



THE OVERSEAS SCHOOL OF COLOMBO

Since 1957



Secondary School Guide

Compassion. Courage. Curiosity.

Academic Year 2022-23



www.osc.lk

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Welcome from the Principal



Welcome to the Secondary School at the Overseas School of Colombo.

For more than 60 years, OSC has created a community and an environment that nurtures and empowers students to engage in a complex world. We live our motto “Unity in Diversity” by valuing and respecting individual differences and development, and recognizing that we are stronger together than we are apart. The intent of this Secondary School Guide is to share details about how we accomplish this with our school structures, philosophies, policies, and curriculum.

The Overseas School of Colombo is accredited to offer the International Baccalaureate (IB) Programmes, and as such is Sri Lanka’s only IB World School. In the Secondary, we follow the IB Middle Years Programme (MYP) in grades 6-10 and the Diploma Programme in grades 11 and 12. The structures provided by the IB balance holistic student development with academic outcomes that meet the needs of internationally mobile students.

Holistic education includes all aspects of personal learning and growth, including intellectual, emotional, social, physical, and creative development. Learning is experiential, situated contextually, and focused on drawing connections. At every step, relationship-building is emphasized. As codified in the IB Learner Profile, the IB Programmes challenge students to think and communicate, to be caring, open-minded, and lead balanced lives.

Students are encouraged to take risks in their learning while being reflective about the impact they create on the world around them.

We believe each student is a unique individual with tremendous potential and strength. Because students need opportunities to develop and understand themselves, we provide a wide range of learning experiences and support structures. Our curriculum is broad and balanced, and our pedagogy recognizes diverse learning styles and individual needs. We know that students learn through doing and by applying their knowledge to real-world problems, and we offer a wide range of experiential learning opportunities with a strong focus on service learning.

If you have any questions about life in the Secondary School at OSC, I warmly invite you to contact me and / or your child’s homeroom teacher. We are very happy you’re a part of our OSC community, and I am thrilled to welcome you to the exciting year ahead of us.

Sincerely,

Dr. Mechum Purnell
Secondary School Principal

School Guiding Statements

Motto: *Unity in Diversity*

Vision:

At OSC we live our mission by creating space and time for learners to engage in mutually respectful and enriching connections; teaching intercultural understanding, development and competencies; fostering a culture of learning that sparks joy, thinking and inquiry; nurturing personal identity so every learner feels a sense of belonging; and inviting all learners to persevere in their learning journey.

Mission: Compassion, Courage and Curiosity

Internationalism & Interculturalism Definitions

As a community, OSC recognizes and values the ways in which Internationalism and Interculturalism define our identity and the actions that arise from that identity. We are a community of diverse beliefs, experiences and perspectives, and yet we see our role in international education within the context of global citizenship. We recognize that actions guided by principles of self-determination, humanitarianism and life-long learning are engendered by these concepts. Together, Internationalism and Interculturalism prepare students to positively participate in and contribute to a world where citizenship and its responsibilities are no longer confined to national and regional boundaries.

Internationalism:

Empowering our learners to be open-minded and take action to contribute positively in a complex world.

- Local, national, and global perspectives
- Human rights, development and cooperation & governance
- Environmental awareness and sustainability
- The role of peace education and conflict resolution in our world
- The interdependence of natural and human systems on our planet

Interculturalism:
Incorporating cultural perspectives to create a shared understanding which guides our actions.

- Culture through language and literature
- Communication and language learning
- The role of culture in our lives and the lives of others
- Citizenship and service as an expression of individual responsibility
- Authentic learning through service with the community
- Mutual respect for the diversity of beliefs and values, and in ways of being as well as ways of knowing
- Debate and free inquiry within the bounds of courtesy, sensitivity, confidentiality and respect both in and out of the classroom setting

High Quality Learning



At the Overseas School of Colombo (OSC), we are committed to high quality teaching and learning, which we define as:

Learning that...

- » encompasses academic, social, emotional, physical and community interests that shapes individuals who embrace life-long learning
- » engages students with opportunities for student agency, expression and reflection
- » is process-based and grounded in the real world, providing a platform for harnessing local experiences, while exploring diverse global perspectives
- » challenges students to connect, extend and transfer relevant knowledge and skills.

We believe that high quality learning derives from high quality teaching, which we define as:

Teaching that is:

- » based on inquiry
- » focused on conceptual understanding
- » developed in local and global contexts
- » focused on effective teamwork and collaboration
- » differentiated to meet the needs of all learner
- » informed by formative and summative assessment

Students are encouraged throughout their learning to develop skills in the following approaches to learning:

1. thinking
2. communication
3. social
4. self-management
5. research

As an IB continuum school, learning at OSC encompasses opportunities for students at all levels to develop the attributes of the IB learner profile.

