most points at the end of the year wins the Cup. Teachers should keep weekly totals for the Houses in their class. These are collected each Friday by the House Captains to decide the weekly winners in the race for the House Cup. Points for special House events are also

added to the weekly running totals. All members of the teaching staff, with the exception of the Principal are allocated to a House.

### **The Four Houses are:**

#### **a) Mandela**

Nelson Mandela was born in South Africa in 1918 and died in 2013. Before becoming the first black president of South Africa (1994-1999), he was a nationalist and political activist. Protesting against the laws of the white government, he was held in prison for 26 years. His negotiations with the white South African President FW de Klerk in the early 1990s helped end the country's apartheid system of racial segregation and ushered in a peaceful transition to majority rule. Mandela's tremendous capacity to forgive and his genuine love for all people made him revered in South Africa and around the world.

House colour – Green

#### **b) Rahman**

Tunku Abdul Rahman was born in 1903 and died in 1990. He was a prominent Malaysian politician who served as Chief Minister of the Federation of Malaya from 1955-1957 before becoming Malaysia's first Prime Minister, after independence in 1957, a position he was to hold until 1970. He is widely regarded as Malaysia's 'Founding Father', the architect of Malayan independence and the formation of Malaysia. As such he is known as *Bapa Kemerdekaan* (Father of Independence) or *Bapa Malaysia* (Father of Malaysia).

House colour – Blue

#### **c) Pankhurst**

Emmeline Pankhurst was born in 1858 and died in 1928. She was a leading British women's rights activist, who led the movement to win the right for women to vote. Her organisation, fighting for women's rights, became known as the 'suffragettes'. Like many suffragettes, Pankhurst was arrested many times for her beliefs. The outbreak of war in 1914 saw Pankhurst put her energies behind the war effort. At the conclusion of the war in 1918, women over 30 were given voting rights. In 1928, women were finally granted equal voting rights with men, Pankhurst died shortly after.

House colour – Yellow

#### **d) Gandhi**

Mahatma Gandhi was born in 1869 and died in 1948. He was an Indian activist who was the leader of the Indian Independence movement against British colonial rule. His non-violent civil disobedience movement led India to independence and inspired movements for civil rights and freedom across the world. The honorific 'Mahatma' (Sanskrit - 'high-souled, 'venerable') now used universally, was first applied to him when he was in South Africa in 1914. In India, he was also called *Bapu* (Gujarati: father, papa) and was known as Father of the Nation.

House colour - Red

## 8.2 STUDENT COUNCIL

The Student Council consists of students from Years 2 to 6. Every term, each class holds an election and chooses 1 representative to be on the Council each term. During the year, a student may only join the Council once but could still be involved in events organised by the Council. The students attend Council meetings once a week, sometimes during morning break and lunch time and then report to their classmates.

The Student Council has three main aims:

- To organise popular social events for the other students in the School.
- To organise and support fund raising events to help charities in the local community.
- To represent the students' concerns to the School's leadership and offer suggestions for school improvements.

The Student Council aims to give the students involved a sense of purpose and responsibility, whilst also making them aware of issues in their local community. The students are given opportunities to discuss their ideas for new events, to raise issues they have concerns about, to solve organisational problems and, with the help and guidance of their leaders, to make decisions about how and where proceeds from fund-raising activities should be allocated. The students may also be required to advertise events, write reports for the newsletter and make Assembly presentations.

The Student Council will meet with the Deputy Principal on a termly basis to discuss matters of concern from the student body. The Deputy Principal will provide prompt feedback on these concerns and take action where appropriate.

Here are some events and activities that the SC may be involved in over the year:

- Discos (Halloween and end of year)
- Bake sales
- Christmas Cards mailbox and distribution
- School events such as the student concerts etc.
- Showing guests around the School

## 8.3 BEHAVIOUR MANAGEMENT

The goal of the School community is to develop the whole person. As a student matures, self-discipline should take the place of imposed discipline, and achievement should become its own reward.

### **Student Code of Conduct and School Rules**

This is the cornerstone upon which our policies are built.

