



AUSTRALIAN  
INTERNATIONAL  
SCHOOL

An **inspired** school



# KINDERGARTEN AND PRIMARY HANDBOOK 2025-2026

An **inspired** school

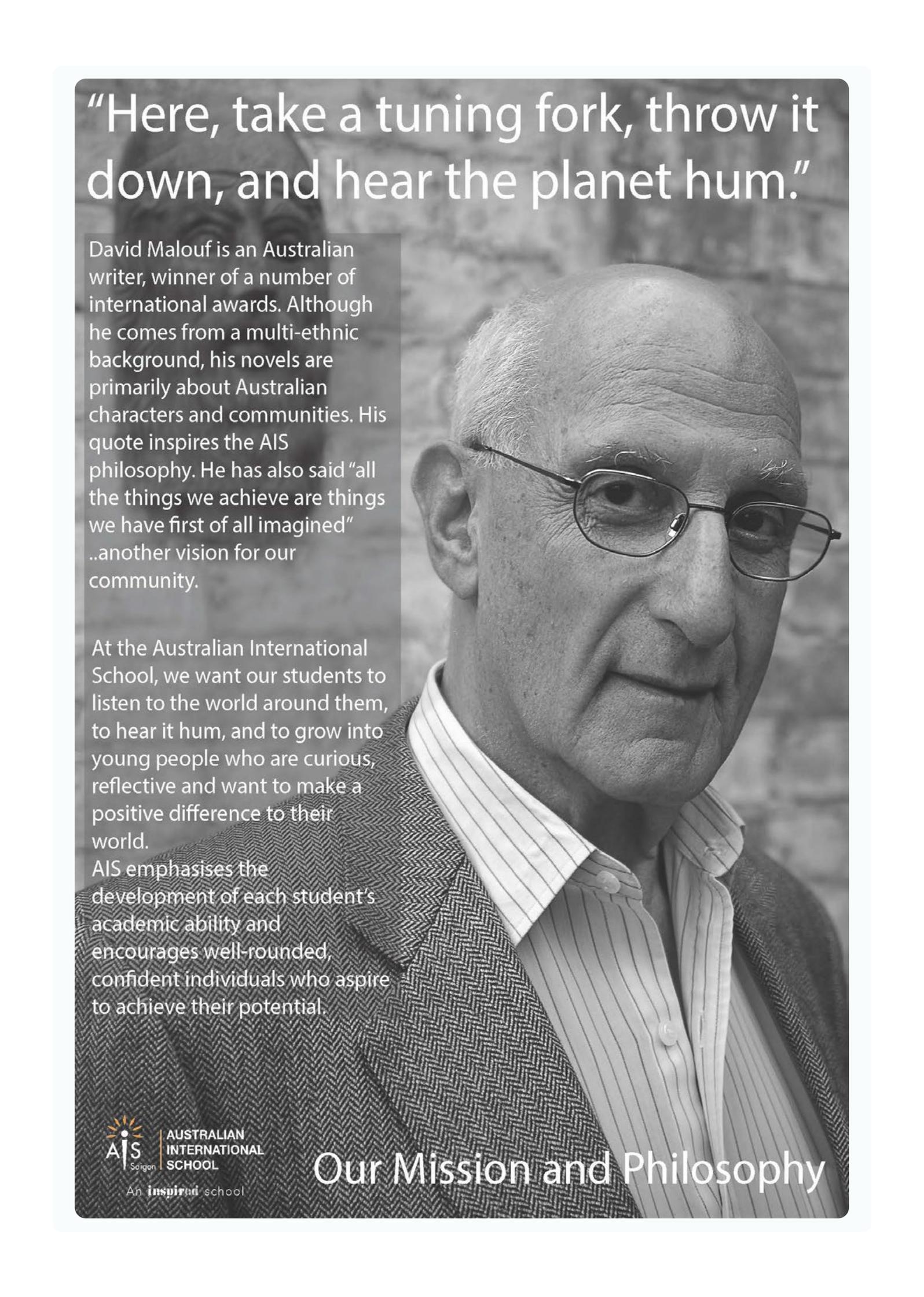


Cambridge Assessment  
International Education





**KINDERGARTEN AND  
PRIMARY HANDBOOK  
2025-2026**



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

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

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

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

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## MESSAGE FROM THE EXECUTIVE PRINCIPAL



Dear Parents

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

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

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

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

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

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

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

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

Kind regards

**Jon Standen**

*AIS Saigon Executive Principal*



## WELCOME FROM THE KINDERGARTEN & PRIMARY PRINCIPAL



When prospective parents ask me about the Kindergarten and Primary at AIS, I tell them that the successes of our students are the result of our three simple ‘Rules to Live By’.

- **Work Hard** - Hard work, giving 100%, is the basis of all success, and a strong work ethic is displayed by students and teachers at AIS. Aspiration and excellence are encouraged throughout the school. We want everyone to be their best version of themselves.
- **Get Involved** - We all know that a happy child learns more effectively than an unhappy one. There is a very wide range of activities and opportunities on offer here at AIS and staff work hard to make both lessons and extra-curricular experiences inspiring and aspirational. Involvement and participation in all aspects of school life helps students discover their passions and builds confidence and resilience.
- **Be Kind** - Being kind requires a higher level of behavioural expectation than merely tolerance or respect. We believe in a positive and generous approach, in collaboration and cooperation, and that leadership, both staff and student, is about compassion and service.

Each prospective family will be asking ‘Why AIS for my child?’ When answering this question it is tempting to describe what we do and how we do it, however the essence of AIS is in what we believe and our ‘Australian Way’ of approaching our children’s education within the international setting.

We believe... by offering every student a broad holistic experience, they will discover their talents and passions – this means encouraging everyone to try everything.

We believe... that learning to fail is important, we learn so much more when we truly stretch and challenge ourselves – we help ensure our children have the resources, attitude, and resilience to cope with life.

We believe... in expecting every student to give 100% in everything they do – expect to be your best, not the best. Be a better version of yourself each day.

We believe... in celebrating successes, but not judging people by them, nothing is more important than your character – our aim is to nurture good young men and women.

I invite you to visit us at AIS and discover what is possible for your child, you will be sure to find a warm welcome.

Kind regards

**Allan Short**

*Kindergarten and Primary Principal*



## WELCOME FROM THE DEPUTY PRINCIPAL



Welcome to AIS! We are a school that truly celebrates each child's unique journey, recognizing the valuable beliefs, talents, and diverse experiences they bring to our vibrant community. At AIS, we believe our greatest resource is our people, and we proudly draw upon the rich tapestry of our international community to inspire learning and growth.

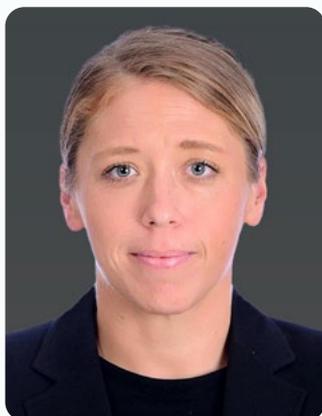
Being part of an international school offers wonderful opportunities for both children and adults to learn from one another's perspectives, helping us deepen our understanding of what it means to be human. Our curriculum is shaped by an Australian ethos that emphasises innovation, openness, a 'have a go' spirit, and a strong sense of possibility. We aim to foster a balanced approach that values both work and play, encouraging children to explore, create, and grow in a safe and supportive environment.

Our focus is always on the child. Their interests, needs, and potential shape every decision we make and every aspect of our curriculum. I'm excited to be part of this inspiring environment, working alongside dedicated teachers, engaged parents, and a passionate leadership team. Together, we strive for the best outcomes for our students, supporting their development into thoughtful, compassionate, and creative individuals.

At AIS, we believe that engaging, high-quality learning experiences in our Kindergarten and Primary School lay the foundation for a lifelong love of learning. Guided by the AIS CARES values (Compassion, Ambition, Responsibility, Exploration, and Self-Awareness), we are committed to nurturing confident learners prepared to thrive in a changing world. I look forward to welcoming you to our school community and to a bright future filled with growth, discovery, and joy.

**Bridie Anderson**

*Primary Deputy Principal*



A very warm welcome to our AIS Kindergarten. We are delighted to have you, and your child join us for what promises to be a joyful and enriching journey of early learning and development.

The early years are a time of wonder, discovery, and rapid growth. At AIS, we are committed to providing a nurturing, safe, and stimulating environment where children feel valued, confident, and inspired to explore the world around them.

Our approach to learning in Kindergarten is research-based, rooted in strong relationships, and places the child at the heart of everything we do. We believe that when children are supported emotionally and socially, they are best positioned to thrive both academically and personally. Through close partnerships with families, we aim to build a strong foundation that nurtures each child's unique strengths, interests, and potential.

This handbook is designed to help you become familiar with our routines, policies, and practices. It also reflects our shared values and our commitment to providing the best possible start for your child.

Thank you for entrusting us with this important stage of your child's learning journey. We look forward to working together to make this year a meaningful and memorable experience for all.

**Meryl Fossey**

*Kindergarten Deputy Principal*

## INSPIRED EDUCATION GROUP PARENT CODE OF CONDUCT

### 1. Commitment to working with parents.

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

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

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

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

### 2. Communicating with school.

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

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

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

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

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

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

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

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

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

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

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

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

## AIS LEARNER ATTITUDES

Students at AIS are expected to demonstrate these attitudes, derived from the PYP Learner Profile Attributes and the Australian ethos of the school.

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

## THE AIS CURRICULUM

### AN INTERNATIONAL CURRICULUM

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

### A GENERAL SCHOOL DAY IN KINDERGARTEN

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

## KINDERGARTEN CURRICULUM OVERVIEW

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

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

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

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

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

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



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



**Belonging**

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

**Being**

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

**Becoming**

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

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

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

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

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

Activities may be either teacher directed, or student initiated.

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

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



## ROUTINES IN OUR KINDERGARTEN

### FOOD AT SCHOOL

All Kindergarten children receive a healthy lunch each day, along with a morning and afternoon snack. The menu will be shared with families so you can stay informed about what your child is eating.

It is important that parents inform the class teacher of any food allergies or dietary requirements as early as possible. We encourage children to enjoy the nutritious meals provided by the school. If you would like to send additional snacks from home, please speak directly with your class teacher.

All additional snacks must be healthy—no candies or chocolates are permitted. (Please refer to our *Healthy Eating Guidelines* at the back of this handbook for more information.)

To ensure the safety of all children, we ask that you do not send any products containing nuts. Your class teacher will let you know if your child's class is designated as a "no nuts" classroom due to a student with a nut allergy.

### SLEEPING AT SCHOOL

All classrooms observe an afternoon *Quiet Time*, providing children with an opportunity to rest and recharge. During this time, children may be sleeping, relaxing on a bed, or engaging in quiet activities, depending on their age and individual needs.

All Infant children have a sleep during Quiet Time, and the majority of Junior children also nap. For Senior Kindergarten, your child's teacher will speak with you to understand your preference regarding sleep.

If your child will be sleeping at school, we kindly ask that you provide a pillow, pillowcase, and blanket for their comfort during nap time. These items will be sent home regularly for washing.

If you have any questions about Quiet Time or your child's sleep routine at school, please don't hesitate to speak with your class teacher.

### WATER

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

### SWIMMING

Swimming is an important part of our Kindergarten curriculum and a vital life skill for all children to learn. Each class participates in a weekly swimming session with a specialist swim teacher.