Established: April 3rd, 2019

IB Learner Profile



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

IB learners strive to be:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.



Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others.

Reflective: We recognize our interdependence with other people and with the world in which we live. We thoughtfully consider the world and our own ideas and experiences. We work to understand our strengths and weaknesses in order to support our learning and personal development.

(International Baccalaureate Organization)

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 among the subject domains, among individuals and their peer groups and communities or between the individual and the world around them.

- Holistic education nurtures the broad development of students and focuses on 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 educators and students 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.

	Students	Parents	Teachers
Attitudes	Model the attributes of the learner profile	Model the attributes of the learner profile	Model the attributes of the learner profile
Knowledge	Embody a curiosity for the world around them.	Know your child, their interests, their relationships, their educational program, and what they are learning at every stage.	Demonstrate a deep level of knowledge of their subject area as well as educational theory and methods.
Skill	Demonstrate flexibility and a creative approach to problem solving	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.	Create appropriate pedagogical approaches with active, planned interventions that are developed for students to meet their development needs.
Relationship	Develops and maintains relationships through their interpersonal skills.	The supportive role of the parent within holistic education is essential.	Develop an inclusive, dynamic and egalitarian working relationship between the student and the teacher.
Responsibility	Take ownership of personal development and learning through planning and prioritization, and ensure that through personal determination tasks are completed on time.	Recognize, encourage and praise positive behavioral changes.	Create an inclusive learning community that stimulates the growth of a person's creative and inquisitive engagement with the world.

(Holistic education: An interpretation for teachers in the IB programmes)

School Structure



The Overseas School of Colombo (OSC) is an English medium international school serving the internationally mobile expatriate and Sri Lankan communities of Colombo. It was founded during the 1957-58 academic year as the Overseas Children's School with 25 children and today has about 420 students from some 45 different countries. The school is registered in Sri Lanka as a non-profit 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.

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

Secondary School Faculty

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' consisting of IB MYP and IB DP Coordinators, Counsellors, the Assistant Principal and the Principal. Subject teachers are supported by a team of Department Heads who support our programme.

Admission and Placement of Students



The Mission, Philosophy and Statement of Objectives serve to guide the administration in determining admission and placement of students.

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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.

The decision whether to admit a student to OSC will be made after an evaluation of prior school records, our own diagnostic placement tests, a review of special learning needs within the context of the school's resources, and available space in our school.

Special educational needs:

OSC does not undertake to provide for all specialized educational needs such as severe learning difficulties or job-specific vocational training. Learning support for students with mild special learning needs may be provided 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, there may be times when students will be pulled out of regular classrooms for special assistance, depending on individual needs. At the

grades 11-12 level all courses are college-preparatory with a demanding academic emphasis. Support for students with learning disabilities at this level is limited.

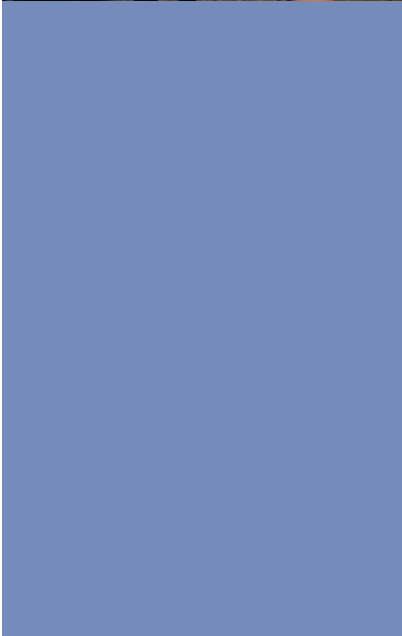
English Support:

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 EAL 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.

Grade Placement:

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.

Applications for Grades 11 and 12 will be assessed prior to acceptance in order to judge linguistic and academic suitability for the International Baccalaureate Programme.