- a) We are kind, truthful, make good decisions and have integrity.
- b) The School is a place to learn, grow and enjoy friendships. Students must exercise self-discipline. The classroom must be a positive place for learning for all children. Disruptive behaviour in class is not tolerated.
- c) Students should show courtesy and consideration to others at all times. Insults, disrespect and other hurtful acts disrupt learning and teaching in a school community. Abusive language, swearing or other use of words which are hurtful or intimidating will not be tolerated. Any behaviour which intentionally excludes a student or students is unacceptable.
- d) Members of the School community are expected to use peaceful means to resolve conflict. Physically aggressive behaviour and harassment, either verbal or physical is not tolerated.
- e) The personal property of the School and of others must be respected.
- f) Students should take pride in their appearance and how they conduct themselves both inside and outside of school.
- g) Students should not use mobile phones in school. Neither should they possess any knives, sharp instruments or any other item that may harm or may be perceived to harm others.
- h) Students should move about the School in a quiet and calm manner. When moving between classes they should keep right and walk.
- i) Students should not leave the School site without permission during the School day and must wait until they are dismissed by the staff to their parents or other designated adult.
- j) On the School buses students should remain seated at all times wearing their seat belts and follow the bus monitor's instructions.

Behaviour management should be implemented through a cohesive whole-school approach, outlined in the *Behaviour Management Policy*.

- Any sanctions should be fair; conflict escalates when a student feels he or she is not being respected or valued.
- Where possible a teacher should deal with his or her own disciplinary issues without unnecessarily resorting to higher authority. Dealing with an issue in its infancy avoids the escalation of conflict and is likely to lead to a more satisfactory resolution. However, any cases of concern, relating to safeguarding or of a serious nature should be shared up to MLT and the SLT.
- Any form of bullying including name-calling should not be tolerated.
- Teachers should never touch a student nor take action in anger.

#### 8.4 SAFEGUARDING

The most important aspect of any school is to ensure the well-being and safety of our students. Prince of Wales Island International School demands high standards in this respect and provides a nurturing and protective environment which allows our students to maximise

all aspects of their learning potential. The concept of safeguarding is comprised of three main strands:

- Background checks on all staff working at the School
- Child protection policies
- Provision of safe and healthy facilities

Schools should remain constantly vigilant in all the above areas and be regularly monitoring and updating its policies. Therefore, the Prince of Wales Island International School will conduct ongoing staff training in these areas. All the staff will receive annual training at the beginning of each academic year. In addition to these sessions, there will be 'Train the Trainers' sessions to ensure that the Safeguarding trainings at POWIIS are delivered by knowledgeable staff who are fully up-to-date with best practice in this area.

All staff working at POWIIS TANJUNG BUNGAH, and long-term volunteers, are required to have a rigorous set of background checks before they can work in the School. For foreign nationals this includes identity checks (passport), original copies of their academic qualifications and criminal record checks from their current country of residence and their home country.

Before this process starts, we obviously conduct interviews, obtain at least two professional/character references and follow this up with a phone reference to a teacher's current Principal or Headmaster. Our local staff undergo a similar series of checks. We also require references and criminal record checks for our contracted staff in security, ECA providers, peripatetic staff, cleaners and bus monitors.

Our *Child Protection/Safeguarding Policy* outlines the procedures that the School uses to safeguard our students from any psychological or physical abuse/ill treatment either at school or elsewhere in the community. The policy is a detailed document which includes advice on how to recognise children at risk and the procedures to follow if there are any concerns regarding their safety. Please ensure that this policy is read at the beginning of each year and regularly referred to when required.

The School will set up a Safeguarding working party to review all the above areas, particularly Child Protection. The Designated Safeguarding Lead is **Amy Dennis** who works closely with the Principal and staff to provide the best levels of safety for our students. Any staff who have a child protection concern, relating to incidents inside or outside of school, must fill in the necessary referral forms and submit them to Amy Dennis or the Principal.