Children are required to bring their swimming kit on their designated swimming day, your class teacher will inform you of your swimming day. Swimming is compulsory for all children. If your child is unable to swim on a particular day, a medical note must be provided.

To support changing please ensure you are encouraging your child to dress and undress themselves. There will be adult support, but we are always trying to encourage independence.

Our youngest learners in Infant Kindergarten (IKG) may begin with 'Splash Play' sessions until the teaching team feels they are ready for formal swimming lessons in the pool. This allows time to establish routines and build confidence.

Please note that swimming may be cancelled due to heavy rain or poor air quality.

### SEESAW FAMILY

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

### BIRTHDAYS

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

## WHAT TO BRING TO SCHOOL?

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

### EVERY DAY USE

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

### EVERY FRIDAY

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



## A GENERAL SCHOOL DAY IN PRIMARY

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

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

## PRIMARY YEARS PROGRAMME

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

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

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

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



Change



Form



Function



Connection



Perspective



Causation



Responsibility

Students will:

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

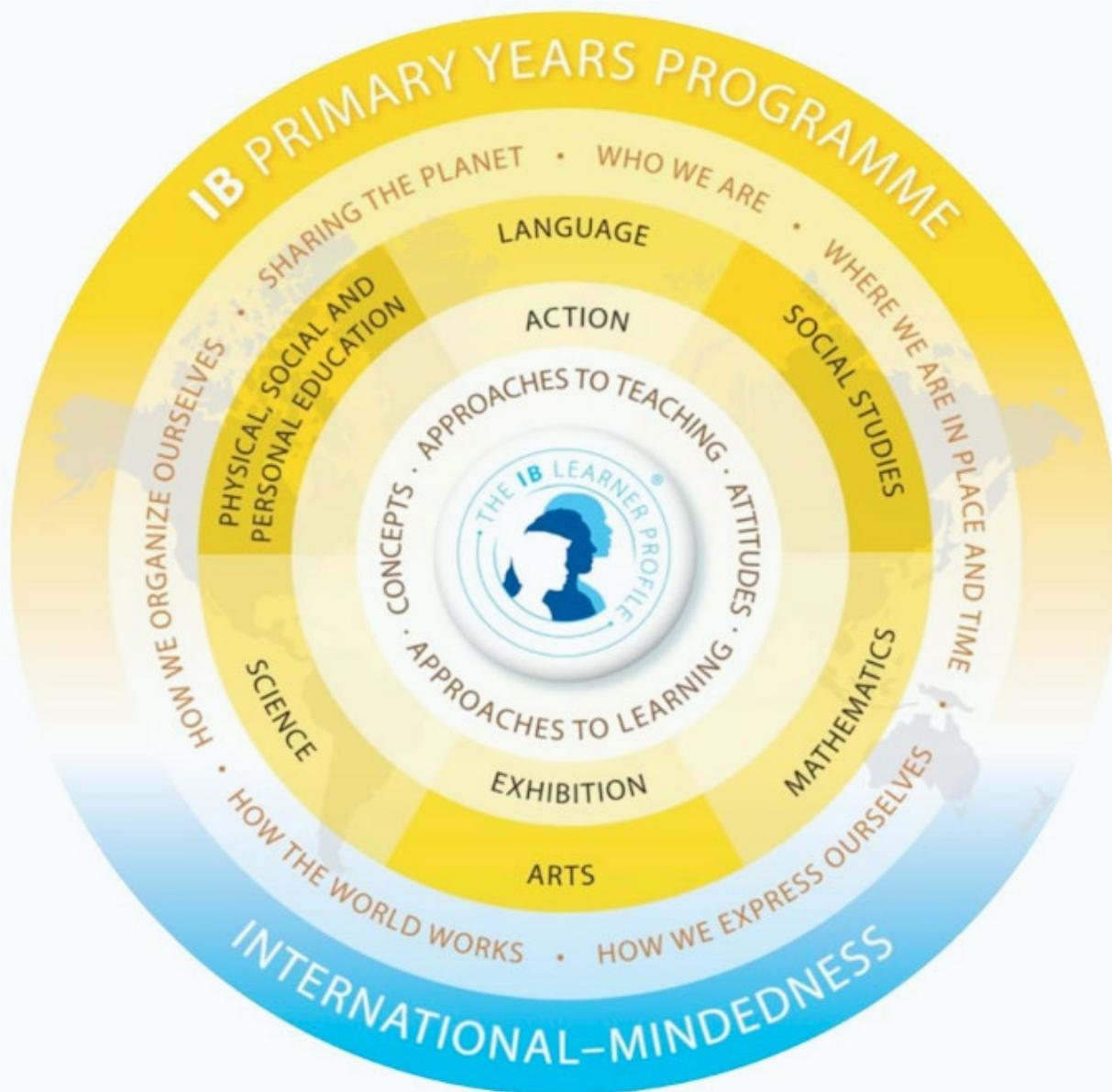
By balancing the PYP with concepts, knowledge, skills, attitudes, and action, it becomes academically challenging, personally engaging and globally, nationally and locally relevant.



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

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

## THE PYP CURRICULUM MODEL



## PROGRAMME OF INQUIRY

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

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

## TRANSDISCIPLINARY THEMES



### WHO WE ARE

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



### WHERE WE ARE IN PLACE AND TIME

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



### HOW WE EXPRESS OURSELVES

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



### HOW THE WORLD WORKS

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



### HOW WE ORGANISE OURSELVES

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



### SHARING THE PLANET

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



## CONCEPTS

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

### THESE KEY QUESTIONS ARE:

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

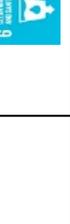
Related concepts derived from the key concepts and from the subject areas can also be inquired into throughout Units of Inquiry. They deepen students' understanding of the subject areas while providing further opportunities to make connections throughout the learning, from one subject to another, and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

Examples:

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

PROGRAMME OF INQUIRY

Year	Who We Are	Where We are in Place and Time	How We Express Ourselves	How The World Works	How We Organise Ourselves	Sharing The Planet
Kindergarten Cycle B	<p><b>Title:</b> Relationships <b>Subject Focus:</b> PSPE</p> <p><b>Central Idea:</b>                      IJG - I am who we are.                      JKG - We develop friendships and new relationships.                      SKG - Our behaviours and choices shape our relationships.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Varies for IJG/JKG/SKG</li> </ul> <p><b>Concepts:</b> Connection, Form  <b>Learner Profile:</b> Caring, Balanced</p>  	<p><b>Title:</b> Homes and Journeys <b>Subject Focus:</b> Social Studies</p> <p><b>Central Idea:</b>                      IJG - Every Family Has a Story and a Home.                      JKG - Home is where we belong.                      SKG - A sense of belonging connects us to people and places.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Varies for IJG/JKG/SKG</li> </ul> <p><b>Concepts:</b> Connection, function  <b>Learner Profile:</b> Open-minded, knowledgeable</p> 	<p><b>Title:</b> Communication <b>Subject Focus:</b> Arts</p> <p><b>Central Idea:</b>                      IJG - We express our thoughts and feelings in a hundred different languages.                      JKG - Being creative and responding in our own way.                      SKG - We use creativity to problem-solve and express ourselves.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Varies for IJG/JKG/SKG</li> </ul> <p><b>Concepts:</b> Form, Perspective  <b>Learner Profile:</b> Thinker, communicator</p> 	<p><b>Title:</b> Materials <b>Subject Focus:</b> Science</p> <p><b>Central Idea:</b>                      IJG - Young children as scientists: Discovering natural treasures.                      JKG - We can test and explore the materials around us.                      SKG - Materials have different properties and purposes, and they can change in different ways.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Varies for IJG/JKG/SKG</li> </ul> <p><b>Concepts:</b> Function, Change  <b>Learner Profile:</b> Inquirer, Reflective</p> 	<p><b>Title:</b> Transportation <b>Subject Focus:</b> Language, Humanities, Science, Mathematics, IT, VLC</p> <p><b>Central Idea:</b> Transport helps people connect to the wider community.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How public transport supports the local community.</li> <li>• How transport connects people to the wider world.</li> <li>• How transport is used for different purposes</li> </ul> <p><b>Concepts:</b> Function, Connection  <b>Learner Profile:</b> Inquirer &amp; Thinker</p>  	<p><b>Title:</b> Living Things <b>Subject Focus:</b> Science, Language, Mathematics</p> <p><b>Central Idea:</b> All living things go through changes.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Classification of living things</li> <li>• The needs of living things (coexistence/ symbiosis)</li> <li>• Changes that living things go through</li> </ul> <p><b>Concepts:</b> Form, Change, Responsibility  <b>Learner Profile:</b> Caring &amp; Knowledgeable</p>  
Year 1	<p><b>Title:</b> Communities We Belong To <b>Subject Focus:</b> Language, Humanities, IT, PSPE</p> <p><b>Central Idea:</b> Communities and culture form part of our identity.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What it means to belong to AIS Primary school</li> <li>• My culture and others'</li> </ul> <p><b>Concepts:</b> Form, Connection  <b>Learner Profile:</b> Open Minded, Principled &amp; Balanced</p>  	<p><b>Title:</b> Storytelling <b>Subject Focus:</b> Language, Wellbeing</p> <p><b>Central Idea:</b> Storytelling allows people to connect through sharing ideas and messages.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Different ways stories are told</li> <li>- The elements &amp; structure of stories</li> <li>- How people respond to stories</li> </ul> <p><b>Concepts:</b> Form, Function, Perspective  <b>Learner Profile:</b> Communicator, Risk-Taker &amp; Reflective</p>  	<p><b>Title:</b> Products <b>Subject Focus:</b> Language, Humanities, Science</p> <p><b>Central Idea:</b> Products go through a process of change before they are consumed or used.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Where products come from</li> <li>• Changes products go through</li> <li>• The distribution of products</li> </ul> <p><b>Concepts:</b> Change, Function  <b>Learner Profile:</b> Inquirer &amp; Knowledgeable</p>  	<p><b>Title:</b> Transportation <b>Subject Focus:</b> Language, Humanities, Science, Mathematics, IT, VLC</p> <p><b>Central Idea:</b> Transport helps people connect to the wider community.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How public transport supports the local community.</li> <li>• How transport connects people to the wider world.</li> <li>• How transport is used for different purposes</li> </ul> <p><b>Concepts:</b> Function, Connection  <b>Learner Profile:</b> Inquirer &amp; Thinker</p>  	<p><b>Title:</b> Living Things <b>Subject Focus:</b> Science, Language, Mathematics</p> <p><b>Central Idea:</b> All living things go through changes.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Classification of living things</li> <li>• The needs of living things (coexistence/ symbiosis)</li> <li>• Changes that living things go through</li> </ul> <p><b>Concepts:</b> Form, Change, Responsibility  <b>Learner Profile:</b> Caring &amp; Knowledgeable</p>  	