OSC Grade	Usual Age by August 31st
5	10
6	11
7	12
8	13
9	14
10	15
11	16
12	17

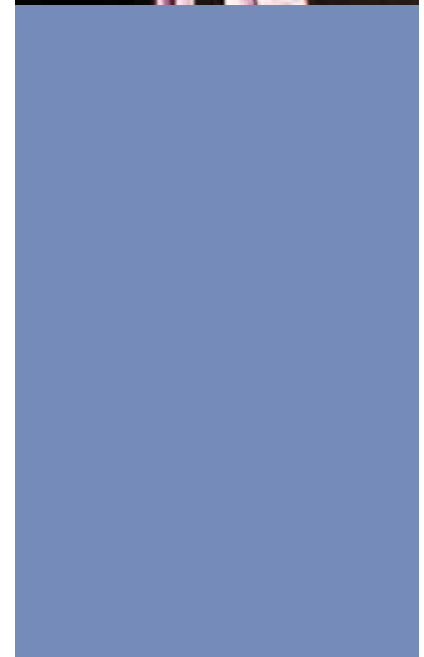
Admissions process:

Detailed information about the application process is available on the school website; www.osc.lk.

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.



Graduation Requirements

Credit Requirements for Grades 9-12

The OSC high school diploma is based on the successful completion of the following requirements in grades 9-12. The minimum passing level is a course grade of 3.

Each course unit length is 1 year.

Course	Units
Language & Literature - English	4
Language Acquisition or additional Literature	2
Individuals & Societies	4
Science	3 (recommended 4)
Mathematics	3 (recommended 4)
Arts or additional subject	2
Physical Education	2
Theory of Knowledge	Satisfactory completion of course
Creativity, Activity and Service	2 (whilst in Grades 11 and 12)
Two additional units of students choice	2



Diploma with Distinction

At OSC, we expect students to reach for more than minimal requirements of graduation and so recognise this in offering also the potential to achieve the OSC high school Diploma with Distinction. This includes the requirements above and in addition:

- An average grade of 5.0 or higher in grades 11 and 12
- Submission of the Extended Essay
- Submission of the TOK Essay
- At least 2 of the courses listed above to be taken at Higher Level
- An additional 2 years of a language other than English

IB Diploma Programme courses are taught in Grades 11 and 12. However, a student not pursuing the IB Diploma may opt to take internal final exams rather than sit for IB certification.

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.



Class Size Policy

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 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.



Facilities

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, 4 science labs (completely refurbished in 2020), 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

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, 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 check-out. 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. All students in the Secondary School are required to use a personal laptop. OSC is a Blended Mac/PC campus. Requirements for purchase of laptops are listed on our website and the school then provides all required software for the duration of the child's enrollment. The school utilises many cloud based platforms, in areas such as student services, Library, Managebac and Mail services.

Student Centre

Opened in August of 2015, the Student Center forms the hub for various student support networks including the offices of the MYP and DP Coordinators, the College Counselling office and social-emotional counselling. Support for IT related hardware and software issues is also available in this area. There is a common space

for students to meet, study and work as well as printing facilities.

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 cooked meal at lunch times. Parents can create an individual account via the app provided by the catering company, and load money on it whenever they want for a 100% cashless option (payment via QR code).

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.



Communication

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 and sms systems are also used extensively to communicate key events.

Managebac is our on-line communication tool for assignment deadlines, assessment submission and feedback. This student academic learning platform facilitates communication between teachers, parents and students. As key partners in the process of education, you can assist your child by monitoring due dates and timely submission of assignments. This on-line tool should give you a glimpse of your child's learning programme. <https://osc.managebac.com/login>

Homeroom

All students have an Advisor. This teacher may also 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, etc.). The Advisor is the first point of contact for students and parents. Alternatively, parents are able to email the Advisor 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. The 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 held for parents to keep them informed about our curriculum programmes, the International Baccalaureate Middle Years Programme or International Baccalaureate Diploma Programme.

Assemblies

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

School Community Network (SCN)

The School Community Network 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.



IB Middle Years Programme

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 in and 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. The IB MYP embraces the IB Learner Profile which promotes the development and expression of character traits such as “Principled” and “Open-Minded”. The programme also emphasises the importance of “Approaches to Learning” (AtL), the transferrable skills which enable students to learn new information in any context. These AtL are necessary for students to be independent,



life-long learners. Finally, the development of international-mindedness is a primary aim of the IB MYP.



The IB MYP Curriculum Model



(International Baccalaureate)

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 Baccalaureate (IB), but is flexible 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 conceptual learning through contexts. The student interacts with their 8 subjects through development of skills, known as Approaches to Learning, and the transfer of content, skills and knowledge into action.