## 8.5 ANTI-BULLYING POLICY

POWIIS TB values above all else the physical, emotional and moral well-being of our students. Any form of bullying, whether verbal, mental, on the internet or physical is not tolerated. All incidents of bullying are immediately investigated by the staff and are dealt with in line with the procedures outlined above. Further details can be obtained in our '*Anti-Bullying*' policy.

## 9.0 COMMUNICATION

An important element of a school's ethos is its ability to communicate effectively. To ensure that there is a systematic way in which information is shared, the following procedures have been developed.

### Parent-School Communication

We intend communication to be as smooth as possible so that parents feel that they are a vital part of a learning partnership, no matter how far away from school they might be. We actively encourage and welcome parents to contact us as soon as possible if they have any queries or concerns relating to the School or their child.

### 9.1 VISITING THE SCHOOL

**Parents are expected to wear their ID lanyards upon entering the School at all times.** All other visitors will be issued with a visitor's ID at Security and be asked to report to the Reception Desk in the main entrance and read and accept our safeguarding guidance. They will then be asked to wait in this area until they are collected by a member of staff. These procedures also relate to parents who are visiting the School outside of the daily arrival and departure times.

### 9.2 SCHOOL RECEPTION AND OFFICE

The School Reception desk is situated in the main entrance foyer of the School and staff will be present (from 7.40 am to 4.30pm)

The Reception Desk should be the main point of contact for anyone coming to the School. School forms and notices can be collected and deposited at this point. School Offices can be contacted between the hours of 8.00am and 4.30pm from Monday to Friday. During the School holidays the Office has restricted opening hours.

The Front of House staff will refer parents to the relevant member of the Support or Academic Staff on entry to the Office. The following staff are located in the School Office - Finance, Marketing, Admissions, HR, Operations, Procurement. The School Office will also arrange parental appointments with the teaching staff.

The School Office can be contacted by the following methods:

Tel: +604 893 9999

Email: [ps.schoolsecretary@powiis.edu.my](mailto:ps.schoolsecretary@powiis.edu.my)

### 9.3 PRINCIPAL'S PA

The Principal's PA, Ms Jeraline Lim ([j.lim@powiis.edu.my](mailto:j.lim@powiis.edu.my)) is located on the ground floor outside of the Principal's Office.



#### 9.4 WHO PARENTS ARE ASKED TO CONTACT?

Routine academic enquiries should be forwarded by parents to the class teacher/specialist teacher. Teachers should not be approached whilst a class is in session, but they will try their best to be available at the beginning and end of the School day for brief meetings with parents, especially in the Foundation Stage. However, if parents wish to discuss any issue in more depth, they should make an appointment in advance.

#### 9.5 PARENTAL APPOINTMENTS

Parents are asked to contact the secretaries in the School Office/Reception Desk or send an email or letter to a teacher if wishing to make an appointment.

**All letters and e-mails should be acknowledged, and a reply sent by staff within 24 hours during school/working day, unless this is not possible for practical reasons (i.e. illness).**

#### 9.6 WRITTEN COMMUNICATION

Formal written communications to parents or other external contacts, whether by email or in printed form, must be proofread by the Principal and must adhere to the standard format.

#### 9.7 SCHOOL NEWSLETTER - The Connect

The Newsletter is published on the website every Friday during term time, keeping parents up-to-date with what is happening at the School. The Newsletter link will be sent to parents electronically. Staff are asked to contribute class, year group and professional articles of interest to the newsletter where and when appropriate.

#### 9.8 WEBSITE & PARENT PORTAL

At present, we post all relevant notices, the academic calendar, Newsletter and other relevant information about the School's curriculum, staffing and administration on the POWIIS website.

Student's reports are sent to parents through the Parent Portal.

#### 9.9 SCHOOL YEARBOOK

This is a colourful and informative review of the School year and is published at the end of June/beginning of July.

#### 9.10 CURRICULUM OVERVIEWS

Termly curriculum overviews are available for interested parents. This gives information about specific events in that class, including relevant curriculum information. Class teachers send regular weekly information sheets home to parents to keep parents up-to-date with

their child's learning. For further details, please set up an appointment with your child's class teacher.