Year	Who We Are	Where We are In Place and Time	How We Express Ourselves	How The World Works	How We Organise Ourselves	Sharing The Planet
Year 2	<p><b>Title:</b> Wellbeing  <b>Subject Focus:</b> Science, Wellbeing, PSPE, IT  <b>Central Idea:</b> The Choices we make contribute to our own well-being and the well-being of others.  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Factors that contribute to our well-being</li> <li>- How choices impact people's lifestyles</li> <li>- Personal responsibility for our own well-being</li> </ul> <p><b>Concepts:</b> Function &amp; Responsibility  <b>Learner Profile:</b> Balanced &amp; Caring Principled</p> 	<p><b>Title:</b> Technology  <b>Subject Focus:</b> Science, IT, Humanities  <b>Central Idea:</b> Technology has shaped how people live, work and communicate.  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What artifacts can tell us about a period of time.</li> <li>• What drives innovation (Why people innovate)</li> <li>• How technological innovation has changed the way we live.</li> </ul> <p><b>Concepts:</b> Function &amp; Change  <b>Learner Profile:</b> Thinker &amp; Principled</p> 	<p><b>Title:</b> Cultural Events &amp; Celebrations  <b>Subject Focus:</b> Humanities, Wellbeing, Music, Drama, Art  <b>Central Idea:</b> People recognise important events all over the world.  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Celebrations and traditions</li> <li>- How and why people mark important events</li> <li>- Similarities and differences between cultural events</li> </ul> <p><b>Concepts:</b> Form, Connection &amp; Perspective  <b>Learner Profile:</b> Open-Minded, Inquirer</p> 	<p><b>Title:</b> Forces  <b>Subject Focus:</b> Science, Language, IT, Mathematics, Swimming  <b>Central Idea:</b> Forces and motion affect the world around us  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Forces we experience in our daily lives.</li> <li>- How forces affect objects.</li> <li>- Scientific processes and how scientists work to learn about the world.</li> </ul> <p><b>Concepts:</b> Function, Causation &amp; Connection  <b>Learner Profile:</b> Risk Taker &amp; Inquirer</p> 	<p><b>Title:</b> Signs and Symbols  <b>Subject Focus:</b> Language, Humanities, IT, Art  <b>Central Idea:</b> Signs and symbols support local and global communications.  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Reasons signs and symbols were invented</li> <li>- How signs and symbols are used locally and globally</li> <li>- Systems supported by signs and symbols</li> </ul> <p><b>Concepts:</b> Perspective &amp; Function  <b>Learner Profile:</b> Communicator &amp; Thinker</p> 	<p><b>Title:</b> Habitats  <b>Subject Focus:</b> Science, Humanities, Language, Wellbeing  <b>Central Idea:</b> Humans make choices that have an impact on living things and their habitats  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The different types of habitats</li> <li>- The impact humans have on habitats</li> <li>- Ways of protecting habitats</li> </ul> <p><b>Concepts:</b> Form, Causation &amp; Responsibility  <b>Learner Profile:</b> Knowledgeable &amp; Principled</p> 
Year 3	<p><b>Title:</b> Relationships  <b>Subject Focus:</b> Language, Wellbeing, IT  <b>Central Idea:</b> Respectful relationships help us to be members of a diverse community  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The self and cultural identity</li> <li>• The connections we have with people in our community.</li> <li>• Our responsibilities as a member of society.</li> </ul> <p><b>Concepts:</b> Connection &amp; Responsibility  <b>Learner Profile:</b> Caring &amp; Principled</p> 	<p><b>Title:</b> Landmarks  <b>Subject Focus:</b> Humanities, Wellbeing, Art, VLC  <b>Central Idea:</b> Landmarks have distinct features that represent people, places, ideas and historical events.  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The forms landmarks take.</li> <li>- The function and purpose of different Landmarks.</li> <li>- How landmarks are connected to communities.</li> </ul> <p><b>Concepts:</b> Form, Connection  <b>Learner Profile:</b> Thinker &amp; Reflective</p> 	<p><b>Title:</b> Creative Expression  <b>Subject Focus:</b> Language, Drama, Music, Art  <b>Central Idea:</b> Visual art is a vehicle for expressing our understanding of the world around us.  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Forms of expression</li> <li>- Techniques creators use to communicate ideas.</li> <li>- How artistic choices are used to convey perspective</li> </ul> <p><b>Concepts:</b> Form &amp; Perspective  <b>Learner Profile:</b> Balanced, Open-Minded &amp; Risk-Taker</p> 	<p><b>Title:</b> Weather and Climate  <b>Subject Focus:</b> Humanities, Science, Language  <b>Central Idea:</b> Climate and weather influence the way people live  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The causes of weather and climate</li> <li>- How humans live in different climates</li> </ul> <p><b>Concepts:</b> Causation &amp; Change  <b>Learner Profile:</b> Inquirer &amp; Knowledgeable</p> 	<p><b>Title:</b> Weather and Climate  <b>Subject Focus:</b> Science, Humanities, Mathematics  <b>Central Idea:</b> Clean water is a limited resource that is essential for human life  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Where water comes from</li> <li>- How we access and use water</li> <li>- Our responsibilities regarding water</li> </ul> <p><b>Concepts:</b> Connection, Responsibility,  <b>Learner Profile:</b> Caring &amp; Balanced</p> 	

Year	Who We Are	Where We Are In Place and Time	How We Express Ourselves	How The World Works	How We Organise Ourselves	Sharing The Planet
Year 4	<p><b>Title:</b> The Body <b>Subject Focus:</b> Science, Wellbeing, PSPE</p> <p><b>Central Idea:</b> Physical health and overall well-being are influenced by personal decisions.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Body systems and how they function</li> <li>- How our choices can impact physical health and well-being</li> <li>- Connection between states of mind and health</li> </ul> <p><b>Concepts:</b> Function &amp; Responsibility <b>Learner Profile:</b> Reflective &amp; Balanced</p> 	<p><b>Title:</b> Natural Disasters <b>Subject Focus:</b> Language, Science, Humanities</p> <p><b>Central Idea:</b> Natural disasters impact and transform our planet</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The causes of natural disasters</li> <li>- How natural disasters transform our planet</li> <li>- How people adapt and respond to natural disasters</li> </ul> <p><b>Concepts:</b> Causation &amp; Change <b>Learner Profile:</b> Knowledgeable &amp; Inquirer</p> 	<p><b>Title:</b> Poetry <b>Subject Focus:</b> Art, Language, Music, Drama</p> <p><b>Central Idea:</b> Language is a tool to express emotions and ideas.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Different forms of creative expression.</li> <li>- Poetry as a form of creative expression.</li> <li>- How different art forms convey similar messages.</li> </ul> <p><b>Concepts:</b> Connection &amp; Perspective <b>Learner Profile:</b> Open-Minded, Reflective, Communicator &amp; Risk-Taker</p> 	<p><b>Title:</b> Exploration <b>Subject Focus:</b> Humanities, Language, Drama</p> <p><b>Central Idea:</b> Explorations lead to discoveries that create change and new understandings</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Reasons for exploration</li> <li>- How explorations change over time</li> <li>- The impact of exploration</li> </ul> <p><b>Concepts:</b> Change &amp; Perspective <b>Learner Profile:</b> Knowledgeable, Open-minded &amp; Risk-Taker</p> 	<p><b>Title:</b> City Systems <b>Subject Focus:</b> Humanities, Science, Mathematics</p> <p><b>Central Idea:</b> People build cities to meet the needs of a community</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The structure of cities</li> <li>- The systems of a city and how they work together</li> <li>- The impact decisions have on a city</li> </ul> <p><b>Concepts:</b> Responsibility &amp; Connection <b>Learner Profile:</b> Principled Communicator &amp; Thinker</p> 	<p><b>Title:</b> Marine Life <b>Subject Focus:</b> Science, Humanities, Wellbeing, Languages</p> <p><b>Central Idea:</b> Protecting marine life is essential to a sustainable future</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- How marine resources are important to all living things</li> <li>- The impact people have on marine life</li> <li>- Our responsibility to conserve and use marine resources sustainably</li> </ul> <p><b>Concepts:</b> Causation &amp; Responsibility <b>Learner Profile:</b> Principled &amp; Caring</p> 
Year 5	<p><b>Title:</b> The Brain <b>Subject Focus:</b> Science, Wellbeing, Language, IT</p> <p><b>Central Idea:</b> Understanding my own brain helps me understand who I am now and who I am becoming.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- How the brain works</li> <li>- How we process and respond to information (understanding how we learn)</li> <li>- How we develop a growth mindset</li> </ul> <p><b>Concepts:</b> Form, Function &amp; Connection <b>Learner Profile:</b> Reflective, Balanced &amp; Inquirer</p> 	<p><b>Title:</b> Migration <b>Subject Focus:</b> Humanities, Language, Drama</p> <p><b>Central Idea:</b> Human migration is a response to risks and opportunities</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Why people migrate</li> <li>- Personal migration stories</li> <li>- The positive impacts of migration on communities, cultures and individuals.</li> </ul> <p><b>Concepts:</b> Causation, Responsibility &amp; Perspective <b>Learner Profile:</b> Caring &amp; Open-Minded</p> 	<p><b>Title:</b> Dramatic Expression <b>Subject Focus:</b> Art, Language, Drama, Music</p> <p><b>Central Idea:</b> Drama is a form of expressing ideas, feelings and messages</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Different genres in drama</li> <li>- How messages are conveyed through performing arts</li> <li>- Roles in creating and performing</li> </ul> <p><b>Concepts:</b> Form, Connection &amp; Perspective <b>Learner Profile:</b> Communicator, Risk-Taker</p> 	<p><b>Title:</b> Energy <b>Subject Focus:</b> Science, Humanities, IT, Mathematics</p> <p><b>Central Idea:</b> Energy exists in different forms and is essential to all aspects of life...</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- What energy is (Renewable and non-renewable)</li> <li>- How energy is transformed</li> <li>- How sustainable energy works and is used.</li> </ul> <p><b>Concepts:</b> Form, Function &amp; Change <b>Learner Profile:</b> Inquirer, Thinker &amp; Knowledgeable</p> 	<p><b>Title:</b> Entrepreneurship <b>Subject Focus:</b> Languages, Humanities, IT, Mathematics</p> <p><b>Central Idea:</b> Businesses strategies to buy and sell goods and services</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Understanding production and consumption</li> <li>- Effective decision making and self-organisation</li> <li>- Strategies that support roles and responsibilities for a successful business</li> </ul> <p><b>Concepts:</b> Responsibility, Connection &amp; Function <b>Learner Profile:</b> Thinker, Balanced &amp; Knowledgeable</p> 	<p><b>Title:</b> Global Challenges <b>Subject Focus:</b> Science, Humanities, IT, Art</p> <p><b>Central Idea:</b> Innovation is a response to global challenges.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Global challenges and the Sustainable Development Goals</li> <li>- Action and innovation as a response to a problem</li> <li>- Personal innovation in response to a problem</li> </ul> <p><b>Concepts:</b> Causation, Perspective &amp; Responsibility <b>Learner Profile:</b> Knowledgeable, Principled &amp; Caring</p> 

