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Welcome from the Principal

Welcome to the Secondary School of The Overseas School of Colombo. Established in 1957, OSC has been offering top quality international education to students from all corners of the globe for over 55 years.

We are an International Baccalaureate World School, and the Secondary School is proud to offer both the IB Middle Years Programme (IB MYP) in grades 6 through 10 and the IB Diploma Programme (IB DP) in grades 11 and 12. We believe these programmes are excellent preparation for life-long learning and represent the very best in international education. Our curriculum is described within this guide and additional information may also be found on the School’s website.

Our students strive to be responsible learners and we encourage them to achieve personal excellence within a culturally diverse school. The School promotes international mindedness and seeks to establish a learning environment that develops positive attitudes to learning. The IB Learner Profile is embedded in our approach to the delivery of learning. Our students are challenged to fully participate in their learning and the broader life of the school.

Integral to our philosophy is the recognition that students learn differently and that individual needs are best served by a broad and balanced curriculum, delivered through a wide range of instructional techniques. This is enhanced by a strong emphasis on learning beyond the classroom, including physical activity, creative endeavors and service learning.

We believe that our students should be equipped with the skills and competencies necessary for success in life. They should be independent thinkers, problem solvers, decision-makers and active participants in society and at the same time, exhibit international mindedness, concern for the environment and individual responsibility.

If you have any questions or concerns as you read this guide, please do not hesitate to discuss them with your son’s or daughter’s Homeroom Teacher or myself. If you are a prospective parent and your child is not yet attending OSC, please contact the admissions office.

Education of young people is best supported by a set of collaborative relationships between parents, students and teachers. Join us in this endeavour!

Eileen Niedermann
Secondary School Principal
“OSC develops the whole person as a responsible learner striving for personal excellence within a culturally diverse school.”
**Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

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

**Thinkers:** They exercise initiative in applying thinking skills critically and creativel y to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

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

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

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

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

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

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

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

**IB learners strive to be:**

(IB Learner Profile Booklet)
What are the Features of Holistic Education?

A programme of holistic education aims to encompass all aspects of personal learning and growth and emphasizes the development of active relationships at all levels, whether these are between the subject domains, between individuals and their peer groups and communities or between the individual and the world around them.

- Holistic education nurtures the broad development of the students and focuses on their intellectual, emotional, social, physical, creative or intuitive, aesthetic and spiritual potentials.
- It promotes the importance of relationships at all levels within a learning community in which the educator and student work together in an open and collaborative relationship.

- There is an emphasis on life experience and learning beyond the confines of the classroom and the formal educational environment towards education as growth, discovery and a broadening of horizons. It encourages a desire to elicit meaning and understanding and to engage with the world.
- The approach empowers learners to examine critically the cultural, moral and political contexts of their lives. It leads learners towards actively challenging and changing cultural values to meet human needs.

<table>
<thead>
<tr>
<th>Students</th>
<th>Parents</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attitudes</strong></td>
<td>Model the attributes of the learner profile</td>
<td>Model the attributes of the learner profile</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td>Develop an understanding of the subject areas, their interdependencies and interrelationships, and the interconnections in human knowledge</td>
<td>Know your child, their interests, their relationships, their educational program, and what they are learning at every stage.</td>
</tr>
<tr>
<td><strong>Skill</strong></td>
<td>Demonstrate flexibility and a creative approach to problem solving</td>
<td>Negotiate the distinct roles of cheerleader, friend, teacher and enforcer. An understanding of these roles can help a child step up to the challenges of learning.</td>
</tr>
<tr>
<td><strong>Relationship</strong></td>
<td>Develops and maintains relationships through their interpersonal skills.</td>
<td>The supportive role of the parent within holistic education is essential.</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>Take ownership of their own development and learning through planning and prioritization, and ensure that through their own determination tasks are completed on time.</td>
<td>Recognize, encourage and praise positive behavioral changes.</td>
</tr>
</tbody>
</table>

(Holistic education: An interpretation for teachers in the IB programmes)
The Overseas School of Colombo (OSC) is an English medium, international school serving the internationally mobile expatriate and Sri Lankan community of Colombo. It was founded during the 1957-58 academic year as the Overseas Children’s School with 25 children and today has about 415 students from some 45 different countries. The school is registered in Sri Lanka as a non-profit making limited company under its revised name ‘The Overseas School of Colombo’.

The parents of all students attending the school are members of the company. Full fee paying parents are entitled to attend and vote at the Annual General Meeting, which will be held in January of each year. The Memorandum and Articles of Association of the company were revised in March 1998, and copies of these are available for inspection in the main school office at any time.

The company is managed by a Board of Directors of up to ten members, at least nine of whom are parents of children in the school. Board members are generally elected at the Annual General Meeting. The Articles of Association of the school do not allow more than two members of any one nationality to serve on the Board at the same time. The full Board meets at regular intervals throughout the year. There are three working Board committees dealing with Finance, Administration and Policy; Marketing and Communication; and Buildings and Facilities. There is also an ad hoc committee called the Compensation and Succession Committee.

The Secondary School is made up of Grade 6 students through to Grade 12, with two classes per Grade level.

The Secondary School teachers are made up of a diverse range of nationalities with a common passion for teaching and life-long learning. Within the Secondary School we have a ‘Secondary Educational Leadership Team’ comprising the IB MYP and IB DP Coordinators, Counsellor, Head of Technology and the Secondary School Principal. Subject teachers are ably supported by a team of Department Heads who support our programme through subject specialty knowledge. The Secondary School is supported by a Secondary School Office Secretary.
Admission and Placement of Students

Admission to OSC will be based on the strategic policies of the school as follows:

- Students will be accepted without discrimination on the basis of sex, religion, race or nationality.
- Students will be admitted based on its evaluation of the potential of the applicant to benefit from the educational services available.
- The school will aim to maintain diversity in its overall enrolment and balance within the classrooms.

Admissions process:
Families submit the following documentation:

- A fully completed application form for each student.
- Two years of previous school records. Students applying for admission who do not have the required documents may have their admission delayed or be admitted and placed in a grade provisionally pending the receipt of relevant documents within a maximum of two weeks. The provisional admission and placement of a student without relevant documents will be at the discretion of the principal.
- A completed medical form.
- Records for a student who has received special services or has been in a special educational programme must be submitted together with any educational testing results (such as an SLP / IEP, assessment report / learning profile, services referral form) from a past school prior to being admitted.
- A recommendation form from the child’s teacher or principal from the student’s past school.

The decision whether to admit a student to OSC will be made after an evaluation of prior school records, our own placement tests, a review of special learning needs within the context of the school’s resources, and available space in our school. Admissions will be determined by an admissions committee at each divisional level based on an evaluation of whether OSC can meet the learning needs of the student.

Recognizing that our students come from a variety of different educational systems to OSC, every effort will be made to identify the most suitable grade level for the student upon admission. Grade placement decisions will be based on the student’s previous educational experience, age, maturity, language proficiency, and academic needs. The decision regarding placement will be made by the principal, in consultation with parents, counsellor, our student services department and other teachers as appropriate.
For a student to be placed in a grade higher than the minimum age indicated, clearly demonstrable superior academic and physical maturity, coupled with social maturity, must exist and be judged so by the administration. Such advanced placement may only be given under truly exceptional circumstances and with the written approval of the Head.

OSC provides learning support for students with mild to moderate special learning needs through the services of a specialist teacher at the primary and secondary sections of the school. Wherever possible the school follows an inclusion model of services, but there may be times when students will be pulled out of regular classrooms for special assistance, depending on individual needs.

English is the teaching medium in the school and there is an expectation that students have, or will acquire, a satisfactory standard of English. The school maintains an ESL support programme. However, it should be stressed that non-English speaking students should gain maximum exposure to the language and if a student does not have a satisfactory standard of English at the time of application, the Head of School may refuse admission if there is no appropriate programme to cater for the student’s needs.

Withdrawal from OSC
At least two weeks’ notice of withdrawal should be given to ensure the preparation of transfer documentation. On receipt of a letter giving notice, a “Notice of Withdrawal Form” will be issued to the student. The form should be returned by the parent to the main school office. In the secondary school the student will be expected to get the form signed by the relevant teachers on the return of all books and materials. Once the teachers have signed the form it should be returned to the Business Office. The Refundable Deposit should be collected on the last day of school for any child once the above procedure has been completed. The parent would be expected to have settled all outstanding dues or fees and paid for any lost or damaged material. When all obligations have been met, the student’s school records and the refundable deposits are then released.
Credit Requirements for Grades 9-12

The OSC high school diploma is based on the successful completion of the following requirements in each grade 9-12. The minimum passing level is an average grade of 3 (24 total points in the MYP and 18 total points in the DP).

Service & Activities: In addition, each year students must complete one semester of service and one block of the following: Gecko Athletics, After School Activities, Theater productions, Music, MUN or Yearbook with adequate completion of reflection journal.

Personal Project: In grade 10, students must complete the Personal Project with a minimum grade of 3.

Creativity, Action & Service: Successful completion of the requirements as given by the IB which includes reflective learning in a balance of pre-approved Creative, Active and Service activities for 3-4 hours each week for 18 months.

Transfer students who have successfully met the requirements of their previous school will be responsible for meeting the OSC graduation requirements from the point they enter OSC and will not be required to make up OSC credits requirements from previous years.