### 9.11 PARENT WORKSHOPS

Parent workshops are held to provide information and offer practical guidance and support to parents. They will cover various aspects of the curriculum from early reading to keeping your child safe online.

### 9.12 POWIIS Parent Teacher Association (PPA)

The PPA takes a lead in community events such as newcomers' welcomes, social events, fundraisers, charitable service, outings and networking on behalf of the School. It offers many opportunities for families to become actively involved in the School and with other members of the School community. *The Parents of POWIIS will hold an open meeting every month with the Principal to discuss events within the School. We also invite interested parents to become involved through various committees or by supporting class activities and events.*

*The PPA is run by an Executive Committee. This comprises a Chairperson, Deputy, Secretary, Treasurer, Charity Representatives and Teacher Representatives. The Principal also attends meetings.*

### 9.13 PARENT REPRESENTATIVES

Each class should have a parent representative (or two), this will need to be discussed and explained at the Induction evening. Class Representatives facilitate the interaction between the class teacher and the class parents. They are expected to help communicate important messages within the parent group. Class Representatives work closely with the teacher to provide any support that may be needed in the class such as preparing for a school play, organising volunteers to help supervise field trips, etc. The usual first step for a Class Representative would be to plan a casual meeting (coffee morning) for the active parents in the class so that they can meet and begin to discuss future projects.

Key roles:

- Ensure new families feel welcome
- Connect with all the parents in the class
- Organise social get togethers
- Help with and communicate class events - e.g. International Day, Assembly, Production, class party
- Be aware of upcoming class and school events e.g. Dress up days

*It is not about fighting the cause for other parents who have a complaint or grievance.*

## 10.0 SCHOOL UNIFORM AND STUDENT BELONGINGS

### 10.1 UNIFORM POLICY

Looking neat and tidy is important to us at POWIIS TB. We encourage the children to take pride in their appearance and have high personal expectations. All students are required to wear the School uniform.

Parents/Guardians can help us by ensuring that the children have the correct school uniform and by checking that fashion items are not accessorising the uniform. The children must wear appropriate shoes for school. Please come and ask if you require clarification.

#### 10.1.1 General Appearance

- Clothing should be clean and presentable
- Shirts and blouses must be tucked into shorts or skirts/skorts
- Hats should be worn outside at all times, the exception of certain sports activities where this is not practical.
- School shoes should be plain black, ideally leather - no boots or multi-coloured training shoes
- Hair should be clean and neat. Girls must keep long hair tied back when in school. No dyed hair please.
- Students must not wear jewellery, including friendship bracelets. Exceptions are watches, small necklaces of a religious nature and stud earrings. Stud earrings should not be worn on PE days. If they cannot be removed they will need to be covered with tape
- Students must not wear any make-up, which includes nail polish, or hair beads. The only exceptions are for a show or performance.

#### 10.1.2 School Uniform

EYFS (Nursery and Reception)	
Girls	Grey skort
	White Polo shirt/ green trim
	White ankle socks
	Black polished shoes
	Hair accessories - green, yellow, red or black
	PE shirt and black shorts
	House Shirt and House hat
Boys	Grey shorts
	White Polo shirt/ green trim
	White ankle socks
	Black polished shoes

	PE shirt and black shorts
	House shirt and House hat
<b>Key Stage 1 (Year 1 and 2)</b>	
Girls	White Polo shirt/green trim
	Grey skort
	White ankle socks
	Black polished shoes
	Green, yellow, red or black hair accessories
	PE shirt and black shorts
	House shirt and House hat
Boys	Grey shorts
	White Polo shirt/ green trim
	White ankle socks
	Black polished shoes
	PE shirt and black shorts
	House shirt and House hat
<b>Key Stage 2 (Year 3 to Year 6)</b>	
Girls	Grey skort
	White Cotton Blouse, short-sleeved
	Navy Blue Tie
	White ankle socks
	Black polished shoes
	Green, yellow, red or black hair accessories
	PE shirt and black shorts
	House shirt and House hat
Boys	Grey shorts
	White Cotton short-sleeved shirt
	Navy Blue Tie
	White ankle socks
	Black polished shoes
	PE Shirt and black shorts
	House shirt and House hat
<b>Key Stage 3 (Year 7 and 8)</b>	
Girls	Grey skort, skirt or long trousers
	White Cotton Blouse, short-sleeved
	Green Tie
	White ankle socks
	Black polished shoes