Year	Who We Are	Where We Are In Place and Time	How We Express Ourselves	How The World Works	How We Organise Ourselves	Sharing The Planet
Year 6	<p><b>Title:</b> Growing Up <b>Subject Focus:</b> Science, Wellbeing, PSPE</p> <p><b>Central Idea:</b> During our life, there are changes that affect us physically, socially and emotionally</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- What forms and defines identities</li> <li>- The cause of physical and emotional changes that occur during adolescence</li> <li>- Ways of managing physical, emotional, and social changes</li> </ul> <p><b>Concepts:</b> Change, Causation &amp; Responsibility <b>Learner Profile:</b> Balanced, Open-minded &amp; Caring</p> 	<p><b>Title:</b> Ancient Innovations <b>Subject Focus:</b> Humanities, Language, Art</p> <p><b>Central Idea:</b> Innovations of ancient civilisations have influenced modern civilisations</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- What artifacts tell us about life in ancient civilisations</li> <li>- Inventions developed by ancient civilisations</li> <li>- How inventions from ancient civilisations have improved over time</li> </ul> <p><b>Concepts:</b> Connection &amp; Function <b>Learner Profile:</b> Thinker, Open-Minded &amp; Reflective</p>  	<p><b>EXHIBITION UNIT</b></p> 	<p><b>Title:</b> Scientific Inquirers <b>Subject Focus:</b> Science, Language, Mathematics</p> <p><b>Central Idea:</b> The process of scientific inquiry deepens our understanding of the world around us.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Scientific disciplines and our understanding of the world</li> <li>- The scientific investigation process</li> <li>- How variables can affect the outcomes of scientific investigation</li> </ul> <p><b>Concepts:</b> Form, Function, &amp; Causation <b>Learner Profile:</b> Risk-Taker, Thinker &amp; Inquirer</p> 	<p><b>Title:</b> Global Connections <b>Subject Focus:</b> Humanities, IT, Language</p> <p><b>Central Idea:</b> Our connections to the world influence the way we live</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Our digital footprint</li> <li>- How people are influenced by their connections to the online world</li> <li>- Our rights and responsibilities as digital citizens</li> </ul> <p><b>Concepts:</b> Perspective, Responsibility &amp; Connection <b>Learner Profile:</b> Knowledgeable, Balanced &amp; Communicators</p>  	<p><b>Title:</b> Equal Opportunities <b>Subject Focus:</b> Humanities, IT, Wellbeing</p> <p><b>Central Idea:</b> Decision makers can impact equal opportunities and social justice</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Types of decision making</li> <li>- Principles of human rights and social justice</li> <li>- How people are impacted by decisions made</li> </ul> <p><b>Concepts:</b> Change, Causation &amp; Responsibility <b>Learner Profile:</b> Principled, Open-minded &amp; Caring</p>  



**GLOBAL GOALS**

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

**SUSTAINABLE DEVELOPMENT GOALS**

<p><b>1</b> NO POVERTY</p> 	<p><b>2</b> ZERO HUNGER</p> 	<p><b>3</b> GOOD HEALTH AND WELL-BEING</p> 	<p><b>4</b> QUALITY EDUCATION</p> 	<p><b>5</b> GENDER EQUALITY</p> 	<p><b>6</b> CLEAN WATER AND SANITATION</p> 
<p><b>7</b> AFFORDABLE AND CLEAN ENERGY</p> 	<p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p> 	<p><b>9</b> INDUSTRY, INNOVATION AND INFRASTRUCTURE</p> 	<p><b>10</b> REDUCED INEQUALITIES</p> 	<p><b>11</b> SUSTAINABLE CITIES AND COMMUNITIES</p> 	<p><b>12</b> RESPONSIBLE CONSUMPTION AND PRODUCTION</p> 
<p><b>13</b> CLIMATE ACTION</p> 	<p><b>14</b> LIFE BELOW WATER</p> 	<p><b>15</b> LIFE ON LAND</p> 	<p><b>16</b> PEACE, JUSTICE AND STRONG INSTITUTIONS</p> 	<p><b>17</b> PARTNERSHIPS FOR THE GOALS</p> 	 <p><b>SUSTAINABLE DEVELOPMENT GOALS</b></p>

## IB PYP LEARNER PROFILE

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

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

## APPROACHES TO LEARNING

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

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

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

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

### SOCIAL SKILLS

- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence



### RESEARCH SKILLS

- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information



## APPROACHES TO LEARNING

### THINKING SKILLS

- Critical-thinking skills
- Creative-thinking skills
- Transfer skills
- Reflection/metacognitive skills



### COMMUNICATION SKILLS

- Exchanging-information skills
- Literacy skills
- ICT skills



### SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind



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



## THINKING SKILLS

### Critical Thinking

- Analysis (observation, classification, patterns, categorization)
- Evaluation (making connections, evaluating ideas, combining ideas, formulating arguments)
- Forming decisions (reaching conclusions, developing and defending solutions, evaluating positive and negative impacts of decisions)

### Creative Thinking

- Generating Novel Ideas (generating questions, initiating inquiries, generating new ideas, making improvements on existing ideas, products and processes, making new or unusual connections)
- Considering New Perspectives (understanding and appreciating different points of view, coopting others' ideas into play or projects, showing flexibility in thinking, formulating "what if" questions)

### Transfer of Knowledge

- Application (using knowledge and skills to solve problems, using new knowledge to make connections, applying new and prior knowledge in different situations, comparing and contrasting)
- Application Across Multiple Contexts (using knowledge and skills to help others, making connections between what they have learnt and themselves/others, connecting and combining knowledge and skills for use in different situations)

### Reflection

- Reflection (reflecting on own learning, setting goals, responding to others, giving constructive feedback to others)
- Metacognition (articulating thinking processes, evaluating and adapting own processes for learning, understanding that people learn in different ways)



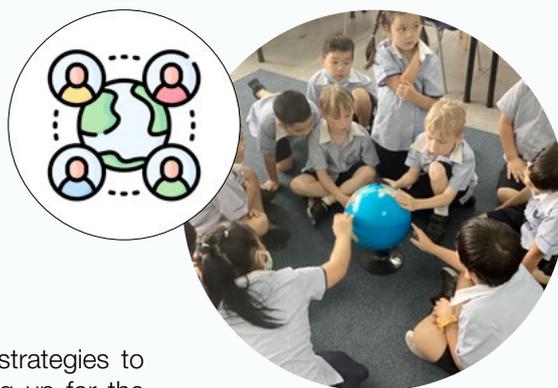
## SOCIAL SKILLS

### Intrapersonal Skills

- Self Control (emotional and physical regulation, spatial awareness, taking turns, making relevant contributions)
- Emotional Intelligence (recognising emotions in self and others, empathising with others, understanding perceptions, reflecting and taking action on positive and negative experiences)

### Interpersonal Skills

- Respecting Others (expressing opinions respectfully, caring for the needs and feelings of others, open mindedness, appreciating difference through practising respect)
- Supporting Others (helping others succeed, using positive strategies to prevent and manage challenging situations/conflict, speaking up for the rights and needs of others)
- Social Intelligence (understanding how actions impact others in a group, practising and encouraging cooperative behaviours in a group setting, adopting different roles in group settings)
- Resolving Conflict (listening to reasons and concerns of others, making fair choices, accepting responsibility, responding appropriately to challenging situations)



## COMMUNICATION SKILLS

### Exchanging Information

- Listening (follow directions, ask meaningful clarifying questions, listen respectfully and attentively to information and perspectives of others)
- Interpreting (recognising and interpreting signs, symbols, sounds and non-verbal cues including body language and gestures)
- Speaking (stating opinions or preferences with reasons, expressing ideas confidently and articulately to others, sharing ideas with a range of audiences)



### Literacy

- Reading (reading for enjoyment and for information, making sense of and applying what they read for different purposes, making connections within and beyond text)
- Writing (writing for different purposes and audiences, recording information and observations, using graphic organisers to support planning and drafting, understanding the impact of word choice)

### ICT

- Media Representation (collecting information and recording ideas using technology, using visuals and multimedia to communicate in different contexts, evaluating information accuracy, considering how to portray oneself online)
- Informed Choices (evaluating and choosing effective ways to communicate, adjusting style and format of communication for different audiences, making ethical decisions about online communication)

## SELF-MANAGEMENT SKILLS

### Information Literacy

- Formulating and Planning (identifying what to find out, forming relevant questions, selecting appropriate tools and information sources)
- Gathering and Recording (collecting information from different sources, recording observations, identifying efficient methods of gathering and recording information)
- Synthesising and Interpreting (sorting and categorising information, interpreting graphic organisers and creating generalised statements, synthesising information from across different sources)
- Evaluating and Communicating (identifying patterns and relationships, selecting appropriate ways to present information, communicating learning clearly to different audiences)



### Media Literacy

- Consuming and Processing (using online platforms to find relevant information, assessing information found online, selecting relevant information)
- Considering Online Perspectives (identifying forms of digital media and their purpose, distinguishing between fact and opinion, understanding bias)
- Creating (selecting appropriate formats for sharing ideas, communicating ideas and information through different media and platforms)

### Ethical Use of Media

- Ethical Use (recognising positives and negatives of different forms of media, considering impact of choices made when communicating online, referencing information sources)
- Reliability of Sources (distinguishing between reliable and unreliable sources of information, distinguishing between fact and opinion, detecting bias, determining trustworthiness of sources)

**RESEARCH SKILLS**

**Organisation**

- Managing Self (preparing resources for different tasks, behaving safely in different contexts, regulating body in learning spaces)
- Time Management (remaining on task, completing tasks in reasonable time frames, using tools to support time management, prioritising responsibilities and tasks)
- Goal Setting (setting simple goals, setting realistic short-term and long-term goals, breaking goals into actionable steps)



**States of Mind**

- Mindfulness (ignoring distractions, identifying and using mindfulness strategy for self regulation, recognising own state of mind and its impact on learning)
- Perseverance (demonstrating persistence, trying different strategies, maintaining a constructive attitude when facing difficulties)
- Emotional Management (identifying feelings and expressing them appropriately, identifying and using strategies to manage stress, recognising how one’s behaviour affects others, taking responsibility for actions)
- Self Motivation (understanding what motivates them, taking action to improve own learning, showing determination, understanding that choices made can have positive or negative consequences)
- Resilience (managing setbacks productively, reflecting on mistakes, disappointment or adversity, adapting or reevaluating plans)

**States of Body**

- Healthy Body (understanding balance, practising hygiene and self-care, identifying harmful and beneficial practices, making informed choices)



## CURRICULUM OVERVIEWS

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



### LANGUAGE

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

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

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

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

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

### ASPECTS OF LANGUAGE

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

## ENGLISH AT AIS

### VISION

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

### GOALS

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

### ENGLISH GENERAL STATEMENT

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

At AIS:

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

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



## MATHEMATICS

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

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

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

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

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



## MATHEMATICS AT AIS

### VISION

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

### GOALS

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

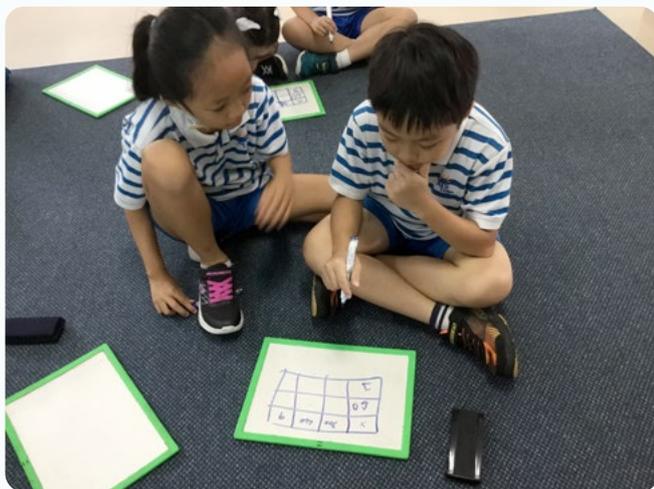
### MATHEMATICS GENERAL STATEMENT

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

At AIS:

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

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



## SCIENCE

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

Scientific enquiry in the Primary Years Programme encourages students to explore, ask questions, and investigate the natural world. Through hands-on experiments and observations, students develop critical thinking and a deeper understanding of scientific concepts, fostering curiosity and a love for learning. Students are taught to use problem-solving skills to improve their own lives and deal responsibly with science-related societal issues.