Progression to the next grade level is contingent on the student meeting the above grade level requirements. The school’s ability to support the students to be successful as either an IB Diploma Candidate or an OSC Diploma Candidate, will also be considered. This may include but is not limited to an appropriate standard of English language proficiency, academic aptitude and motivation to continue in a rigorous college preparatory program of study.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade 9</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>One year</td>
<td>One year</td>
</tr>
<tr>
<td>Additional Language</td>
<td>One year</td>
<td>One year</td>
</tr>
<tr>
<td>Humanities</td>
<td>One year</td>
<td>One year</td>
</tr>
<tr>
<td>Science</td>
<td>One year</td>
<td>One year</td>
</tr>
<tr>
<td>Mathematics</td>
<td>One year</td>
<td>One year</td>
</tr>
<tr>
<td>The Arts</td>
<td>One year</td>
<td>One year</td>
</tr>
<tr>
<td>Technology</td>
<td>One year</td>
<td>One year</td>
</tr>
<tr>
<td>Physical Education</td>
<td>One year</td>
<td>One year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>One Year</td>
<td>One Year</td>
</tr>
<tr>
<td>Additional Language</td>
<td>One Year</td>
<td>One Year</td>
</tr>
<tr>
<td>Individuals &amp; Societies</td>
<td>One Year</td>
<td>One Year</td>
</tr>
<tr>
<td>Science</td>
<td>One Year</td>
<td>One Year</td>
</tr>
<tr>
<td>Mathematics</td>
<td>One Year</td>
<td>One Year</td>
</tr>
<tr>
<td>Arts or additional subject</td>
<td>One Year</td>
<td>One Year</td>
</tr>
<tr>
<td>Theory of Knowledge</td>
<td>Minimum grade of D</td>
<td>Minimum grade of D</td>
</tr>
</tbody>
</table>
The teacher/student ratio for instruction is governed by considerations of academics, physical space, cost and the diversity of the student population. In order to underscore the concern for children as individuals which is inherent in the school’s philosophy, the school will do everything possible to ensure a student/teacher ratio which is in the best interest of all concerned, taking into account not only educational but also financial considerations.

The normal minimum number of students for an instructional class will be five full-fee paying students. However, in exceptional circumstances a class of less than five full-fee paying students may be allowed to run, provided that the Head of School notifies the Board of the reasons for running such classes.

The normal maximum teacher/student ratio for instruction will be 20 students. The Head is authorized to increase this to 24 when the situation warrants. No scheduled classes may run with a teacher/student ratio in excess of 24 students.
The Overseas School of Colombo is located on its own self-contained campus in Battaramulla, 8 kilometres out of the centre of Colombo. In 1985 OSC occupied this new purpose-built 5-acre campus.

Attractively laid out, the school consists of 6 main buildings, which are fully air-conditioned and includes a total of 48 general classrooms, 3 science labs, 3 computer laboratories, and specialist rooms for art, drama and music. In addition, the school has two libraries with over 25,000 volumes and computer facilities.

**Sports Centre**

Completed in August 2009, our gymnasium has a rock-climbing wall, basketball, badminton and volleyball courts in addition to a movement room and cardio/weight room. It has ample viewing areas for both indoor and outdoor spaces. Other sports facilities include an outdoor basketball court, a spacious playing field and a 25 meter swimming pool.

**Auditorium**

The school has a purpose built, state-of-the-art auditorium complex with a theatre which can seat over 450 people.

**Secondary Learning Resource Centre**

The Learning Resource Centres provide an important resource for Secondary School students. A variety of books, subject-related materials, reference sources, works of fiction, mother tongue resources and periodicals are available, together with computer facilities including an online data base.

With the exception of reference books and current periodicals, materials are available for checkout. Borrowers are responsible for maintaining materials in good condition and will be required to pay for any loss or damage. Students and parents are encouraged to make full use of these facilities.

**Technology Facilities**

The Technology Department at OSC is well-equipped. It supports three up-to-date technology labs with high-end desktop PCs, two mobile laptop carts for the primary school, laptops for all teaching staff, ceiling-mounted multi-media projectors in every instructional space, laptops in the learning resource centers, and campus-wide wireless network/internet coverage. OSC is a PC campus. The technology labs are operational from 07:15 hrs until 15:30 hrs, Monday through Friday. They are available for student use before school, during lunch/break times and after school. For more detailed information about the technology department, please refer to the department website at http://www2.osc.lk/hotlinks/secondary/technology/dept.htm.

**School Canteen**

The school has a cafeteria facility operated on the campus by a private catering company. Students are able to purchase drinks, fruit, sandwiches, assorted savoury and sweet snacks, and a main dish at lunch times. A canteen card must be purchased from the cafeteria for use at break times. These are intended to assist with hygiene and to reduce the incidence of losing cash on campus.

**Access to and use of Facilities**

All students and families will be given an identity card which needs to be brought to school every day as access will be restricted.

Security is a priority at the school and the safety of students and personnel is regarded carefully at all times. However, application for the use of an area of the school’s facilities can be made. This should be directed to the Head of School. Information is available from the main office with regards to the use of the school’s facilities.

The swimming pool is open for use on weekends with life guards on hand to supervise.
The Overseas School of Colombo strives to be as environmentally friendly as possible. Where possible our communication is largely on-line with the OSC Newsletter published on the OSC website every Friday. The OSC email system is also used extensively to communicate key events.

Homework Diary
The Homework Diary enables students to keep an up-to-date and detailed overview of their work requirements. It is designed to help students manage their time, record homework, to write down reminders and keep track of when assignments are due. A well-used diary is evidence that students are organized and they are expected to take it to every class. The Homework Diary is an easy method for communicating with teachers. Comments or queries can be noted in the diary.

Homeroom
All students have a class or Homeroom teacher. This teacher will be responsible for some aspect of the student’s instruction, but in addition will be the teacher responsible for the general welfare and dispensing information to the students in that group (handing out materials, reading the morning bulletins to the students, setting up HW Diaries and signing, etc.). The Homeroom Teacher is the first point of contact for students and parents. Alternatively, parents are able to email the Homeroom Teacher or any subject teacher. Please contact the secondaryoffice@osc.lk for all other enquiries.

School Records
An academic file or record is maintained on each student in the school. Student files contain information that is pertinent to a child’s functioning at school. Notes on academic, social and behavioural progress are included. Files are available for parental perusal, but may not be removed from the school. A student file is best interpreted to parents by the Secondary Principal or Counsellor.

Meetings and Presentations
Parents are our partners in the education process. It is important that our parent community is involved in the life of the School. At the start of the academic year we hold a ‘Meet the Teachers’ evening where parents can find out more about the academic programme and other opportunities for students.

At the mid way point of each Semester there is an opportunity to meet your child’s teachers at the 3 Way Conferences. We feel it is important to include the student in these conversations about general progress in various subjects. During the year we will also contact parents if we are concerned about a student’s progress.

Information evenings are also held for parents to keep them informed about our curriculum programmes, the International Baccalaureate Middle Years Programme or International Baccalaureate Diploma Programme.

Four times a year parents are invited to Principal Round Table Meetings. These meetings are designed to keep parents up to date with developments and to obtain feedback from parents.

Assemblies
Secondary students meet as a community on a monthly basis to share learning experiences and to celebrate achievements. Parents are encouraged to attend when possible.

Parent Teacher Association (PTA)
The Parent Teacher Association plays an active role in the OSC community and is an invaluable supporter of all aspects of school life at OSC. There are a variety of voluntary roles which are open each year, including National Representatives.
The International Baccalaureate Middle Years Program (IB MYP)
The IB Middle Years Programme (IB MYP) is an internationally recognised program designed for students aged between 11 and 16 years. It recognizes that students in this age group are developing their social, emotional, academic and metacognitive skills. Therefore, the IB MYP is designed to provide academic progress while also acknowledging the need to build social skills and develop connections outside of the classroom. While developing the skills students need for success, the IB MYP also allows for flexibility and creativity to meet the diverse needs of young adolescents. Through the IB MYP programme students prepare for future challenges in both academics and beyond.

The IB MYP is designed to provide students with the values and opportunities that will enable them to develop sound judgment and critical thinking skills. From its beginning, the IB MYP has been guided by three fundamental concepts that are embedded in the IB mission statement.

These three fundamental concepts are:

HOLISTIC LEARNING: The IB MYP believes that all knowledge should be interrelated and connect to the development of the whole person. Holistic learning is the concept that learning is a lifelong skill and encourages students to develop skills both within and beyond the classroom. Through connections between taught curriculum, practical application and real world experience, students develop logic and skills that allow for success in any environment.

INTERCULTURAL AWARENESS: International mindedness is increasingly important in our globalized society. The IB MYP aims to develop awareness and understanding of multiple cultures, beliefs and systems to ensure lifelong success in a multicultural world.

COMMUNICATION: The IB MYP encourages open and effective communication, both verbal and non-verbal, as it is a key to lifelong success. Students develop their language skills through language acquisition, writing, and speaking. As well, students develop their internal communication through self-reflection. These skills support students as they acquire academic knowledge, intercultural awareness and empathy for others.
The IB MYP spans Grades 6-10, also referred to as Years 1-5. The curricular framework for the IB MYP is established by the International Bachelorette (IB), but is flexibility enough to allow schools to determine the specific curriculum and content taught. Through the IB MYP, the Overseas School of Colombo is able to support students in their academic, social and emotional development as students transition from early puberty to mid-adolescence.

The diagram below represents the IB Middle Years Programme Model. The programme model of the IB MYP places the learner at its centre; educating the whole person, and placing importance on student inquiry. The five Areas of Interaction connect the development of the learner with the educational experience in eight subjects. The subject groups are themselves connected by the areas of interaction, which the IB MYP considers as the real-world contexts for learning the content of the subject disciplines.
Each subject group focuses teaching and learning through the five Areas of Interaction (AoI), or common themes, which connect the student to the subject groups. This leads to teaching through an interdisciplinary approach and allows for transfer between subjects as well as the outside world. Through these contexts, students learn to inquire, take action and reflect.