	Green, yellow, red or black hair accessories
	PE shirt and black shorts
	House shirt and House hat
Boys	Grey shorts or long trousers
	White Cotton short-sleeved shirt
	Green Tie
	White ankle socks
	Black polished shoes
	PE Shirt and black shorts
	House shirt and House hat

Existing Year 2 students transitioning to Year 3 are presented their complimentary tie in the final assembly at the end of the year.

Parents may purchase some items such as shoes, socks, black belts in their home country.

### 10.1.3 Non-Uniform Days

Fridays are House Shirt days where students come in their house shirts. Staff may also dress in house shirts or alternatively clothes that reflect their house colour.

From time to time we have an optional Non-Uniform day, usually 1-2 times per term. The dates are published in the calendar and in the weekly newsletter. On these days the students are allowed to wear their own clothes and are encouraged to make a small donation to charity.

Non-uniform days are not fancy-dress days. Students may be casually dressed but they should be smart in appearance. Rules regarding make-up and jewellery remain in force on these days.

### 10.1.4 Naming of Items Brought to School

It is essential that important items, especially those likely to be misplaced or lost, are marked with your child's name. All clothing, including hats, footwear, sports gear, swimming kits, kit bags and school bags, should be named.

### 10.1.5 Sun Safety

For the safety of your children we operate a 'No Hat No Outside Play' policy. We ask that students wear their House hats and either bring sunscreen to be applied at school or apply it at home before coming to school.

## 10.2 STUDENT BELONGINGS

All students will need a school bag for their belongings. It is also a good idea to have a water-proof bag or plastic wallet for carrying their school books.

The younger children in Nursery and Reception are provided with all their school materials. Students in KS1 and KS2 require a pencil case with the following items:

- Standard and coloured pencils
- Pens (for our older Junior students once granted a pen licence)
- Pencil sharpener
- Eraser
- Glue stick
- Ruler (30cm)
- Water bottle (the children can fill this at school)
- Laptop (Year 5 to 8)
- Apron for Art (the School will provide aprons, but you may wish to bring your own).

Students should not bring any valuable items to school. Money should only be sent if requested by a teacher. In this instance it should be sent in a clearly labelled envelope. Students should not bring any toys or games to school without approval from a teacher. Students are not allowed mobile phones, music players or gaming devices in the School. KS3 students will be provided with an equipment list in the first week of school.

### 10.3 BRING YOUR OWN DEVICE (YEAR 5 TO 8)

All children in Year 5 to Year 8 need to bring a personal learning device (i.e. laptop, Chromebook) to school. Children use tech tools and devices in class to facilitate learning and collaborative work. These do not replace important foundational skills, but rather enhance them. Children will be taught how to use devices to extend their learning and how to produce documents with ease.

Students and parents are required to read through and sign an acceptable use policy. The responsible use of technology to further learning is an important aspect of the programme. A student does not have the right to use his or her electronic device for gaming etc while at school. If a student breaks the acceptable use agreement, sanctions will be imposed. Online bullying and other anti-social and harmful behaviours will be treated as serious offences.

#### **Responsibility for Devices**

- The technology devices students bring to school are their responsibility.
- School personnel assume no responsibility for personal devices if they are lost, damaged, or stolen.
- Personal devices may be subject to investigation if concerns arise.
- Students are to keep their devices secure at all times and not share them or loan them to others.
- Each student is responsible for his/her own device, including set up and maintenance. Teachers will not store student devices at any time, nor will any POWIIS TB employee

diagnose, repair, or work on a student’s personal device unless in discussion with parents/guardians.