Scientific learning takes place both within the PYP framework, and as standalone units of study where appropriate. The Cambridge Primary Science Outcomes support the development of foundational knowledge and skills across the core science strands. Scientific learning covers four key areas:

<b>Scientific Enquiry</b>	<ul style="list-style-type: none"> <li>• Ideas and evidence</li> <li>• Investigative work</li> <li>• Obtaining and presenting evidence</li> <li>• Evaluating evidence and approach</li> </ul>
<b>Biology</b>	<ul style="list-style-type: none"> <li>• Plants</li> <li>• Living things and their environment</li> <li>• Humans and animals</li> </ul>
<b>Chemistry</b>	<ul style="list-style-type: none"> <li>• Material properties</li> <li>• Material changes</li> <li>• States of matter</li> </ul>
<b>Physics</b>	<ul style="list-style-type: none"> <li>• Forces and motion</li> <li>• Light</li> <li>• Electricity and magnetism</li> <li>• The Earth and beyond</li> <li>• Sound</li> </ul>



## SOCIAL STUDIES

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

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

### ASPECTS OF SOCIAL STUDIES

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

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

**LANGUAGES OTHER THAN ENGLISH**

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

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

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



## PERSONAL, SOCIAL AND PHYSICAL EDUCATION (PSPE)

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

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

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

### ASPECTS OF PHYSICAL EDUCATION

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

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



### Annual House Sporting Events include:

- Kindergarten Sports Day
- Year 1–2 Sports Day
- Year 3–6 Sports Day
- Year 3–6 Cross Country Carnival
- Year 1–6 Swim Gala and Splash Day

These events promote participation, school spirit, teamwork, and healthy competition in a fun and supportive environment.

### Our Commitment

AIS is committed to delivering a diverse, inclusive, and engaging sport program that supports the physical, social, and emotional wellbeing of every student. Through our PSPE lessons, House events, and TITANS Sport program, we aim to foster a love of sport, resilience, teamwork, and school spirit.

**WELLBEING, PERSONAL AND SOCIAL EDUCATION**

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

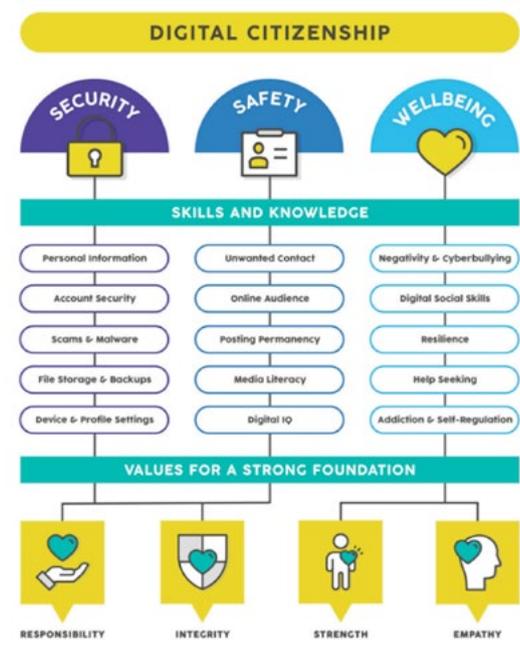
Students need to be prepared to address moral issues in their lives and should act upon a set of positive values such as justice, respect for human rights and dignity. It is through exposure to new and difficult issues in a non-threatening environment that students are able to develop their own positive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

The Personal and Social Education Programme is supported by the Cambridge Primary Wellbeing Objectives.

**ASPECTS OF PERSONAL AND SOCIAL EDUCATION**

Understanding Myself	My relationships	Navigating My World
<ul style="list-style-type: none"> <li>Identifying emotions</li> <li>Managing emotions</li> <li>Healthy habits</li> </ul>	<ul style="list-style-type: none"> <li>Healthy relationships</li> <li>Navigating friendships</li> <li>Understanding and respecting boundaries</li> <li>Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Staying safe</li> <li>Dealing with change</li> <li>Making a difference</li> </ul>

The Wellbeing Curriculum is supported by the Positive Education Enhanced Curriculum developed by Geelong Grammar School. PEEC is a researched-based explicit Positive Education Curriculum that has been developmentally sequenced from Early Years through to Year 12. Each topic area has bespoke lessons to support personal and social learning for each topic.



Wellbeing, personal and social education also includes digital citizenship. The Primary Wellbeing Curriculum uses the Cyber Safety Project to provide a well-rounded approach to developing digital citizenship in all learners.



**THE ARTS**

The Arts at AIS consists of both Performing and Visual Arts. The Arts are an important curriculum area as we consider them to be a powerful language for expressing and processing both feelings and understandings. Children receive specialist instruction in Music, Drama and Visual Arts and learn about performance, creativity of expression and musical notation.

**ASPECTS OF VISUAL ARTS**

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



**ASPECTS OF DRAMA AND PERFORMANCE**

- Building self-confidence
- Building self-belief



**MUSIC**

Students in Kindergarten and Primary School take weekly Music lessons based on the PYP Arts Scope & Sequence. Students develop their creative and critical thinking skills by creating and responding to music.

Students develop their abilities both with singing and with playing on classroom instruments, such as xylophone, ukulele, handheld percussion, recorder, guitar and piano.

Through this practice, they also develop musical literacy, learning about musical terminology and different styles of notation.

As they work in ensembles of different sizes, from pairs to the whole class, students become stronger collaborators and team members. Frequent chances to perform for their peers help even the most shy students to gain confidence.

Music is taught not as a stand-alone subject, but as something deeply connected to the wider world, to history and to cultures. Work in the music classroom is regularly linked to learning in other areas of the school so that students can start to form their own picture of a world full of music.

Underlining all of this is a sense of exploration, of risk-taking, of achievement and, above all, of fun.



**MUSICAL PERFORMANCE OPPORTUNITIES**

In addition to the weekly Music lessons each class attends, there are many additional performance opportunities either as part of the regular school Performing Arts Programme or as extension opportunities that students may aspire to:

- Music Showcase Concerts (Primary Years)
- Asian Junior Honour Choir and Orff Ensemble Festival (Year 5 & Year 6)
- Orff Instrumental Ensemble (Year 2 to Year 3)
- Primary Choir (Year 3 to Year 6)
- AIS Has Got Talent (SKG -Year 6)
- Year-Level Production (Planned for Year 4 in 2025-26)
- Music Recital (Year 1 - Year 6)
- Weekly Primary Assemblies (Year 1- Year 6)
- Moon Festival (KG-Year 6)
- Christmas Assemblies (KG - Year 6)
- Prizegiving Performance (Year 3-6)
- Year 6 Choral Performances - PYPX and Year 6 Graduation



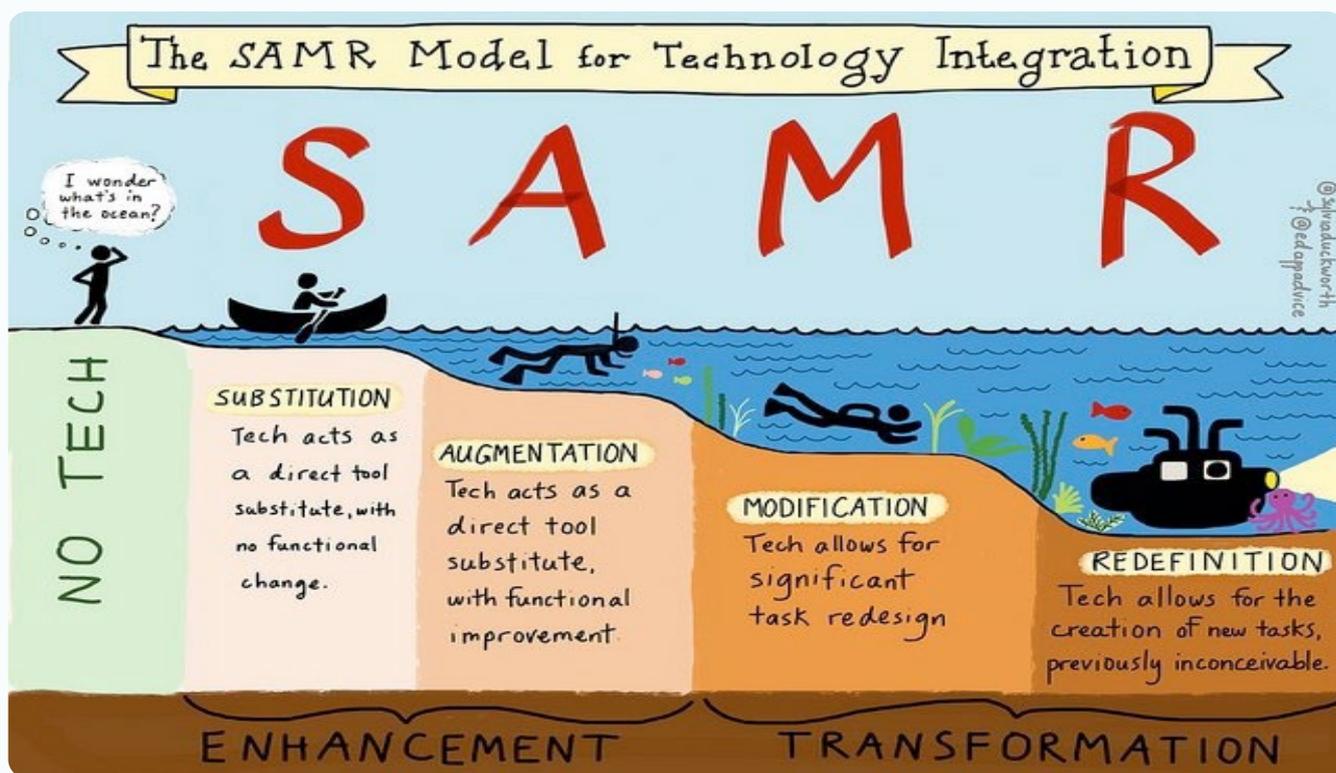
**TECHNOLOGY AT AIS**

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

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



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



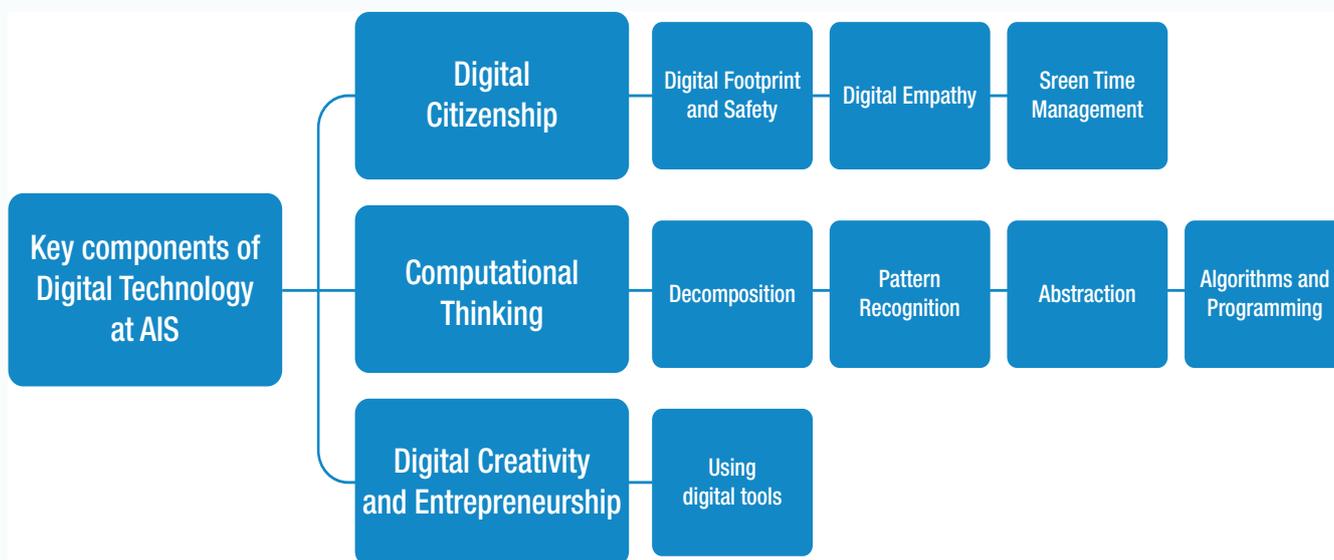
The goals of our digital learning programme include:

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

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

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

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



**IPAD INFORMATION FOR PARENTS YEARS 3, 4, 5 & 6**



The Australian International School (AIS) is committed to developing digital learning and STEAM (Science, Technology, Engineering, Arts and Mathematics). Our students are facing a future that is exciting, constantly changing and technology rich. At AIS we strive to prepare our students for this future by enabling them to develop the skills to best cope with such an environment. We believe that technology, when used appropriately, provides opportunities to support, engage, enhance and transform student learning. The digital learning program is supported by quality infrastructure including fast internet speeds, comprehensive wireless access, internet filters and digital resources and tools to support teaching and learning.

This BYOD policy has been designed to ensure that all members of the school community are given the opportunity to develop the necessary digital literacy skills to thrive in the digital age.

**Bring Your Own Device (BYOD)**

For the 2025-2026 academic year all Year 3, 4, 5 and 6 students will be required to have an iPad in school to support our BYOD Program.

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

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

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

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

**Which iPad does my child need?**

We recommend the following minimum specifications:

Apple iPad 10.2

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

See more details: [iPad 10.2-inch - Technical Specifications \(www.apple.com/ipad-10.9/\)](http://www.apple.com/ipad-10.9/) NB: Cellular or 3/4G capability is not required.

**Accessories**

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

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

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

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

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

An Apple ID is an Apple Identification account that you need to have set up in order to be able to purchase apps from the Apple Store. All students must have an Apple ID. Apple has a special ID for children under 13 using family sharing where their parents can manage all purchases. For detailed instructions on how to set up your child's Apple ID please visit <https://support.apple.com/en-us/102617>

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

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

Students internet usage is strictly monitored.

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

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

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

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

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

AIS will offer basic support for students using their iPads such as: connecting to the school network; emails and use of apps; but will not be responsible for downloading apps, updating and troubleshooting iPads.

New iPads receive direct support from Apple. For more information follow the link to Apple support page at <http://www.apple.com/au/support/products/ipad.html>

**Acceptable Use Policy**

Please read and sign the acceptable use policy document at the link here: [BYOD Acceptable Use Policy](#)

**For further questions, please contact:**

**Mr. Allan Short**  
Kindergarten and Primary Principal

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



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

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

Some things to consider when commenting on student work:

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

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

Ask a question. Get your child thinking.

"I wonder..... ?"

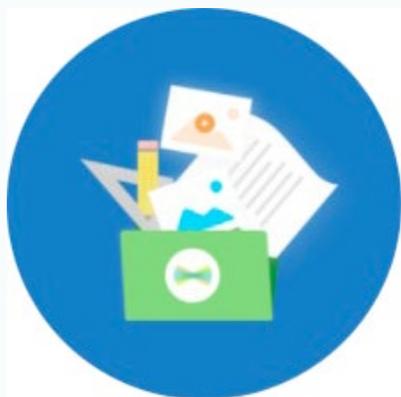
"Did you ..... ?"

"Why ..... ?"

"How. .... ?"

**HOW SEESAW WORKS**

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



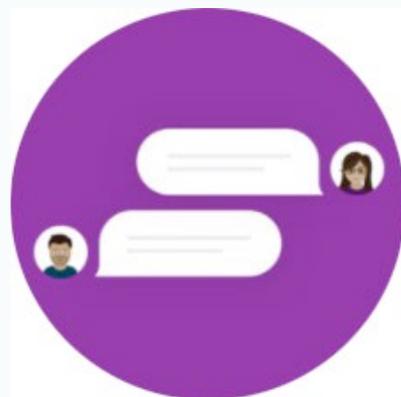
**Students show learning**

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



**Teachers gain insights**

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



**Families connect**

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

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

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

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

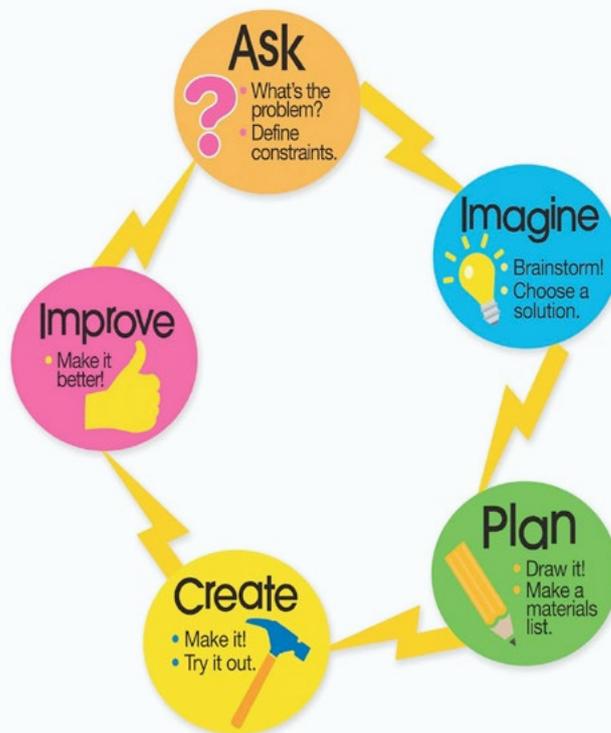
Students learn to:

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

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

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

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



## KINDERGARTEN ASSESSMENT AND REPORTING

### WHAT WE ASSESS

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

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

### HOW WE ASSESS

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

### HOW WE REPORT

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

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

#### Formal Reports

Parents receive a written report of their child's progress at the end of Semester 1 and 2. The report summarises the progress a child has made across the Kindergarten curriculum, including the attributes of the IB learner profile. The report includes narrative comments made by the classroom teachers and highlights the uniqueness of the child. The Australian Early Years framework - Belonging, Being and Becoming form the basis of our Kindergarten reports.



## PRIMARY ASSESSMENT AND REPORTING

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

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

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

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

At AIS, we use a range of internal assessment strategies to help monitor learning and provide a detailed picture of individual progress. Ongoing formative and summative assessment:

- Enables learning to be assessed on a regular basis, facilitating early intervention for support and extension
- Enables teachers to give targeted feedback to learners and parents
- Enables teachers to compare strengths and weaknesses of individuals and groups, informing next steps for teaching and learning.



## STRATEGIES FOR EFFECTIVE ASSESSMENT

### OBSERVATION

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

### PERFORMANCE ASSESSMENTS

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

### PROCESS-FOCUSSED ASSESSMENTS

The students' transdisciplinary skills are regularly observed and these observations are documented in a variety of formats. Assessment rubrics are used to track student progress against identified learning outcomes.

### OPEN-ENDED TASKS

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

### NORM-REFERENCED ASSESSMENTS

We use a range of norm-referenced assessments to gauge individual and cohort progress, measured against international norms.

ACER Progressive Achievement Tests for Reading and Mathematics are sat 2 times per year. Year 5 and 6 students also take PAT Grammar and Punctuation. These adaptive assessments provide accurate information about individual achievement as well as cohort and international norm comparisons. This data informs personal learning targets and enables teachers to track progress over time.

CAT4 (Cognitive Ability Tests) assesses the individual's verbal, spatial, non-verbal and quantitative reasoning skills, providing information about learning strengths and weaknesses. Primary students will take CAT4 in Semester 1 of Year 4 and at the end of Year 6.

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



## CYCLE TESTING - YEARS 5 & 6

Weekly cycle testing is one form of summative assessment used by Inspired schools and is intended to help students feel more assured in test conditions and, in doing so, help them feel more comfortable performing in test conditions. Cycle tests primarily assess knowledge recall and application across a range of subject areas, including English, Mathematics, Vietnamese and Unit of Inquiry. Year 5 and 6 homeroom teachers provide information about upcoming cycle tests a week in advance. Feedback, reflection and goal setting is factored into the cycle testing process.

## PARENT, TEACHER AND STUDENT CONFERENCES AND REPORTS

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

- An Open Classroom afternoon is held prior to the start of the school year, where parents and students meet the class teacher. Teachers will share important classroom information.
- Early in Term 1, parents are invited to arrange a short meeting with the class teacher to share any information relevant to their child’s learning and social development.
- In Term 1, students will set goals in consultation with the classroom teacher. These goals will be shared with parents via Seesaw.
- Three-Way Conferences (Student-Parent-Teacher) are held towards the end of Term 1, providing an opportunity for students to discuss their goals and to share initial progress.
- At the end of Term 1 an Interim report will be sent home via iSAMS– giving Attainment and Effort grades for English and Mathematics.
- A comprehensive ‘Mid-Year Report’ is published at the end of Term 2 via iSAMS, with an opportunity for Parent-Teacher-Student conferences shortly afterwards.
- Student Led Conferences are held in the middle of Term 3, where students discuss their learning with their parents. Goals are discussed at Student Led conferences.
- An Interim progress report is sent home at the end of Term 3 via iSAMS– giving Attainment and Effort grades for English and Mathematics..
- A comprehensive ‘End-of-year Report’ is published at the end of Term 4 via iSAMS. This is followed by an opportunity for Teacher, Parent and Student conferences.

## TERMLY REPORTING SCHEDULE

TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> <li>• Goals set and sent in mid-term via Seesaw</li> <li>• End of Term Interim Report. Sent via ManageBac on the last Monday of T1.</li> <li>• Followed by Teacher/ Parent/Student conferences last week of Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>• End of Semester 1 Mid-year Report: Sent last Monday of Term 2 – via Managebac</li> <li>• Followed by optional Teacher/Parent/Student conferences last week of Term 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Student-led conferences: Middle of Term 3 – x2 afternoons. Discuss start of year goals and set new goals</li> <li>• End of Term Interim Report sent on the last day of Term.</li> </ul>	<ul style="list-style-type: none"> <li>• End of year report: Sent last Monday of Term 4 – via Managebac</li> <li>• Followed by optional Teacher/ Parent/Student conferences last week of Term 4.</li> </ul>

## HOMEWORK POLICY

Homework can serve several purposes. It affords a valuable link between school and home, keeping parents informed of the kind of work being done at school. Appropriate online learning (Reading Eggs, Matific, Century AI) to support in-class programmes can be assigned as an ongoing task.