**Approaches to Learning (AtL):**
The focus of this area is “learning how to learn”. Through this AoI, students discover their strengths and needs as learners and develop skills that enable them to be independent, lifelong learners. AtL are both general and subject-specific skills that students will apply during the programme and beyond. This AoI asks students to consider the questions; how do I learn best? and how do I communicate my understanding?

**AtL develops the ability to:**
- Manage time
- Analyze information
- Develop, organize and present ideas
- Access information from the library, the internet and other media
- Collaborate with others
- Reflect and problem solve
- Communicate in a variety of modes

**Community and Service:**
This AoI seeks to develop responsible citizenship as a member of a community. It asks student to take personal role in their immediate communities and realize the benefits their community can bring them. This AoI is links directly to intercultural awareness and directs students in their development of empathy and respect for others. Through effective planning and teaching, students can learn about their place within communities and be motivated to act in a new context. This AoI asks students to consider the questions; How can I contribute to the community - immediate, local, and global?; How do we live in relationship to other people? and How can I help others?

**Community and Service develops the ability to:**
- Respond to and initiate behavior that benefits the community and society as a whole.
- Engage with the fundamental concept of intercultural awareness, which aims to encourage empathy and respect that can lead to deeper understanding.
- Participate in positive action and contact with other social and cultural environments can enrich them emotionally, socially, morally and culturally.

**Health and Social Education:**
This AoI delves into the range of human issues that exists in human societies, such as social structures, relationships and health. The area can be used by students to find out how these issues affect societies, communities and individuals, including students themselves. Through the area of health and social education, students can identify and develop skills that will enable them to function as effective members of societies, as well as learning about how they are changing and how to make informed decisions that may relate to their welfare. This AoI asks students to consider the questions; How can I look after myself and others?; How do I think and act? and How am I changing?
Health and Social Education develops ability to:

- Reach awareness of physical and mental health, consumer awareness, sex education, interpersonal relations and life in society.
- Understand the social climate in the school and relations between students and teachers.
- Promote relationships within the homeroom that support positive student growth.

Environments: This AoI considers how humans interact with the world at large and the parts we play in our environments. It extends into areas beyond human issues and asks students to examine the interrelationships of different environments. This area can lead students to consider both their immediate classroom environments and global environments. This AoI asks students to consider the questions; What are our environments?; What resources do we have or need? and What are my responsibilities?

This area of interaction focuses on the place of human beings within a wide range of environments including natural, built and virtual. In their interactions, students will come to an appreciation and understanding of their effects on their environments.

- The natural environment includes all living and non-living things that occur naturally on Earth along with its systems, landscapes and resources.
- The built environment includes the settings for human activity, ranging from the large-scale civic surroundings to personal places, such as homes.
- The virtual environment includes electronic environments, Internet environments and the concept of personal space.

Human Ingenuity: This AoI deals with the way in which human minds have influenced the world, for example, the way we are, think, interact with each other, create, find solutions to and cause problems, transform ideas and rationalize thought. It also considers the consequences of human thought and action. This AoI asks students to consider the questions; What are the consequences? and Why and how do we create?

(MYP: From Principles to Practice 20-33)
The IB MYP Personal Project:

The IB MYP Personal Project is the capstone of the IB MYP. Over a period of nine months, from the end of year 4 to the middle of year 5, students undertake the creation of an individualized project. Through the completion of this project, students demonstrate the knowledge and skills they have developed over the five years of the IB MYP. Students are free to choose any topic of interest and create their project though the context of one Area of Interaction. To accompany the project, students write a report that explains the process of investigating, planning, creating and reflecting that the Personal Project is centered upon. Students celebrate the completion of their projects at Personal Project Presentation Night where their work is displayed to the school community. Students receive a final 1 - 7 IB MYP grade for the Personal Project. This grade awarded by the student’s supervisor, an internal moderator and in some cases an external IB moderator. All students attending The Overseas School of Colombo in year 5, grade 10, are expected to complete the Personal Project.

IB MYP Certificate:

Upon completion of the IB MYP, eligible students are awarded an IB MYP certificate of completion. To be eligible for the IB MYP certificate, students must fulfill the following requirements:

- Attend an IB MYP school for grades 9 and 10.
- Participate in a Language B class.
- Complete the Personal Project and earn at least a grade of 3 on the project.
- Participate in and meet expectations of Community and Service projects.
- Earn at least a grade of 2 in each of 8 subjects.
- Have earned a grade total of at least 36 from the 8 subject groups and the personal project combined, out of a possible maximum of 63.

Students who are ineligible for the IB MYP certificate for any of the above reasons will still receive an IB MYP Certificate of Achievement. This Certificate of Achievement lists the marks earned for the final year of the IB MYP.

(Coordinators Handbook 64)
The IB MYP curriculum requires the teaching of eight compulsory subjects. Our learning activities are designed, through the lens of the Areas of Interaction, to nurture curiosity and creativity, to continue the encouragement of intellectual risk-taking that drives the IB Primary Years Programme (PYP), and to develop critical and independent thinking as we prepare students for the rigors of the IB Diploma (IBDP).

The Eight Subject groups are as follows:

1. Language A: English: Study of literature and language of instruction.
2. Language B: French and Spanish.
5. Mathematics: Integrated study numbers, algebra, geometry and trigonometry, probability and statistics, and discrete mathematics.
8. Physical Education: Health and Fitness.

Please refer to the OSC website for subject specific outlines.
IBDP Curriculum Model

The International Baccalaureate Diploma Programme is a rigorous pre-university course of studies, leading to examinations that meet the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfil requirements of various national education systems, the Diploma Programme model is based on the pattern of no single country but incorporates the best elements of many.

The curriculum is displayed in the shape of a hexagon with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.

Diploma Programme candidates are required to select one subject from each of the six subject groups. At least three and not more than four are taken at higher level (HL), the others at standard level (SL). Higher level courses include 240 teaching hours; SL courses, 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period; this is a deliberate compromise between the early specialization preferred in some national systems and the breadth found in others. Some students do choose to select only standard level subjects and this decision eliminates the possibility of achieving the IB Diploma. Students in this category still sit the exams and are eligible for graduation from OSC.

Distribution of the subject groups ensures that the science-orientated student is challenged to learn a foreign language and that the natural linguist becomes familiar with science laboratory procedures. While overall balance is maintained, flexibility in choosing higher level courses allows the student to pursue areas of personal interest and to meet special requirements for university entrance.

Successful Diploma Programme candidates meet three core requirements in addition to the
six subjects. The interdisciplinary Theory of Knowledge course is designed to develop a coherent approach to learning which transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The extended essay of some 4000 words offers the opportunity to investigate a topic of special interest and acquaints students with the independent research and writing skills expected at university. Participation in the Creativity, Action and Service (CAS) requirement encourages students to be involved in creative pursuits, physical activities and service projects in the local, national and international contexts.

**Assessment of student performance** takes a variety of forms. In nearly all subjects, some of the assessment is carried out within the school by teachers. Such assessments by teachers are checked through sampling of work from every school. However, external examinations still form the greatest component of overall assessment for each subject, because of the greater degree of objectivity and reliability provided by the standard examination environment and external marking. Each subject is graded on a scale from one point (the lowest) to seven points (the highest). The maximum score is 45, 42 from the six subjects at the corners of the hexagon and a maximum of three points available for the combined performance in the extended essay and Theory of Knowledge. The minimum score for a Diploma is 24 points, providing certain conditions are met.
Students choose from the following 2-year courses at the start of Grade 11:

<table>
<thead>
<tr>
<th>Group</th>
<th>Subject</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>English Literature</td>
<td>HL or SL</td>
</tr>
<tr>
<td></td>
<td>English Language and Literature</td>
<td>HL or SL</td>
</tr>
<tr>
<td></td>
<td>Self taught language A1</td>
<td>SL</td>
</tr>
<tr>
<td>Group 2</td>
<td>French B</td>
<td>HL or SL</td>
</tr>
<tr>
<td></td>
<td>Spanish B</td>
<td>HL or SL</td>
</tr>
<tr>
<td></td>
<td>Spanish ab initio</td>
<td>SL</td>
</tr>
<tr>
<td></td>
<td>French ab initio</td>
<td>SL</td>
</tr>
<tr>
<td>Group 3</td>
<td>Economics</td>
<td>HL or SL</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>HL or SL</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>HL or SL</td>
</tr>
<tr>
<td>Group 4</td>
<td>Biology</td>
<td>HL or SL</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>HL or SL</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>HL or SL</td>
</tr>
<tr>
<td></td>
<td>Environmental Systems &amp; Societies</td>
<td>SL</td>
</tr>
<tr>
<td>Group 5</td>
<td>Mathematics</td>
<td>HL</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>SL</td>
</tr>
<tr>
<td></td>
<td>Math Studies</td>
<td>SL</td>
</tr>
<tr>
<td>Group 6</td>
<td>Visual Arts</td>
<td>HL or SL</td>
</tr>
<tr>
<td></td>
<td>Theatre</td>
<td>HL or SL</td>
</tr>
</tbody>
</table>

For extensive syllabus outlines for each subject, please refer to the OSC website.

All Diploma students write an extended essay and take part in Theory of Knowledge and CAS.
The Extended Essay

All IB Diploma students must complete an extended essay.

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma programme subjects - normally one of the student’s six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is recommended that completion of the written essay is followed by a short, concluding interview, or viva voce, with the supervisor.

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

The extended essay is:

• compulsory to all Diploma Programme students.
• externally assessed and, in combination with the grade for theory of knowledge, contribute up to three points to the total score for the ID diploma.
• a piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school.
• chosen from the list of approved Diploma Programme subjects, published in the Handbook of Procedures.
• presented as a formal piece of scholarship containing no more than 4,000 words.
• concluded with a short interview, or viva voce, with the supervising teacher (recommended).
The Theory of Knowledge (ToK) course is an integral part of the IB Diploma Programme (DP) Hexagon and is central to the educational philosophy of the International Baccalaureate. It challenges students to reflect on diverse Ways of Knowing (WoK), Areas of Knowledge (AoK), and to consider the role knowledge plays in a global context. Activities and discussions aim to help students discover and express their views on knowledge issues and to guide them in analysing the strengths and weaknesses of knowledge claims.