- All devices will be charged at home.
- No photos, audio recordings, or videos are permitted while on school property, unless directed by a member of the POWIIS TB teaching staff.
- Families should clearly label all devices, chargers and headphones with the students’ names. Families should also set a password or passcode to secure entry into each device.

### Recommended / Minimum Specification

Laptop	Chromebook
Price range: RM2000-RM4000 <ul style="list-style-type: none"> <li>● Windows 10 or 11</li> <li>● 8GB RAM</li> <li>● 254GB SSD</li> <li>● Intel i5 or AMD Ryzen 5 processor</li> <li>● Suggested - Dell Inspiron</li> </ul>	Price Range: RM1300-RM2000 <ul style="list-style-type: none"> <li>● Chrome OS</li> <li>● 8GB RAM</li> <li>● 64GB e-MMC or SSD Storage</li> <li>● Intel® Celeron and above Processor</li> <li>● Suggestion - Dell Chromebook 3110 for Education</li> </ul>

Operating system: Chrome, Windows or Mac

#### 10.4 BIRTHDAY

We are happy for parents to send a birthday cake (or smaller cakes/doughnuts) to school. They have also been asked to provide disposable plates and cutlery. Parents should have first had it checked by the Nurse – please ensure that the nurse has informed you regarding this. If parents bring more food, and it is nut-free, it is diplomatic to allow them to give the food to the children.

### 11.0 TRANSPORT

The School bus service is operated by Mr Lee from LBK School Bus [lbkschoolbus@gmail.com](mailto:lbkschoolbus@gmail.com) arriving at school prior to 8.00am and leaving at 3.15pm (4.15pm bus for the students who are staying for after-school activities). The children are supervised by the bus monitors. Bus arrival and dismissal procedures have been described in Dismissal Procedures earlier in the document.

Only registered bus children may travel by school bus. Parents must collect their children from the buses in the afternoons or they will be kept on the bus and returned to school. However, parents of Year 5 to 8 parents may sign a waiver form to allow their children to make their own way home from the bus stops.

School buses can be booked for school trips conducted within the School day. They should be reserved at least 2 weeks in advance by contacting the administrative staff member responsible for student and parent services. School trips, with the exception of residential visits, should not ordinarily return after 3.00pm. If this is to happen, then separate arrangements for the use of the School buses must be confirmed (this particularly applies to sports fixtures) and a charge will be levied.

## 12.0 CATERING

Staff and students have to bring their own lunches. Alternatively, teachers and parents may choose to purchase lunch, and have it delivered to school by one of the lunch providers. The list of lunch providers and menus for September will go on our website before the term starts. Please check this link closer to September for the menus: <https://www.powiis.edu.my/life-at-powiis/school-meals/>

Staff/parents wishing to order from the lunch provider have to communicate directly with the catering company and make payment to them.

### 12.1 MID-MORNING SNACKS

Healthy snacks should be provided by parents for their child's morning break. In the Nursery and Reception classes the children are free to take their snack as they wish from 9.45am to 11.00am.

### 12.2 LUNCH

We operate a **nut-free policy**. It is important staff, and the School nurse, are aware of the students suffering from any severe allergies and those that have special dietary requirements. Staff are required to eat with their classes and help heat up food that may require warming.

All children are encouraged not to waste food. If you have any special concerns regarding a child's eating habits, please report it to the parents. Packed lunches or snacks brought from home should not include sweets, chocolate, biscuits, fizzy drinks and other similar items. Parents may supply a snack for the children at the end of the School day and teachers should allow a short amount of time for the children to eat these before starting their extra-curricular activity.

If for any reason a student is not provided with lunch (their one wasn't delivered) this should be communicated to the parent by the provider, so reimbursement can be arranged.

Refer to 4.8 for lunch schedule.



## **13.0 HEALTH AND SAFETY PROCEDURES**

Regarding the physical environment, the School has regular health and safety 'walkabouts' to check that the School site remains safe. Our Maintenance team responds swiftly to any required repairs and are proactive in spotting any potential problems. Our Nurse is also involved in this process by maintaining up-to-date records of any illnesses or injuries happening on the site which are regularly checked by our Facilities Manager.