### PHILOSOPHY

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

### PURPOSE

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

## HOMEWORK GUIDELINES

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

YEARS 1 - 3 (recommended at least 30 minutes per night)	
Year 1 and Year 2	Year 3
<ul style="list-style-type: none"> <li>• Nightly shared reading with parents</li> <li>• Practice of sight words and target phonic patterns</li> <li>• Teacher initiated tasks related to English, Mathematics, Unit of Inquiry, Vietnamese</li> <li>• Weekly spelling as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• 15 minutes of sustained independent reading each night</li> <li>• 5 minutes of shared reading</li> <li>• Teacher initiated tasks related to English, Mathematics, Unit of Inquiry, Vietnamese</li> <li>• Weekly spelling as appropriate</li> <li>• Mental maths practice as appropriate</li> <li>• Century AI Nuggets</li> </ul>

YEARS 4-6 (recommended at least 60 minutes per night)	
Year 4	Year 5 and Year 6
<ul style="list-style-type: none"> <li>• 20 minutes of sustained independent reading each night</li> <li>• Teacher initiated tasks related to English, Mathematics, Unit of Inquiry, Vietnamese</li> <li>• Weekly spelling as appropriate</li> <li>• Mental maths practice as appropriate</li> <li>• Century AI Nuggets</li> </ul>	<ul style="list-style-type: none"> <li>• 25-30 minutes of sustained independent reading each night</li> <li>• Teacher initiated tasks related to English, Mathematics, Unit of Inquiry, Vietnamese</li> <li>• Weekly spelling as appropriate</li> <li>• Mental maths practice as appropriate</li> <li>• Cycle test revision</li> <li>• Century AI Nuggets</li> </ul>

## COMMUNICATION

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

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

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

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



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



## EXTRA CURRICULAR ACTIVITIES (ECAs) PROGRAMME

AIS runs 3 ECA seasons per school year:

- Season 1: 3rd September - 14th November
- Season 2: 17th November – 6th March
- Season 3: 9th March – 5th June

The ECA programme is designed to introduce Primary students to a range of special interest areas. Some activities focus on participation and gaining new experiences while others focus on developing skills and competition. Some ECAs require year-long commitment to optimise skill development. Activities are conducted by AIS teachers, teacher assistants and externally hired specialist instructors.

### EXAMPLE ACTIVITIES

SEASONAL REGISTRATION	YEAR-LONG REGISTRATION
<ul style="list-style-type: none"> <li>• Chess</li> <li>• Sewing</li> <li>• Fencing</li> <li>• First Kicks Football</li> <li>• Art Club</li> <li>• Lego Robotics</li> <li>• Drama Club</li> <li>• Cooking Club</li> <li>• Maths Booster Club</li> <li>• Roller Blading</li> </ul>	<ul style="list-style-type: none"> <li>• Show Choir</li> <li>• Dance</li> <li>• Languages</li> <li>• Swim Team</li> <li>• Sports Development Squads</li> <li>• Coding</li> </ul>



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

Kindergarten students do not participate in the ECA programme. After School Child Care is a paid service offered for Kindergarten families, running from 2:50pm until 4:30pm. Bus students will take the late bus at 4:00pm.

Information about ECAs is sent out to parents prior to each ECA season and students sign up for the activities on offer. Some ECAs require a payment as they are run by an external provider. Parents will pay the external provider directly. At the beginning of the school year, AIS runs an ECA Fair for parents and students to showcase the variety of activities on offer from external providers.

Students may select one activity per day. Students are required to register for activities at via the AIS Services page. Please note classes have minimum and maximum sizes so it is not always possible for students to select their preferred choice.

Primary students who are not registered for an activity are expected to leave school at 2:40 pm.

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

### TITANS SPORT PROGRAMME

The TITANS Sport Programme is the competitive extension of sport at AIS. While participation is not compulsory, it is highly encouraged for students seeking extra involvement in team sports and competitive opportunities beyond the curriculum. The TITANS Sport programme is integrated into the Primary ECA programme.

TITANS Sport offers:

- Training sessions
- Inter-school matches
- City championship tournaments

The program runs across three seasons per year, with a diverse range of sports available for students.



SEASON 1	SEASON 2	SEASON 3
<ul style="list-style-type: none"> <li>• Under-11 Boys A &amp; B Football</li> <li>• Under-11 Girls A Football</li> <li>• Under-9 Boys A &amp; B Football</li> <li>• Under-9 Girls Football</li> <li>• Under-11 Netball Pre-Season</li> <li>• Athletics</li> </ul>	<ul style="list-style-type: none"> <li>• Under-11 Netball</li> <li>• Under-11 Boys A &amp; B Badminton</li> <li>• Under-11 Girls A &amp; B Badminton</li> <li>• Under-9 Benchball</li> <li>• Rippa Rugby</li> <li>• Gaelic Football</li> </ul>	<ul style="list-style-type: none"> <li>• Under-11 Boys A &amp; B Basketball</li> <li>• Under-11 Girls A Basketball</li> <li>• Under-9 Boys &amp; Girls 3x3 Basketball</li> <li>• Under-11 Table Tennis</li> <li>• Under-11 Tee-Ball A &amp; B</li> </ul>

### TITANS SWIM SQUAD

Our popular TITANS Swim Squad is open to Year 3 students and above, providing weekly training opportunities and access to local inter-school swim meets as well as select international swim events. It is an excellent pathway for students to further develop their swimming skills in a competitive and supportive team environment.



## EXCURSIONS



Excursions and field trips are an integral part of the school curriculum and attendance is compulsory. The cost of visiting performers or speakers and other activities is covered by the school. Parents will be advised in advance of any scheduled trips. We commit to providing experiential learning opportunities for the students which deepen learning connections and further their understanding of the curriculum.

## SCHOOL CAMPS

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

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

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



## SCHOOL EVENTS

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



## BEHAVIOURAL EXPECTATIONS

AIS is committed to creating a safe, respectful, and inclusive environment where all students can thrive. Our behaviour policy promotes positive conduct, responsible decision-making, and mutual respect, ensuring that everyone feels valued and supported in their learning journey.

### AIS C.A.R.E.S. VALUES



# AIS C.A.R.E.S.



## Compassion

We show kindness, empathy and respect for others, appreciating diverse perspectives.



## Ambition

We face challenges bravely and creatively, taking risks with our learning and striving to be our best selves.



## Responsibility

We act honestly by taking responsibility for our actions and learning from our mistakes. We take ownership of our learning, our belongings, and our shared spaces.



## Exploration

We are curious, thoughtful learners who ask questions, explore deeply and seek understanding.



## Self Awareness

We care for our minds, bodies and emotions. We make informed choices for our own and others' well-being. We strive for balance in all areas.



An **inspired** school

KINDERGARTEN AND PRIMARY BEHAVIOUR LADDER



# AIS KINDERGARTEN AND PRIMARY BEHAVIOUR LADDER

<p><b>FLY</b> Special Achievement Award (Assembly)</p>	<p>Consistently outstanding effort, behaviour, leadership and attainment. Creative, artistic or sporting achievement.</p>
<p><b>REWARD</b> AIS CARES Award (Assembly)</p>	<p>AIS CARES Bronze, Silver, Gold Award.</p>
<p><b>CELEBRATE</b> Learner Profile Award (in class)</p>	<p>Improved or great work and / or effort in an area of learning. Consistent progress in learning or behaviour.</p>
<p><b>SHINE</b> AIS CARES Sticker</p>	<p>Demonstrating an AIS CARES Value: Compassion, Ambition, Responsibility, Exploration, Self Awareness.</p>
<p><b>RECOGNISE</b> Verbal Praise, House Point</p>	<p>Consistently Ready to Learn.</p>
<p><b>READY TO LEARN</b> I am settled, I am on task, I am engaged, I am respectful.</p>	
<p><b>REMIND</b> Behaviour reminder</p>	<p>Calling out in class; interrupting; not listening; pushing; running; shouting.</p>
<p><b>WARN</b> Conversation with teacher</p>	<p>Repeated behaviours; lateness; not following AIS CARES Values.</p>
<p><b>REFLECT</b> Reflection session (recess / lunch) Parents informed by class teacher</p>	<p>Repeated behaviours; answering back or rudeness; not following instructions; unkindness; moving others' property; using devices at unsanctioned times.</p>
<p><b>MEET</b> Detention / DP meet parents / Behaviour plan</p>	<p>Continuation of behaviours; unconscious bullying; physical behaviours; theft; intentional damage of property; graffiti; inappropriate use of devices.</p>
<p><b>REVIEW</b> Principal and DP meet parents / Behaviour plan / Suspension / Expulsion</p>	<p>Persistent behaviours; physical violence; aggressive behaviour; intentional bullying; deliberately accessing inappropriate content on devices.</p>

iSAMS BEHAVIOUR ENTRY

### POSITIVE BEHAVIOUR RECOGNITION SYSTEM

The AIS CARES positive behaviour reward system encourages students to demonstrate respectful, responsible, and compassionate behavior through recognition, encouragement, and supportive strategies. Students demonstrating positive behaviours are recognised through a sticker system that celebrates and highlights positive behaviour choices. Students work towards achieving their Bronze, Silver and Gold level AIS CARES Award.



<b>Bronze Award</b>	<b>20 stickers</b>
<b>Silver Award</b>	<b>50 stickers</b>
<b>Gold Award</b>	<b>100 stickers</b>

### LEARNER PROFILE AWARDS

Students may be recognised in class for demonstrating one of the PYP Learner Profile Attributes in their work, either for an individual piece of work or for sustained effort or progress. Recognition may be in the form of a house point, sticker or Learner Profile Certificate awarded by a teacher.



### PRIMARY SCHOOL SERVICE AWARDS

Students who contribute positively to the school community throughout the year (House Captains, Student Representative Council Members) are recognised at the end of year Primary Prizegiving Assembly for their ongoing leadership and commitment to AIS.



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

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

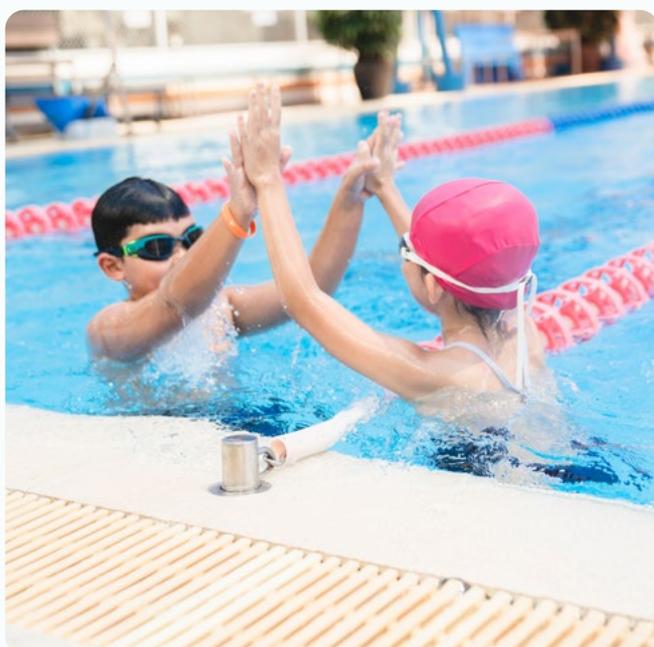


## SPORT

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

Participating in Physical Education is a compulsory part of our curriculum and students are also encouraged to take part in our extensive Extra-Curricular Activities programme and / or join a sports team. By participating in a sport for recreation, students build their physical, emotional and intellectual skills. By being part of a team, students learn sportsmanship, commitment and self-confidence.