At OSC the ToK course is designed to inspire young people to develop a deeper understanding of the knowledge encountered in different DP subjects as well as through Creativity, Action Service (CAS) experiences and their Extended Essay (EE) research. The aim of the TOK course is to encourage students to share ideas with others and to listen to and learn from their peers. In this process, student thinking and their understanding of knowledge can be shaped, enriched and deepened.

**ToK Aims**
The aims of the Theory of Knowledge programme are to engage students in reflection on and in the questioning of, the bases of knowledge, so that they:

- Develop an understanding of why critically examining knowledge claims is important.
- Develop a critical capacity to evaluate beliefs and knowledge claims.
- Make interdisciplinary connections.
- Become aware of the interpretative nature of knowledge including personal and ideological biases.
- Consider that knowledge may place responsibilities on the knower.
- Understand the strengths and limitations of individual and cultural perspectives.
- Develop a concern for rigour in formulating knowledge claims, and intellectual honesty.

**ToK Objectives**
Having followed the Theory of Knowledge programme, candidates should be able to:

- Demonstrate an understanding of the strengths and limitations of the various Ways of Knowing and of the methods used in the different Areas of Knowledge.
- Demonstrate a capacity to reason critically.
- Make connections between and across Ways of Knowing and Areas of Knowledge.
- Make connections between personal experience and different Ways of Knowing and Areas of Knowledge.
- Demonstrate an understanding of knowledge at work in the world.
- Identify values underlying judgements and knowledge claims pertinent to local and global issues.
- Demonstrate an understanding that personal views, judgements and beliefs may influence their own knowledge claims and those of others.
- Use oral and written language to formulate and communicate ideas clearly.
The Creativity Action and Service (CAS) component is a crucial part of the education experience for all Grade 11 & 12 students at OSC. Our school recognizes, as stated in the mission statement, that education neither begins nor ends in the classroom or the examination hall; in fact the essential aspects of education may exist outside both. An international education must go well beyond the provision of information and is inevitably involved in the development of attitudes and values which transcend barriers of race, class, religion, gender or politics. As per the IB design, CAS encompasses a broad range of extra-curricular activities including SAISA sports, creative pursuits, activities like MUN and service to the community. The emphasis is on experiential learning and includes an expectation that students will be involved in a balanced range of activities reflecting creativity, action and service within this program.

Community service and service learning have a special place in OSC’s philosophy of education. At OSC students are encouraged to develop a positive and active approach towards service. In the Secondary School specific programs are offered to students which emphasize an awareness, concern and responsibility for service in the community. Some of these happen on a weekly basis (Thursday afternoons) after school while others are part of the Week Without Walls program (scheduled at the beginning of the 2nd term). OSC has been working with several local organizations and programs and has an excellent relationship with these community outreach programs. The destructive 2004 tsunami was catalysis for the school’s long term involvement with ten schools in Hambantota and Galle. These schools have been at the core of our “sharing our humanity” IB focus projects. We continue to interact and fund-raise for these schools. DP students are also expected to take on leadership roles and are encouraged to initiate activities of their own. In the past students have organized and led medical clinics in the north of the country, played a key role in planning the Hambantota WWW service work, established recycling programs in their neighbourhoods and much more.
DP students structure their CAS experience around eight learning outcomes that have been stipulated by the IB. These are broad ideas that help them focus their learning in the CAS program and help guide them in effective goals setting, action and reflection.

1. Increased their awareness of their own strengths and areas for growth.
2. Undertaken new challenges.
3. Planned and initiated activities.
4. Worked collaboratively with others.
5. Shown perseverance and commitment in their activities.
6. Engaged with issues of global importance.
7. Considered the ethical implications of their actions.
8. Developed new skills.

Students use electronic blogs as a reflective space. These are open to the community and offer a kaleidoscope of different styles and approaches to reflecting about the key aspects of the CAS program. There are images, videos, written reflections and links to other sites. An effective CAS blog can provide important evidence of extra-curricular engagement that is useful for university applications.

Further information can be found on the OSC site where there are links to blogs and an electronic copy of the latest CAS Handbook. At OSC we have a CAS coordinator who manages and supports student learning in CAS for DP students. OSC has a Service Coordinator who handles the coordination of all the service projects. The two coordinators work with the DP coordinator, Secondary Principal and individual supervisors to make a rich and meaningful learning experience for OSC students.

**CAS Aims**
The aims of the CAS requirement are to enable students to develop:

- An appreciation of the potential of the human mind and spirit.
- Knowledge, skills and understanding.
- An awareness of humanitarian issues across the world.
- A recognition that education imposes lifelong ethical responsibilities.
- A willingness to inquire and an enjoyment of discovery.
- Confidence in their ability to initiate change, both individually and collaboratively.
- Autonomy and self-reliance.
- An appreciation of their own and others' talents.

**CAS Objectives**
Having completed the CAS requirement, candidates should be able to demonstrate:

- Self-confidence and modesty.
- Attitudes and values which respect human dignity and which transcend barriers of race, class, religion, gender and politics.
- An awareness of humanitarian and environmental issues, and the development of an ethical position on them from a local, national and international perspective.
- A willingness to interact meaningfully with others.
- A sense of responsibility towards all members of the local, national and global communities, and a commitment to be of value to those communities.
- Personal qualities of curiosity, honesty and self-criticism.
- An ability to reflect on and to learn from experiences.
- A spirit of discovery, commitment, initiative, determination and perseverance.
- The ability to meet challenges and an awareness of personal limitations.
- Practical skills which can be used in the service of others and in a future career.
SECONDARY SCHOOL ASSESSMENT

Perspective on Assessment
Assessment is integral to the learning process and is thus an essential element in the success of the educational programme. Assessment is the gathering of information about student performance and is used as a tool to identify what students know, understand, can do, and feel at different stages in their learning process. Assessment, teaching and learning are interactive and interdependent, embedded in engaging and authentic tasks that are part of the student’s real world.

Assessment Principles and Practices

- Assessment is integral to planning, teaching and learning.
- Assessment is holistic and flexible, taking into account different learning styles, abilities and aptitudes.
- Assessment is comprehensive, using a balanced range of strategies and methods, and formative and summative approaches.
- Assessment is fair and reliable in drawing conclusions based upon a range of evidence from a wide range of tasks and activities.
- Assessment is an ongoing, continuous process, spread at reasonable intervals extending over the course of the year or the programme.
- The levels of the students’ current knowledge and experience are assessed before embarking on new learning.
- Assessment is based upon what has been taught or covered in class or what can reasonably be assumed the students have become familiar with through teaching and learning activities.
- Assessment strategies and learning expectations are made clear to students and parents.
- Assessment is transparent, based upon objective criteria which are made clear to the student in advance.
- Learning activities involve students in both peer and self-assessment. Each department will set their own guidelines on how this will be implemented.
- Assessment provides students with regular feedback to inform and improve their learning.
- Assessment provides students with regular and meaningful opportunities for reflection on their own learning.
- Assessment data is analysed to provide information about the individual needs of students, enabling the teachers to identify individual strengths as well as weaknesses, and to match work to the student’s abilities and needs.
- Assessment data is used to inform the evaluation and subsequent modification of teaching and learning strategies.
- Assessment data is recorded using efficient systems in keeping with the requirements of the programme.
- The assessment process allows for meaningful reporting to parents about student progress.
Additional Assessment Practices – IB MYP Grades 6-10

• Assessment is a continuous process and is designed to address the MYP objectives in each of the eight subject groups and the personal project, according to the criterion-referenced approach.

• Grades 6-8 use the School’s modified version of the IB published assessment criteria.

• Grades 9 and 10 will use the IB MYP’s published subject specific assessment criteria and objectives.

• Each criterion is assessed at least twice in the first semester and twice in the second semester (except “Movement Composition” in PE and “One World” in Science).

• Summative tasks should address at least one of the subject-specific criteria or multiple criteria when appropriate.

• Tasks and the criteria to be used are planned at the beginning of the year.

• Assessment focuses on process as well as product and performance.

• Assessment criteria in rubric format are presented to the students with the task instructions prior to starting the task.

• Judgements of each student’s performance against the assessment criteria are recorded.

• Mid-year and final subject-specific levels of achievement are not averaged, but reflect the level of performance of the student at the time of reporting, in terms of the level descriptor, using the “best fit” approach.

• Moderation and internal standardization of student work within subject areas must take place. Heads of Departments will organize and conduct standardization meetings where samples of student work from years 1-5 of the programme are standardized by all teachers in the department.

• Final assessment in the Grade 10 requires teachers to make judgments based on the application of the prescribed assessment criteria defined in each subject guide. The school requests IB validated grades on official MYP records of achievement and MYP certificates for students completing the programme.

• All subject areas will participate in the IB’s moderation of assessment process and all subjects will conduct internal moderation standardization procedures in order to achieve consistency across each year of the MYP.
Additional Assessment Practices – IB DP Grades 11-12

Student learning is regularly assessed against the objectives and where appropriate assessment criteria specific to each subject.

A calendar of internal assessment deadlines is established and communicated to students, teachers and parents, in order to spread the student and staff workload over the two years.

Diplomas students receive a 1-7 grade using the IB scale; for all summative assessments. Final grades reflect the grade level descriptors for each subject area.