### **13.1 MEDICAL PROCEDURES**

The Nurse's Room is situated near the administration offices on the Ground Floor. Students requiring medical attention must be escorted to the Nurse's room by a teacher, assistant or fellow student depending upon the nature of the problem – if in doubt always send an adult. However, KS2 and KS3 children may go to the Nurse's room alone if it is to take regular medication or minor first aid. The Nurse will inform the class teacher of all treatment. All head injuries will be reported to the parent by phone and a form sent home. Any child wishing to go to the nurse during break time must get permission from the teacher on duty, except in cases of emergencies.

All accidents at school should be recorded in the Accident Log which is kept by the Nurse. The teacher witnessing the accident should include all relevant details of the accident and then pass it to the Nurse, who will contact the parents and inform the Deputy Principal-Pastoral/Principal.

The SLT will review all information relating to visits to the Nurse on a regular basis to see if any patterns of illness or accidents are occurring. Any unusual patterns of absence should also be monitored and reported to middle leadership.

The Nurse will periodically send information to guide teachers on how to respond to injuries and illnesses.

#### **13.1.1 Illness**

Any child who arrives at school and appears to be sick or has a fever should be sent to the Nurse who will contact parents and arrange for them to go home within 30 to 45 minutes.

A child with a high temperature, diarrhoea or (viral) sickness should not be at school. They should stay at home for at least 24 hours after the symptoms have disappeared. In practice this means that children who go home early from school due to the above illnesses should not return the next day.

### 13.1.2 Medical Database

Details of our students with specific medical needs, such as allergies, are available on a medical database. Teachers should also check the students' records of their classes and activities and for new children when they join the School. Children with serious allergies or illnesses will be specifically highlighted by the Nurse who will also provide training on the use of an epi-pen, along with an associated policy. Details of students with serious medical conditions will be posted in staff rooms and discussed at staff meetings at the start of each school year.

### 13.1.3 Nut Allergies

The School is a nut-free campus. Parents must be made aware of this policy when bringing in any food for class parties/theme days or birthday cakes.

## 13.2 FIRE PROCEDURES

Announced and unannounced fire drills and evacuations will be held throughout the School year.

- Upon hearing the fire alarm, ask all the children to walk quickly, but safely, to their allocated evacuation route
- Turn off lights, electrical equipment and close the doors when possible
- Leave all bags and belongings in the classroom
- Proceed to the assembly area(s) outside of the School
- Class teachers and form tutors take the registers and report any missing children to the Principal

Please note that the fire alarm is sounded every Monday afternoon at 4.30pm to test that it is functioning accurately. Please share this with your children. Unless this alarm continues past 10 seconds, it can be ignored. Parents in the building at the time of an alarm should also make their way to the assembly area. Do not return to the building until the Principal has given the all-clear.

This is only a brief summary of the Fire Procedures. The emergency procedures must be read by all staff each year and when updated throughout the year.

## 13.3 AIR QUALITY

The School monitors our surrounding environment to ensure we take all reasonable precautions to keep the children safe at school. This is particularly relevant during times of Haze. We access air quality data from: <http://aqicn.org/city/malaysia/pulau-pinang/balik-pulau/>

AQI	Age-Phase
110 and above	EYFS and KS1 inside
140 and above	KS2 inside and sports activities adapted

#### 13.4 OTHER EMERGENCY PROCEDURES

The School has a detailed set of procedures to follow in the event of any emergency evacuation, Lockdown or closure of the School.

The normal procedure to send such messages about school closure will be by email and posted on the School website. School closures typically occur due to inclement weather conditions, but school could close for other reasons, such as political unrest.

#### 13.5 SCHOOL ID

**All adults on site are expected to wear their school ID at all times whilst on the School premises.** There are exceptions (e.g. PE). Parents, teachers and teaching assistants, administrative staff, visitors all wear their ID on different colour lanyards. Adults not displaying their ID should be challenged respectfully.