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



## SCHOOL UNIFORM

### UNIFORM GENERAL GUIDELINES

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

### UNIFORM GENERAL GUIDELINES

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

## STUDENT DRESS CODE

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

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

## AIS UNIFORM

All items are available at the school uniform shops.

### KINDERGARTEN UNIFORM

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

### PRIMARY UNIFORM

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



House Uniform



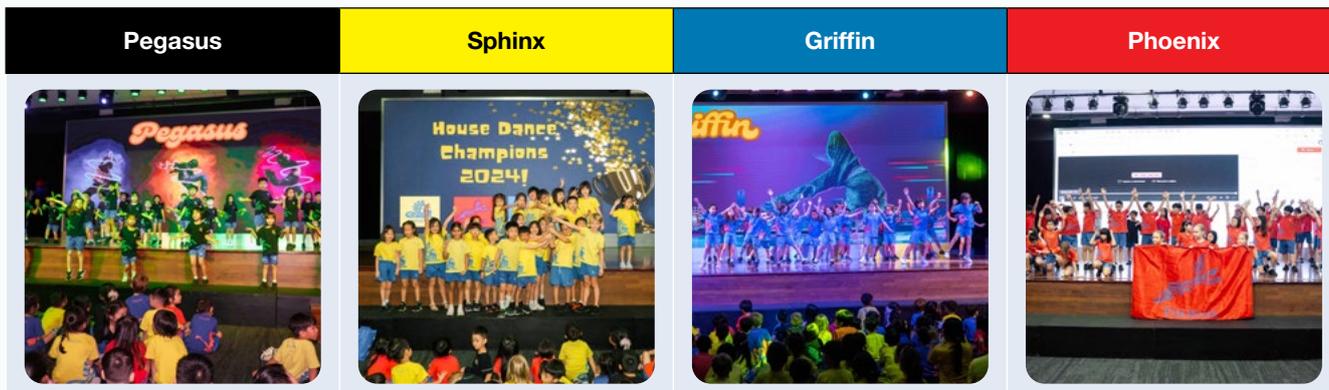
Kindergarten Uniform and Primary PE uniform



Formal Primary Uniform

## HOUSES

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



Siblings are placed in the same house wherever possible. House colour school T-shirts can be purchased from the school shop. Students must stay in their allocated house.

Sporting events and other inter-house competitions are organised to engender a spirit of belonging and build relationships between students from different year groups. House Captains are elected at the beginning of each academic year and act as student leaders at House events.



## CAFETERIA MENU

**Morning snack:** Fruit and Milk.

**Lunch:** Students have 3 options to choose from (International, Vietnamese and Vegetarian).

**Afternoon snack:** Sandwich / muffin healthy snack.

Menus are published to families on Seesaw at the beginning of the month. A typical lunch menu:

**MENU 1**  
**LUNCH MENU**  
 --- Primary ---  
 02/06 : 06/06

**THE CATERERS** | **AIS** | **AUSTRALIAN INTERNATIONAL SCHOOL**

	INTERNATIONAL	VIETNAMESE	VEGETARIAN	SOUP	SANDWICH
<b>M O N</b>	Grilled chicken with honey	Korean style stir-fried beef	Vegetarian Sausage with Tofu	Cauliflower and carrot soup	Curry Bread
<b>T U E</b>	Stir-fried Japanese pork	Fish Cake Wrapped in Oval Eggs with Tomato Sauce	Braised Tofu & Egg Baked Potato Topped with Roasted Vegetables & Cheese	Seaweed and Tofu soup	Bacon & Cheese Sandwich
<b>W E D</b>	Fish fingers with Cocktail Sauce	Roti Chicken	Macaroni with Vegetable	Luffa, Malabar Spinach soup	Meat ball bread
<b>T H U</b>	Spaghetti Bolognese	Fried chicken wings with fish sauce	Young Tofu with Mushroom Sauce	Papaya & Pork soup	Beef Tortilla
<b>F R I</b>	Jambon & Cheese Frittata	Fried fish shaken with cheese	Spaghetti with Tomato Sauce	Cabbage soup	Jambon & Cheese Sandwich
		<b>VEGETABLES</b>	<b>SALAD</b>	<b>DESSERT</b>	

## FEEDBACK

Feedback, complaints and suggestions can be sent to [canteen@aisvietnam.com](mailto:canteen@aisvietnam.com).

## LOST AND FOUND AREA

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

## MESSAGES

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

## MOBILE PHONES - RATIONALE

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

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

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

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

## COUNSELLING & PROFESSIONAL SUPPORT SERVICES

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

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

## TRANSPORT

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

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

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

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

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

## WATER

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

## WITHDRAWAL FROM SCHOOL

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

## BIRTHDAY ARRANGEMENTS

### STUDENT BIRTHDAY CAKES – PRIMARY AND KINDERGARTEN

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



## ACCESS CONTROL SYSTEM

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

## VISITORS

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

## ATTENDANCE

### GUIDELINES

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

## EXCUSED ABSENCE OR LATENESS

Absence or lateness will be excused for the following reasons:

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

### ABSENCE PROCEDURES

Excused absence procedures for parents:

- Parents should notify the school about absence or lateness before 8:00 AM on the day in question.
- Notification should be made via iSAMS (preferred) or by messaging the class teacher on Seesaw.
- Notification should include the date, time, and reason for absence or lateness.

### LATENESS

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

### TRUANCY / UNEXCUSED ABSENCES

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

## TEMPORARY CARE-GIVING ARRANGEMENTS

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

**CONTACT US AT**

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

264 Mai Chi Tho (East-West Highway), Binh Trung Ward, Ho Chi Minh City, Vietnam  
 t: +84 28 3742 4040

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

APSC Compound, 36 Thao Dien Road, An Khanh Ward, Ho Chi Minh City, Vietnam

**Lotus Campus** (*Kindergarten*) | Lotus Road

**Cherry Blossom Campus** (*Year 1 - Year 6*) | Cherry Blossom Road

t: +84 28 3744 6960

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



## PARENTS AND FRIENDS GROUP (PFG)

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

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



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

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

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

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

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

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

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

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

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

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

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

## MEDICAL CENTRE AND EMERGENCY INCIDENT / ACCIDENT PROCEDURES

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

### Medical Centre processes

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

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

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

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

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

## PARENTAL BEHAVIOUR POLICY

### Introduction

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

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

## Guidance

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

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

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

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

## Procedures

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

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

### 1. Verbal Warning/Mediation Meeting

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

### 2. Two Formal Written Warnings

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

### 3. Banned from the School Site

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

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

#### Inappropriate use of Social Network Sites:

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

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

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

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

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

#### Viewing of CCTV

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



## AIS AIR QUALITY MEASURES

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

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

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

### Monitoring

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

### Mitigation Procedures

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

### Additional Guidance/Exceptions

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

# AIR QUALITY GUIDELINES



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

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

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

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

## AIS ANAPHYLAXIS AND ALLERGY POLICY - NUTS

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

### TREE NUT ALLERGIES: AN OVERVIEW



TREE NUT ALLERGIES AFFECT ABOUT 1 IN EVERY 100 PEOPLE



TREE NUT ALLERGIES SHOULD NOT BE CONFUSED WITH PEANUT ALLERGIES



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

### COMMON TYPES OF TREE NUTS INCLUDE



#### Common food items where tree nuts are found:

- Cereals
- Flavored coffee
- Granola
- Crackers
- Chocolates
- Ice cream
- Pesto sauce
- Lotions and soaps (tree nut oils)



## HEALTHY EATING POLICY

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

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



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

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

**ENVIRONMENTALLY FRIENDLY SCHOOL**

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



**HEADLICE**

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

# THE FACTS OF LICE

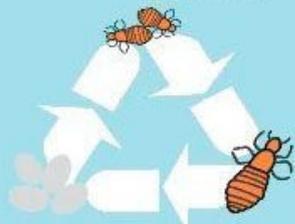
**EVERY YEAR IN THE US,  
12 MILLION KIDS AGED 3-11  
CONTRACT HEAD LICE**



THAT'S 1 IN 5 KIDS IN THE U.S.

---

**THE AVERAGE LICE LIFECYCLE IS  
40 DAYS**



**ADULT FEMALE LICE LAY 4-5  
EGGS PER DAY**

**THEY LIVE OFF HUMAN BLOOD...**



**AND INFESTATION CANNOT BE PASSED  
BETWEEN HUMAN AND PET**



**THAT'S OVER 150 EGGS IN THEIR  
LIFETIME!**

---

## SO HOW CAN YOU PREVENT LICE?



**AVOID SHARING HATS,  
SCARVES, AND HEAD  
ACCESSORIES**



**AVOID SHARING  
BRUSHES OR COMBS**

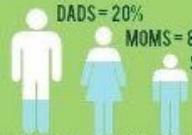


**KEEP HEAD-TO-HEAD  
CONTACT BETWEEN  
CHILDREN AT A MINIMUM**

**CHECK YOUR CHILD WEEKLY FOR LICE OR NITS**

**ONCE DETECTED, HAVE YOUR WHOLE FAMILY  
SCREENED!**

DADS = 20%  
MOMS = 80%  
SIBLINGS = 80%



CONTRACTION RATE FROM CHILD WITH LICE

SOURCES: [HTTP://WWW.CDC.GOV/PARASITES/LICE/](http://www.cdc.gov/parasites/lice/)  
[HTTP://WWW.HAIRFAIRIES.COM/LICE-FACTS.HTM](http://www.hairfairies.com/lice-facts.htm)

BROUGHT TO YOU BY:



## HAND, FOOT AND MOUTH DISEASE

HFMD is a common disease in settings with young children.

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

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

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

**HFMD**  
Hand, Foot and Mouth Disease

**What is HFMD?**  
HFMD is a common infectious disease that mainly affects children below 5 years old, however adults and youths are vulnerable too

**What causes HFMD?**  
Commonly caused by Enterovirus group including *Coxsackie Virus A16* and *Enterovirus-71 (EV71)*

**How does it spread to another person?**

- From person to person by direct contact (e.g. blister fluid)
- Airborne through coughing or sneezing (saliva, sputum or nasal mucus)
- Contact with contaminated objects and surfaces
- Contact with faeces

**Symptoms of HFMD**

- Painful and red, blister-like sores in the mouth
- Rashes with red spots and sometimes blister on the palms, foot, buttocks and genital areas
- Lack of energy
- Fever and sore throat (38°C)
- Vomit

**How to Protect Yourself from HFMD**

- Practise good hand washing habits
- Dry your hands after washing
- Sanitise your hands regularly
- Avoid crowded places
- Cover your mouth and nose when cough or sneeze
- Stay at home if you are feeling unwell
- Avoid touching your face with unwashed hands
- Clean and sanitise common areas and surfaces
- Eat nutritious and healthy food

**Initial**  
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1300 882 388

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Students should have medical clearance and free from any signs and symptoms before returning to school.

## TRANSPORT POLICY

### Rationale

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

### Aims

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

### Guidelines

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







An **inspired** school

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

APSC Compound, 36 Thao Dien Road, An Khanh Ward, Ho Chi Minh City, Vietnam

**Lotus Campus** (*Kindergarten*) | Lotus Road

**Cherry Blossom Campus** (*Year 1 - Year 6*) | Cherry Blossom Road

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 1900 6940

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