Assessment Tasks:
Tasks should be sufficiently varied in scope to allow all types and levels of learners the opportunity to demonstrate their understanding. Tasks should be interesting and challenging, and at the same time must allow the very able students to demonstrate higher order thinking and understanding. Tasks should include open-ended problem solving activities and investigations, organised debates, hands-on experimentation, analysis and reflection. Evidence of learning can be demonstrated in written form, 2D work, 3D work, oral work, physical/practical work and can be completed individually, in pairs or in groups. MYP assessments will provide the opportunity for students to respond to the MYP unit question.

Internal Examinations:
Internal examinations are designed by the subject teachers and overseen by the Heads of Department to test the students' knowledge, understanding and skills. These examinations form part of the overall assessment process. The content of the examinations will be based upon selected topics covered during the semester/year. The examinations are also designed to give the students experience of preparing for and taking examinations. Teachers will give the students advice on which material to revise. They will also advise the students on appropriate study and examination techniques. The results of these examinations form part of the final semester grade. Students in the learning support programme or with language difficulties will be given special considerations, usually in the form of time allowances or a modified test.

Grades 9-11 sit internal examinations at the end of the school year.

In Grades 9-10, students will sit examinations designed to meet IB MYP subject specific assessment criteria.

During exam week, Grades 6-8 will complete MYP assessments to meet subject specific criteria within their regular scheduled classes.

Grade 12 students sit their “mock” IB Diploma examinations in January.
Reporting at OSC

The aim of reporting is to communicate to the student, parent/guardian, other teachers and other institutions the knowledge that the teacher has gained from his/her assessment of the student’s learning. The report should provide an honest, accurate and detailed feedback on the student’s level of achievement according to the criteria of each subject. It should also contain an interpretive comment on the student’s performance and constructive advice on how to improve in the future. For additional guidance, please refer to the Secondary School Staff Guide to Reporting. As a general rule, a student needs to be enrolled for a minimum of six school weeks in order to receive achievement grades on the Interim or Semester Report. However, it is expected that teachers report on ATL skills where appropriate.

### Achievement Grade Descriptors – Grades 6-12

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.</td>
</tr>
<tr>
<td>6</td>
<td>A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.</td>
</tr>
<tr>
<td>5</td>
<td>A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.</td>
</tr>
<tr>
<td>4</td>
<td>A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.</td>
</tr>
<tr>
<td>3</td>
<td>Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.</td>
</tr>
<tr>
<td>2</td>
<td>Very limited achievement against objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.</td>
</tr>
<tr>
<td>1</td>
<td>None of the standards above has been reached.</td>
</tr>
</tbody>
</table>

### Interim Reports

Interim reports are issued twice a year, mid-way through each semester. In Grades 6-10, these reports include a grade for each subject and judgments on the Approaches to Learning skills, which reflect the student’s overall progress to date taking into account a range of factors. At the Interim point, it may be necessary for some ATL skills to be reported as NA (Not Applicable) if that skill was not covered. In Grades 11 and 12, the interim reports also contain an achievement grade based upon the objectives and assessment criteria specific to each subject and an effort grade. Students are encouraged to discuss their reports with their teachers. They will also have the opportunity to discuss the report with their Homeroom teachers and set goals.

### 3 Way Conferences (Parent-Student-Teacher)

Parent-Student-Teacher Conferences (face-to face conferences involving the teacher, student and parents) take place each semester immediately after the issue of the interim reports. As part of these conferences, students will share their reflection and form action plans based upon the advice of their subject and Homeroom teachers.
Semester Reports

Semester reports are issued at the end of the first and second semesters. They include judgments on the Approaches to Learning Skills (MYP only), judgments of performance on each subject-specific criterion, a final achievement 7-1 grade and a teacher’s comment. In Grades 11 and 12, students also receive an effort grade. The First and Second Semester Report contains a student reflection, a general report from the Homeroom teacher and Secondary Principal.

For the IB Middle Years Programme, the grades must reflect the descriptor level which best represents the student’s standard of achievement at the time of reporting. Grades are converted to 1-7 using the subject area grade boundaries.

<table>
<thead>
<tr>
<th>Approaches to Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
</tr>
<tr>
<td>Collaboration</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Information</td>
</tr>
<tr>
<td>Reflection</td>
</tr>
<tr>
<td>Thinking</td>
</tr>
<tr>
<td>Transfer</td>
</tr>
</tbody>
</table>

For the IB Diploma Programme, the teacher will base the student’s grade upon the objectives and assessment criteria specific to each subject as well as the grade descriptors. The grades should reflect the student’s achievement over the reporting period. Grades may not necessarily be an average, as certain assignments may have been weighted more heavily than others. However, they should be based upon identifiable evidence, giving students and parents realistic feedback. In addition to these grades, students receive feedback on their effort in each subject.

<table>
<thead>
<tr>
<th>Effort Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
</tr>
<tr>
<td>Very good</td>
</tr>
<tr>
<td>Good</td>
</tr>
<tr>
<td>Cause for concern</td>
</tr>
<tr>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>
Students in the Learning Support Programme

Students who receive Learning Support do not receive achievement grades on their work and reports. Written anecdotal comments and individual conferences will be used to give them useful feedback on their progress.

Students in the EAL (English as an Additional Language) Programme

EAL students may not be given achievement grades in some of their subjects. ES (English Support) will substitute the grade in some cases.
OSC Language Philosophy
At OSC we believe that language is fundamental to all learning, thinking and communicating. It transcends all the disciplines and is learnt in context at every opportunity.

All teachers at OSC are teachers of language regardless of their discipline. The strands of spoken, written and visual communication are learnt across and through all subject areas and as such a holistic approach must be taken to language acquisition.

OSC Language Practices
Our practices are developed in light of the above philosophy and are focused on the following five areas:-

1. Language of Instruction at OSC
At OSC, the language of instruction in which most of the curriculum is taught in English. A planned, integrated curriculum of language is delivered through the scope and sequence of the three IB programmes. As an international community we recognize the wide range of English learning backgrounds from which the student body is drawn. We support our students’ diverse needs in learning English through differentiated instruction and language support.

2. English Language A
At OSC, we believe there is no end point to language learning. It is a dynamic, life-long process in which all members of our community are engaged. We all model language learning.

This learning process will involve three key aspects:

- **Learning language** - as students learn, listen and use language with others
- **Learning about language** - as students understand how language works
- **Learning through language** - as students use language as a tool to think about or reflect on a theme, concept, culture or issue

We believe that:

- All children have much to learn from and much to offer to the world in which they live and that one of the most powerful means of affecting this exchange is language. Accordingly, we recognize the necessity of developing each child’s capacity for and with language.
- Language is learned best in authentic contexts and we seek to situate our students in the multiple facets of their experience (individual, classroom, school, community, community of nations, etc.) as a tool in the development of their ability with language.
- Effective learning and communication draws on all four language areas (speaking, listening, reading and writing) and therefore we seek to enable students to develop their capacity in each area.
- Literature is an essential and indispensable medium for each individual. Accordingly, we seek to nurture and foster the student’s ability in this complex area to the full.

3. English as an Additional Language
Support in the language of instruction is provided by the English as an Additional Language (EAL) department. The EAL department exists for students who are not proficient in English, in order to accelerate learning as rapidly as possible to enable them to take full advantage of both the school curriculum and the social environment of OSC. Please see the Student Services section for more information on EAL.
4. Additional Languages at OSC

OSC recognizes that learning additional languages (Language B) greatly contributes to the holistic development of its students. Proficiency in an additional language gives students access to a broader range of experiences and perspectives, and contributes significantly to intercultural awareness and understanding. In addition, it enables students to enhance and develop further their communication skills. The languages offered by OSC in addition to the language of instruction are:

a. French from Grade 6 to Grade 12 (MYP, DP)

b. Spanish from Grade 6 to Grade 12 (MYP, DP)

In the MYP, students must engage in “sustained language learning.” Ensuring students have the opportunity to:

- Study a Language B (or second Language A) sustained across the entire year in each year of the MYP
- Learn the same language B in each year of the MYP, or achieve a satisfactory proficiency in phase 4 in order to transfer to another language

(Moving between Languages B in the MYP)

French and Spanish in the MYP

In the MYP in Grades 6 to 10, OSC offers French and Spanish as a foreign language.

For French the students are divided according to their ability into two levels from Grades 8 to 10 -

**Foundation:** This level is for students who are beginning to learn the language and have had very little exposure to it.

**Standard Level:** Students who have had three years or more instruction of French are placed in this level.

For Spanish there is only one class per year group so the classes are of mixed ability. The students who are beginning to learn the language start under the Foundation Level.

Students who are registered for the MYP Certificate in Grade 10 must meet the following requirements:

- French/ Spanish B Foundation; students with two successful years in the study of the language
- French/ Spanish B Standard: students with three or more successful years in the study of the language.

French and Spanish at the Diploma Level

In the DP in Grades 11 and 12, French and Spanish are offered at the following levels:

**French and Spanish Ab Initio**

Offered at Standard Level only, this is a language learning programme for beginners.

**French and Spanish Language B**

Offered at Standard and Higher Level, this is a foreign language course for students with two or more years of study in the language. It is not primarily a literature course, though literature is studied as a means of understanding the complex use of the language. The emphasis is on communicative skills in speech and writing, and understanding the culture of the language.

After consideration of the student’s records of achievement and background in French or Spanish language, and taking into consideration his/her learning ability and potential, the Head of the Language Department and the Language B teachers decide into which level the student is placed, and whether a student should change levels.

5. Mother Tongue Support at OSC

OSC recognizes the importance of mother-tongue maintenance and development. Maintaining and developing language and literacy skills in the mother tongue ensures continuous cognitive development, and in parallel with the competence in the language of instruction leads to additive bilingualism. It is also crucial for maintaining cultural identity and emotional stability by enabling students to remain in touch with, and maintain esteem for the language, literature and culture of their home country. Finally, it makes it possible for students to readjust to life in their home community and education system should they return to their home country.
The Secondary Learning Resource Centre (SLRC) has a collection of fiction and nonfiction in several different languages. Mother tongue reading sessions are held during book week. In the MYP where appropriate, EAL students are encouraged to complete their Personal Project Process Paper in their mother tongue.