#### 13.6 LOST PROPERTY

Lost property is placed in a box in the canteen. Unclaimed lost property is sorted at the end of each term and named items are returned where possible. After the close of each term all unclaimed property will be donated to charity, although any items with a POWIIS crest, if in good condition, will be stored for inclusion in a second-hand uniform sale. Items not suitable for sale will be destroyed.

### 14.0 EDUCATIONAL VISITS

Before embarking on any school trip, all guidance must be strictly adhered to as in the Day Trip and/or Educational Visit policies when taking students on trips beyond the School premises.

#### 14.1 DAY TRIPS

The Principal must approve all trips. Full details are given in the policy, including risk assessment, student-staff ratios, medical arrangements, cover for duties etc. There is also a checklist of items to be completed before the day of the trip.

Permission slips must then be obtained from parents for all participating children. Also ensure that the trip is placed on the School diary – with departure and return times – and that the

School Receptionist is also informed. Teachers must give at least two weeks' notice before any trip (with certain exceptions i.e. sports fixtures notified to school at short notice).

## 14.2 RESIDENTIAL TRIPS

More detailed information is required for overnight trips, whether in Malaysia or overseas. On all outings the accompanying staff in charge must include a qualified teacher. No teaching assistant or parent is allowed to take this responsibility for leading the group, although they can be counted as additional members of staff. Student-teacher ratios must be maintained for all parts of the trip. A member of staff who has a current CPR and First Aid qualification must also be on the trip.

Parents will be encouraged to join in and support some trips but will have to have completed one of our parent safeguarding sessions.

## 15.0 THE SCHOOL YEAR

There are 190 working days in the school year which starts late-August and finishes early-July. Of these, 180 are teaching days, defined as days when students attend school or school organised activities such as field trips, sports days and residential visits. Included in these are training days on which teachers are required to attend programmes organised by the school such as professional learning, curriculum workshops and preparation days (Induction). On the day before the first term opens, there will be an open afternoon for new students and parents, which staff are expected to attend.

The term calendar is downloadable at  
<https://www.powiis.edu.my/life-at-powiis/term-dates/>

## APPENDIX - School Teams and Sports Clubs

School team: POWIIS Tanjung Bungah Dragon's swim team and football team

Sports clubs: Soccer Experience and Dragon's Swimming Academy – programme run by an external party (using the School facilities)

*Frequently asked questions:*

1. What is the relationship between the school and the clubs operating from the school premises?

The school is currently involved in two sporting and facilities partnerships - one with Soccer Experience and one with Dragons Swim Academy (DSA). These clubs operate independently to the school, outside of school hours (after 4pm, at the weekend and over school holidays). Both clubs' welcome membership from children and adults from across the community.

2. Is the Dragon's Swimming Academy a school club?

No, the Dragon's Swim Academy (DSA) run by Rose Roslan ([dragonsswimmingacademy@gmail.com](mailto:dragonsswimmingacademy@gmail.com)), is a registered swimming club enabling members to enjoy lessons, activities and competition as part of the DSA. DSA hires the swimming pool and changing room facility after-school hours, i.e. after 4.15pm, over the weekend and during school holidays.

3. Is Soccer Experience a school club?

No, Soccer Experience is a registered soccer club run by Martin Tierney ([martin@socexp.com](mailto:martin@socexp.com)) which offers programmes and matches for children, young adults and seniors. The high quality 5G Astro turf pitch and floodlights were all funded by Martin and school has free use of the pitch during school hours.

4. Does the school have its own sports and swimming teams?

Yes, we do. The school has its own swim team (Dragons) with a variety of squads. Squads are selected through termly time trials and run from the competitive Gold and Red squads to the development squads, Dragonites and White Squad. The times required for each squad are available on the school website and upon request from the Head of Aquatics. The number of training sessions varies depending on the students' mastery of the 4 strokes and their swimming stamina.

School teams are selected to play in fixtures, small tournaments and multi-sport games such as AIMS and FOBISIA. The ECA programme offers football sessions each term but the inter-school fixtures tend to be prioritised in a particular term as agreed by the Heads of PE across the schools.