The School provides the facilities for mother tongue programmes. The School actively encourages mother-tongue language support groups to use the facilities on request.

Students may be permitted to maintain their mother tongue in Grades 9 and 10 as a self-taught literature course with an external tutor.

In Grades 11 and 12 students may decide to study their mother-tongue as Self-Taught candidates instead of, or in addition to taking one of the two options offered by the school. This option requires prior discussion with the IB DP Coordinator and the Secondary Principal. In past years, students have studied Sinhala, Hindi, Thai, German, French, Finnish, Spanish, Swedish and others. The school does not provide tutors for these students but assists them in making suitable arrangements.
At OSC a systematic process for identifying and supporting student success is in place. Student progress is regularly reviewed and support mechanisms are put in place to help students meet academic standards.

**List of Concern Generated**
- 4 times a year - midquarter and semester grades.
- Natalie exports grades into excel.
- Coordinators highlight students with ‘failing conditions’ (any DP failing condition, any grade of 2 or 3 or more grades of 3 in the MYP).
- Timeframe: 1 school week after the reports are issued.

**Sharing Information**
- Lists of concern students are sent to subject teachers and to the athletics director (note eligibility carries over from S2 reports in the previous year for the first season of sports).
- Timeframe: 2 school weeks after the reports are issued.

**Student Review Meetings**
- All students on the concern list are discussed by all of their teachers as part of the student review process.
- Clear interventions are agreed upon and implemented by those concerned.
- Possible follow up by Student Study Team.
  Timeframe: Maximum 2 weeks for MYP and 2 weeks for DP (prioritize years; 12, 11, 10, 6, 7-8-9).

**Parent Contact**
- Letters are sent home outlining the concern and possible ramifications.
- Parent conferences are called as necessary (or as requested by parent), attended by the relevant teachers, programme coordinator, counselor and principal.
- Timeframe: subsequent to the grade level student review meetings.
Technology Philosophy and Responsible Use

The technology program at OSC provides and encourages an atmosphere for life-long learning both for students and faculty members. More than simply helping students and staff become competent using technology, the larger goal of the department is to help students and teachers become discerning, compassionate and responsible users of constantly evolving technologies. These abilities raise their awareness of the responsibilities that they face as aware, respectful, and honest global citizens, and the influence they can have on technology issues in both the local and global community.

OSC firmly believes that technology should be used to enhance student learning, to increase the effectiveness of its teachers, and to improve communication within the school and global communities. Students needing support to learn the use of our common applications can seek assistance in their technology class or through the subject area teachers.

Specifically, OSC believes in the following guiding principles:

- Technology should be productively integrated into the daily lives of students and faculty.
- Access to technology should be reliable and dependable.
- Students and teachers should have access to technology anytime on campus.
- Technology should serve a vehicle for lifelong learning.
- Technology expectations of faculty should be supported by appropriate professional development.

The technology department works collaboratively with all faculty and staff to ensure school-wide consistency in the use of technology as an integral part of our total instructional program.

Responsible use of technology is an expectation for members of the OSC community. Students and teachers sign the Acceptable use of Technology Agreement that lays out the rights and responsibilities of users of the OSC network and hardware. Signing the agreement gives the user:

- Use of OSC’s computers and printers.
- Access to the school’s intranet.
- Ability to use the school’s internet.
- An email and collaboration account.
- Storage space that can be accessed school-wide.
- Access to technology equipment available for general checkout.

For more information about technology at OSC, including the faculty technology handbook, please refer to the department website at http://www2.osc.lk/hotlinks/secondary/technology/dept.htm.

Attendance & Absences

Students who attend regularly are more likely to succeed. Daily class attendance is a condition for fulfilling credit requirements, completing coursework, and general academic progress at the school. To qualify for course credit, a student is required to attend school for at least 85% of the instructional days designated in the school calendar. Parents are asked to contact the Secondary Office by 8:00 am if a student will be absent for any reason. Parents who wish to withdraw a student for an extended period of time need to consult with the Secondary School Principal.

Students who arrive late must report to the Secondary Office to ensure our records are accurate.

Parents are responsible for informing the school when they are travelling and leaving their children with a guardian. The school requires advance notice and full contact details of the guardian as well as the parent contact details whilst away.
OSC’s mission statement encourages all students to act in a responsible manner. It is of vital importance for a student to acknowledge and appropriately credit the owners of information when that information is used in a student’s work. To have an authentic piece of work, a student must base the work on their original ideas with the work of others fully acknowledged. Therefore, all assignments whether they are written or oral must use your own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be appropriately acknowledged.

Good practices of academic honesty are introduced, taught, modelled and used throughout the School. If a student is unsure of the expectations outlined below, she/he should ask a teacher for advice.

**Grades 9-12**
This policy should be used in conjunction with guidelines to MLA referencing and citations’ that is produced in the OSC Homework Diary.

**Definitions:**
- **Malpractice** is behaviour that results in, or may result in, a student gaining an unfair advantage in one or more assessments. OSC adopts the IB’s definitions of malpractice:
  - **Plagiarism:** this is defined as the representation of the ideas or work of another person as the student’s own.
  - **Collusion:** this is defined as supporting malpractice by another student, such as copying or allowing one’s work to be copied or submitted for assessment by another student.
  - **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements
  - **Other forms of Malpractice** include any action that gains an unfair advantage for a student, or that affects the results of another student (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

- **Intellectual property** can take many forms such as patents, registered designs, trademarks, moral rights and copyright. These should be respected and are normally protected by law.

**Malpractice in internal and external examinations:**
During an examination, and at other times specified by the invigilator, a candidate must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in appropriate action by the School and/or the examining board. All work completed during an examination and then submitted for assessment, must be the authentic work of the candidate. Any copying, collusion, plagiarism, reference to unauthorized material, or communication between candidates may constitute malpractice, resulting in appropriate action by the school and/or the examining board. The impersonation of another candidate will be treated as malpractice. If a candidate finds that he or she has accidentally taken unauthorized material into an examination, this material must be given to the invigilator immediately. Failure to do so may lead to an allegation of malpractice against the candidate.
Consequences of malpractice

If, after an investigation, it is determined that a student has violated the Academic Honesty Policy, his/her work will be subject to disqualification, and the student’s homeroom and subject teachers will be notified of the incident. Students who are found to be academically dishonest will receive a written report which will be kept on their personal file and shared with parents. In clear cases of malpractice, students will be suspended by the Secondary Principal. If students continue to participate in malpractice their enrolment will be reviewed.

If a student is found to be guilty of malpractice during external examinations (IB DP), the school is obliged to inform the examining board, which will take appropriate action. Consequences may include disqualification for a component, subject or, in extreme cases, the IB Diploma.

Grades 6-8

At OSC, one of our core values is being ‘principled’ and this also extends to work submitted by students for assessment. The values that lead to personal integrity and how learners should behave in the assessment process are part of the Middle Years Programme Approaches to Learning (ATL). ATL skills are taught by all subject teachers. Academic honesty is a serious matter and all members of the School community need to aware of the School’s expectations. Students in Grades 6-8 will be shown how to use all forms or sources in their work. Specifically, it is important that students are taught how to acknowledge the ideas of others and know what plagiarism is.

In Grades 6-8 an academically honest student:

- Acknowledges the source of direct quotations.
- Uses quotations when another person’s exact words are used.
- Acknowledges ideas and pieces of information found in sources such as: books, the internet and encyclopaedias
- Knows how to construct a list of works cited (MLA system - details in the homework diary).
- Abides by the rules of tests and external exams (ISA) by not communicating in any way with, seek assistance from, or give assistance to, any other student whilst the examination or test is in progress.
- Only uses notes in a test when instructed by a teacher to do so.
- Submits their own work and does not copy from another student.
- Does not do work/homework for another student.

Consequences

If a Grades 6-8, if a student is found to be academically dishonest, the student will be asked to resubmit the work and the students' homeroom and subject teachers will be notified of the incident. A report will be sent to the student’s parents and counselling will be provided. If the student is found to deliberately breach the Academic Honesty Policy a second time, he/she would be subject to appropriate consequences from the School.

How the school will help?

At the beginning of each year, IB coordinators will facilitate seminars showing examples of academic dishonesty and providing examples of good practice. OSC uses academic honesty computer software (turnitin.com) to spot check for plagiarism.
Homework expectations increase as students move through the Secondary School.

Homework reinforces the learning covered during lessons. It is recommended that parents remain aware of their son’s daughter’s homework, course work and assignments. 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.

Since MYP and Diploma courses often demand larger assignments to be completed over a few weeks, it is suggested that students spend time each evening working towards completing them. Teachers may set deadlines for different stages to help students organize themselves. Students are expected to work each evening for an approximate amount of time:

- Grades 6-8: 1-2 hours
- Grades 9-10: 1-3 hours
- Grades 11-12: 2-3 hours

Since students often have a lot of assignments to juggle at the same time, OSC has put in place various methods to help students fulfil these requirements.

Homework diaries are provided to assist with the organization of assignments. Students should record the due date to help them plan their time effectively. Homeroom teachers will regularly check the diaries.

The Middle Years and Diploma Programmes emphasize the need for students to develop their own Approaches to Learning, and time management is a very important part of this. A Monthly Assessment Planner is online to help students check due dates for major summative assessments.
In general, assignments are due at the beginning of class on the date due.

**Rationale:** Academic work done outside of class time is essential to learning. It provides you opportunities to practice skills, solidify understandings, demonstrate learning and embark on new learning. Working independently and managing time are important skills for all learners.

**Projects:** Large projects are often assigned over the period of several weeks. Set small and achievable goals for yourself and make sure you make regular progress toward the final task.

**Reading:** Readings that are assigned for homework form the basis for class discussions, activities and further learning. Not completing the reading prevents you from participating fully.

**Homework:** Homework like practice problems, short writing assignments or other small assignments set the stage for learning in the next class. You must come to class prepared in order to maximize your learning.

**Procedure for missed deadlines**

Failure to do the above:

- First offense: Letter home and required meeting with the Principal.
- Second offence: Removal from all after-school activities until work is caught up.
Celebrating Student Achievement

Excellence and effort in all aspects of school life is encouraged. The value of positive recognition for student achievement is actively acknowledged. During the year assemblies are held at regular intervals, where particular recognition may be given to students following sports events, drama, music and/or house events and competitions.

<table>
<thead>
<tr>
<th>Award</th>
<th>Given to grade(s)</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valedictorian</td>
<td>12</td>
<td>Grade 12 student with the highest grade point average in years 11 and 12.</td>
</tr>
<tr>
<td>Salutatorian</td>
<td>12</td>
<td>Grade 12 student with the second highest grade point average in years 11 and 12.</td>
</tr>
<tr>
<td>The CIS International Student Award</td>
<td>9-12 &amp; 6-8</td>
<td>Awarded to individual students or groups of students in recognition of their contributions to the promotion of global citizenship and the development of international awareness in their communities.</td>
</tr>
<tr>
<td>Head of School’s Award for Critical Thinking</td>
<td>9-12 &amp; 6-8</td>
<td>This is awarded to a student who has demonstrated they can imagine different solutions to a problem, seeks out and understands different points of view, does not accept ideas at face value, is intellectually curious, does not give up when solutions are not readily apparent, challenges self and others in solving problems, makes use of symbolic expressions through language, art, music, dance or drama, uses humour in the thinking process and is not afraid to have an opinion that is different to others</td>
</tr>
<tr>
<td>US President’s Gold Award</td>
<td>9-12 &amp; 6-8</td>
<td>This Award is presented to a student who has demonstrated academic excellence based on academic achievement and also demonstrated high motivation, initiative, integrity, intellectual depth, leadership qualities and/or exceptional judgment.</td>
</tr>
<tr>
<td>US President’s Silver Award</td>
<td>9-12 &amp; 6-8</td>
<td>This Award is presented to a student who has demonstrated outstanding educational growth, improvement, commitment or intellectual development in their academic subjects. This award encourages and rewards students who work hard and give their best effort in school, often in the face of special obstacles in their learning.</td>
</tr>
<tr>
<td>Evi Westmore Award</td>
<td>9-12 &amp; 6-8</td>
<td>This Award is presented to a student in recognition of broad-based and exemplar participation in the school’s program outside of the classroom. This student is an active member of groups such as sports teams, community service, Student Government, Week-without-Walls, and other activities.</td>
</tr>
<tr>
<td>Community Service Award</td>
<td>9-12 &amp; 6-8</td>
<td>This Award is presented to a student who has contributed most in time and enthusiasm to community service while in Sri Lanka. This student has taken risks with and for others and his/her contributions have made a difference. Selected by CAS and CS coordinators.</td>
</tr>
<tr>
<td>Outstanding Student Award</td>
<td>one award in each grade 6-12</td>
<td>This award is presented one student at each grade level who exemplifies both personal and academic excellence. The student has also made extraordinary contributions to the school community while demonstrating the values of integrity, participation, responsibility and respect. This student is active in all areas of school life, modelling the Learner Profile and exemplifying the school mission. Homeroom teachers select these students.</td>
</tr>
<tr>
<td>Honour Roll</td>
<td></td>
<td>All students who have achieved a 5.5 grade point average or higher over the semester.</td>
</tr>
<tr>
<td>Subject Awards</td>
<td>One award per subject per grade</td>
<td>This award is presented to one student in each subject per grade level who has exhibited the best Approaches to Learning and commitment throughout the school year. The student has shown an appreciation and interest in the subject, commitment to their studies and contribution to the learning community.</td>
</tr>
<tr>
<td>Athletes of the Year</td>
<td>4 awards total</td>
<td>This award is presented to the best (male and female) student-athlete who exemplifies the following qualities: leadership, sporting excellence, sportsmanship and contribution to their team in a variety of SAISA sports.</td>
</tr>
<tr>
<td>Sports Awards</td>
<td>12 awards total</td>
<td>Most Valuable Player, Most Improved Player and Most Spirited Player for each season and each competitive team.</td>
</tr>
</tbody>
</table>
STUDENT WELLBEING

Advisory Programme
In Grades 6-10 students meet as a homeroom group on a weekly basis to address specific topics, reflect on activities and write reflections on their learning for the semester report. In Grades 11-12 the focus of the weekly classes are on the Core of the Diploma Programme; CAS, ToK, Extended Essay, College counselling, etc.

Counselling
Counseling services are available to all Secondary School students. Our Counsellor provides support with transition, personal or emotional issues and academic concerns. Students can request an appointment with the Counselor or be referred by a teacher or parent. Sometimes students are referred to outside services for additional specialist support and or testing. The Counselor also provides extensive guidance to our Diploma students who are preparing applications for universities around the world.

Student Study Team (SST)
An important element in the pastoral care processes is the Student Study Team. The team consists of the Principal, a member of the Learning Support or EAL team and the Counsellor. The team meets regularly to discuss student progress.

Medical
OSC has a School Doctor on campus and the office is equipped to handle minor injuries or illness. Teachers and assistants receive regular first aid training. In the case of serious illness or injury, every effort is made to contact parents immediately. In an emergency, the students will be taken to the nearest hospital.

A medical form is required to be completed prior to enrolment. Please notify the School Doctor if this form requires updating. Students who contract infectious diseases must be kept at home until the illness has passed the infectious stage as do those students who have any other form of sickness such as fever.

The School must be notified if a student has any food allergies so that we can accommodate any specific procedures.
Support for Learning

English as an Additional Language (EAL)

Students who are not proficient in English will enter the EAL programme so they may quickly achieve full participation in the OSC curricula and social life.

New students who are not proficient in English will be assessed by the EAL teacher prior to joining the school or on arrival. Grade 6-8 students with no previous exposure to English or with limited English proficiency will be admitted. In grades 9-10, students should require minimal English support and be nearly proficient at an academic level by the end of grade 10 in order to be prepared for the IB Diploma Programme. EAL support is not offered in grades 11 and 12.

The EAL programme is designed to provide appropriate support to all students in development of English skills while recognizing an increasing level of independence as students’ progress through their schooling. Individual needs are taken into consideration throughout the course of the year. EAL support can take several forms and may include a combination of the following:

Inclusion or In-class support: EAL teacher or Teacher’s Assistant supports students in the subject classrooms.

EAL Support Classes: These may be offered in lieu of a subject class in order to offer intensive language instruction for students with no or very limited English exposure. Every effort is made to get the student into the subject classrooms as quickly as possible.

Curricular Support: EAL teachers consult with classroom teachers to differentiate tasks and assignments and to pre-teach vocabulary and language skills through class assignments.

Decisions concerning exit from the programme are made by the EAL teacher, in consultation with the Student Services HoD, the Principal and subject teachers, and will include assessments done by the EAL teacher. EAL students should ideally exit the programme at the end of a semester.

Learning Support (LS)

The Learning Support Programme supports students who experience academic difficulties. Students are referred to the Student Study Team which meets weekly to discuss academic concerns of individual students. The initial steps will include record review and teacher/student/parent input. A student may then be recommended for further internal assessment. If the evidence supports that the student may benefit from Learning Support, the Learning Support Teacher in consultation with other teachers, parents and the student will write a Student Learning Plan. When a newly admitted student comes with a current Educational Evaluation and/or a history of Learning Support at their previous school, they may be admitted directly to Learning Support. Support may take several forms:

Inclusion: A LS teacher or Assistant Teacher will support identified students who require additional support within the subject classroom.

Study Skills or Structured Study Time: Individual students may receive support in a Study Skills or Structured Study Time class in lieu of another class.

Curricular: The Learning Support Teacher may consult with the subject class teachers to differentiate or modify tasks and assignments.

Students may exit Learning Support at any time they are deemed capable of finding success without support. Student Study Team reviews a student’s progress with input from parents, student and teachers and then may recommend exiting with a period of monitoring.

There may be occasions when the school will request that parents of a Learning Support student seek a full educational assessment at the parent’s expense in order to improve the educational opportunities of the student.
After School Activities (ASA)

OSC offers a range of activities that include the arts, sports and service. Students are encouraged to participate in these programmes as these activities give balance to a student’s life. OSC participates in competitions with The South Asia Inter-School Association consists of international schools in the region. Swimming, Basketball, Soccer/Football and Track and Field are the sports we regularly prepare teams. The purpose of SAISA is to promote and co-ordinate regional professional activities, fine arts festivals, athletic tournaments and other events.

The After School Activities (ASA) programme depends on student input and the activities offered are designed to appeal to students’ recreational or artistic talents and interests. The Secondary School Production is offered in Semester Two and we hope to boost our offerings in music. OSC also hosts the Colombo Model United Nations in March each year. Students choose to organise and create the OSC Yearbook and this team meets regularly to complete this presentation.

Community service is integral to our philosophy of ‘developing the whole person’. Every student is expected to be involved in some way and a range of projects meet weekly to work towards their goals. Student leaders drive the projects and we are proud to say that the students’ commitment to service is highly valued with those whom they work. Students are also encouraged to design their own service projects and classes are challenged to consider ways to take action as an extension of their classroom learning. Projects that continue to thrive at OSC include: Project for the Rehabilitation Center for Communication Impaired (RCCI), Cancer Hospital Project: Hope for Kids, Sunflower Village Project, Temple School project, DAWG, Recycling & Sustainability, SOS Orphanage, Sri Lanka, Alzheimer Foundation, Habitat for Humanity, etc. Please refer to the OSC website for further information.
Rules and Regulations for SGA School Events

The following rules have been drafted by the Student Government Association on behalf of the student body. If any of the following rules are infringed, the student will be obliged to accept the consequences for his/her actions which will ultimately be determined by the Administration.

The use of Drugs/Alcohol/Tobacco or any other illegal substances shall not be tolerated.

SGA-organized events may sometimes require the signing of a permission form. The student will not be allowed to participate in these activities if their form is not signed by their parent or guardian.

Students are required to behave with respect on school campus as they would during the school day – this includes appropriate language, appropriate dress code and respect towards all school property. Any vandalism or abuse of school property shall be considered as a serious offence, and will incur severe consequences.

All SGA events will be chaperoned by school staff.

Out-of-school invites are available at the Secondary Office; without the signing and acknowledgment of this invite, students may not bring out-of-school visitors onto the campus.

Students are to remain at the event until the finish time.

Students are required to remain within the appropriate school boundaries that have been allocated, depending on where the event is taking place (i.e. For an SGA disco students should remain in the auditorium or the front porch to be picked up).

Student Government Association (SGA) The SGA consists of an Executive Committee (President, Vice-President, Treasurer and Secretary) and a membership of two elected representatives from each grade level (6-12). The Student Government is an organization which represents the students and promotes student welfare. The student government has been established to plan and coordinate student activities as well as maintain high levels of cooperation and school spirit. The Student Government is also designed to encourage a sense of responsibility, leadership and service amongst students. The SGA meets as a parliament at least monthly and with the administration of the school as needed. A representative from the SGA attends meetings of the Board. Students interested in being involved in the SGA should be aware that commitment and dedication is required to carry out the role successfully.
The academic year runs from mid August through to mid June and is divided into two semesters for assessment purposes. This provides 180 days of instructional time with three main vacation periods.

The school day begins at 7:30 am and concludes at 14:40pm. On Wednesdays there is a late-start timetable with classes beginning at 8:50 am to allow for teacher collaboration and planning. The secondary school runs on a 10 day cycle. The days, aside from Wednesday’s, are numbered 1-8 to allow for an equal distribution of time for the various subjects. The School calendar and Student Homework Diary have these numbers for each date.

### Days 1-8

<table>
<thead>
<tr>
<th>Period</th>
<th>Timings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom</td>
<td>07:30-07:35</td>
</tr>
<tr>
<td>Block 1</td>
<td>07:35-09:05</td>
</tr>
<tr>
<td>Break</td>
<td>09:05-09:25</td>
</tr>
<tr>
<td>Block 2</td>
<td>09:25-10:55</td>
</tr>
<tr>
<td>Block 3</td>
<td>11:00-12:30</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:30-13:10</td>
</tr>
<tr>
<td>Block 4</td>
<td>13:10-14:40</td>
</tr>
</tbody>
</table>

### Lost and Found

Lost items are kept in the Secondary Office. Parents and students are asked to make sure that all possessions are marked with names. Great care should be taken with possessions and respect shown to items belonging to others.

### Lockers

Students in Grades 6-12 are provided with individual lockers and locks for their use in school. This facility offers a place to leave books or possessions not required in a given class. Bags and books not in use need to be carefully locked away and not left lying around. It is expected that once a student has been allocated a locker they will keep it in good order and ensure that it is secure at all times. Each student will receive a lock from school at the start of the school year. If the lock is lost or damaged, students will have to pay Rs 2,000 for a replacement.

### Student Visitors

Parents wishing to have a student visit OSC from another school must obtain prior permission from the Primary Principal and/or the Secondary Principal.

Permission will normally be granted for one school day during which the visitor will accompany the host to classes and be subject to OSC regulations. The host family must accept full responsibility for the visitor.
Expectations of student conduct at OSC are based on the principle that no one has the right to interfere with other people, other people’s property and other people’s time. The school seeks to develop and encourage an attitude of individual responsibility towards the quality of life in the school community. The mission statement is the guide for students at OSC.

OSC aims to nurture an atmosphere which maximizes the opportunities for quality student learning. The SGA have been consulted and contributed to the following student expectations at OSC:

- Students are expected to attend school and report on time to all classes ready to learn.
- Students should be responsible for their actions and strive for the highest standards in all aspects of school life.
- Students should display polite behaviour and contribute to general atmosphere of order.
- Students should respect the feelings and well being of other people in the school and the wider community.
- Students should care for school property and equipment.

**Dress Code**

When choosing appropriate dress for school students need to demonstrate a respect for cultural differences. We aim to develop responsible students in an environment conducive to learning. Pride in personal appearance and the School is an essential building block for success.

Tips to help students to make good choices:

- Immodest clothing (e.g. revealing tops, exposing midriff, short skirts, low cut pants, short shorts) may be distracting to fellow students or offensive to adult members of the OSC community.
- Offensive language on clothing usually offends.
- There are lots of stairs on campus so comfortable footwear is advised.
- Students are required to wear closed shoes when participating in practical science experiments, physical education and design technology.

**Physical Education**

On days when students have P.E. they are expected to wear the OSC PE uniform that has been designed by a student in 2010. House T-shirts and selected items of OSC clothing can be obtained from the Secondary Office. These include OSC PE shirt, PE shorts and OSC caps.

**Dress Code for the Swimming Pool:** For Girls—one piece, full-fitting bathing suits with shoulder straps that allow for physical activity should be worn. For Boys—bathing shorts designed for swimming, and above knee length should be worn. Swimming caps are required to be worn in the swimming pool.

**Suspension**

A student who commits a serious infraction of school rules and policies, as judged by the administration can be suspended up to five days. If a student is suspended for a longer period of time the Board will be informed.

Students may be suspended “in school” or “out of school (home).”

A student may be suspended in school i.e. suspended from a class or classes and set special school work. Students suspended “in school” may not attend regular classes, may be given a special schedule and
would be expected to make up all missed class work and homework.

A student may also be suspended “out of school” (home). A student suspended out of school may not attend classes and school events. On return to school the student would be expected to make up all missed class work and homework.

A student suspended cannot return to school and follow the regular school schedule until a conference is held between the administration, student and parent(s) or guardian.

**Expulsion**

The administration must inform the Board when a student is expelled. Normally, this would be in a situation where, following counselling and conferences with the student and parents, the student: continues to behave in a manner that is detrimental to the school; or, is unable to profit from the academic programme; or, either interrupts the learning of others or endangers their safety. However, in severe cases, expulsion may be recommended without benefit of prior counselling or conferences. In the event of expulsion, all fees for that billing period are forfeited.

**Appeal to the Board**

In the event of a five day suspension or an expulsion, parents may appeal to the Board if they feel due process has not been followed. During the period leading up to the appeal the actual decision taken by the administration would stand.
Bullying and Harassment Procedures

All members of the community have the right to expect that the school is free of bullying and harassment. The school does not tolerate any form of harassment or bullying as it violates all of the principles of OSC.

Bullying is defined as the recurrent action of a member of the school community, student, employee, parent or Board member, who deliberately attempts to exercise improper authority, using strength and power to coerce another member of the community by fear.

Harassment is defined as the recurrent actions of a member of the school community, student, employee, parent or Board member, who deliberately creates a fearful, hostile or offensive environment for another member of the community, about which any reasonable person could justifiably complain.

Description: Bullying and harassment may take, but is not limited to, one or many of the following forms, all of them unacceptable:

- Social - being excluded, not being spoken to, or being left out of activities;
- Material - possessions are stolen or damaged, or extortion takes place;
- Psychological - pressure to conform is applied;
- Physical - physical assault;
- Sexual - unwelcome sexual advances and other unwelcome verbal or physical conduct of a sexual nature, or the display of sexually suggestive messages, objects or pictures;
- Verbal and/or Written (including handwritten/ typed notes, mobile telephone messages, and electronic messages, such as e-mail, web pages, social networks such as Facebook, etc.), name calling, and personal comments which create a fearful, hostile or offensive environment.

- Jokes, insults, threats, and other unwelcome actions about a person’s race, religion, colour, ethnic origin, nationality, social background, veteran status, gender, sexual orientation, disability or any other factor.

Bullying and harassment may be, but are not limited to, one or all of the following:

- Systematic and on-going, rather than one-off;
- done by the more powerful to the less powerful, rather than between equals;
- intended to be distressing and hurtful to the victim, rather than good natured fun;
- Predominantly one way, rather than an exchange.

The defining feature of bullying and harassment is that the behaviour is offensive to and unwanted by the recipient. It may involve recurring actions, comments or physical behaviour that are unwelcome, regarded as objectionable and cause offence.

Consequences: Students and parents who believe they are being bullied or harassed should make a report to the Secondary Principal who will investigate.
Any student found to be engaging in harassment/bullying will be:

- first incident: verbal warning and call to parent
- Second incident: written warning in file, meeting with Principal, parent and student.
- Third incident: suspension or possible expulsion from the school.

Extreme instances of bullying/harassment may require immediate consequences at the discretion of the Secondary Principal and may include suspension or expulsion.

Contact people: If you experience bullying and harassment, you may approach someone from the following list of people.

- Homeroom Teacher
- Any member of staff with whom you feel comfortable
- Principal
- School Counsellor

If you are not satisfied with the action that has been taken in response to your concerns, you may seek a review by the Principal or School Counsellor.
Works Cited


Hare, John. Holistic Education: An Interpretation for Teachers in the IB Programmes. Cardiff: International Baccalaureate Organization, July 2010. PDF.