Approaches to Learning (AtL):

The focus of the AtL is “learning how to learn”. 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. The AtL 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
- think critically and creatively

IB MYP Curriculum-Subjects:

IB MYP Curriculum - Subjects:

The IB MYP curriculum requires the teaching of eight compulsory subjects. Our learning activities are designed, through the lens of the Global Contexts, 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. **Literature and Language:** English: Study of literature and language of instruction.
2. **Language Acquisition:** French, Spanish and Sinhala and Mandarin.
3. **Individuals and Societies:** Integrated History, Geography and Economics.
4. **Sciences:** An integration of: Biology, Chemistry, Physics and Earth Science.
5. **Mathematics:** An integration of: Numerical Reasoning, Algebra, Modeling, Geometry, Trigonometry and Statistics.
6. **Arts:** Visual Art, Music and Drama are offered to grades 6-10.
7. **Design:** Computer and Design Technology
8. **Physical and Health Education:** Health and Fitness.

Please refer to the OSC website for subject specific outlines.

Each subject group focuses on teaching and learning through

the six Global Contexts or common themes, which connect students 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 investigate, plan, take action and reflect.

Global Contexts

Identities and Relationships

Identities and Relationships asks students to consider questions such as “who am I?” “who are we?” and “what does it mean to be human?” Through this context, students explore personal identity, relationship with friends or family and their role in community or culture. This context explores:

- Personal beliefs and values
- Personal health including physical, mental, social and spiritual aspects
- Interpersonal relationships

Topics connected to Identities and Relationships often relate to health and well-being, psychology, personal identity, competition, morals and ethics.

Orientation in Space and Time

“What is the meaning of ‘where’ and ‘when’?” is a question that embodies the ideas present in this Global Context. This context explores key events in personal or human history which includes:

- Personal or family histories
- Key events in humankind such as discoveries, explorations and migrations
- The interconnectedness of individuals and civilizations from personal, local and/or global perspectives.

Orientation in Space and Time may be appropriate for content which explores civilizations, history, evolution, geography, migration and major turning points in human civilization.

Personal and Cultural Expression

Creative expression is at the heart of this Global Context which asks “what is the nature and purpose of creative expression?” Through Personal and Cultural Expression students focus on:

- Ways in which we discover and express ideas, feelings, nature, culture, beliefs and values
- Ways in which we reflect on, extend and enjoy our creativity
- Appreciation of the aesthetic

This context is appropriate for exploring systems, philosophy, thinking, entrepreneurship, languages and literature.

Scientific and Technical Innovation

Science and technology are tools through which to interact with our natural world and community.

Through the context of Scientific and Technical Innovation, students explore the question, “how do we understand the world in which we live?” This Global Context relates to:

- Natural world and its laws
- The interaction between humans and the natural world
- Scientific principles
- Impact of science and technology on the environment and communities
- Human manipulation of environments

This may be suitable for tasks and topics that relate to science, engineering, virtual environments, mathematics and adaptation.

Globalization and Sustainability

“How is everything connected?” is a question students use to inquire about Globalization and Sustainability. The connection between local actions and global impact is the lens through which this Global Context is explored. This context also relates to:

- Interconnectedness of human systems and communities
- Opportunities and tensions arising from internationalism and interculturalism
- Impact of decisions on the global community and environment

This context may be associated with economics, geography, urban planning/infrastructure, conservation and human impact

on the environment.

Fairness and Development

Fairness and Development focuses on rights and responsibilities of individuals within a community. Students ask, “what are the consequences of our common humanity?” Also related to this context are:

- Distribution of finite resources with other communities and living things
- Equality
- Peace and conflict resolution
- Relationships between communities

This context may be appropriate for issues related to political science, governments, rights, peace and security.

(International Baccalaureate)



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 which impacts their learning and community. To accompany the project, students write a report that explains the process of planning, applying skills and reflecting. Students celebrate the completion of their projects through a Personal Project Exhibition where their work is displayed to the school community. Students receive a final 1 -7 IB MYP grade for the Personal Project. This grade is awarded by the student's supervisor, an internal moderator and an external IB moderator. All students attending the Overseas School of Colombo in year 5, grade 10, are expected to complete the Personal Project.



OSC MYP Certificate:

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

- Attend an OSC MYP school for grade 10
- Participate in a Language Acquisition class or a second Language & Literature 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 3 in each of 6 subjects
- Have earned a grade total of at least 25 from the 6 subject groups, and the personal project combined, out of a possible maximum of 49.



IB Diploma Programme



(International Baccalaureate Organization)

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.

IB DP Curriculum Model

The curriculum is displayed in the shape of a wheel 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.

At OSC, all students in grades 11 and 12 study IB Diploma Programme courses, one subject from each of the six subject groups. Courses may be taken at Higher Level or Standard Level. Higher level courses include

240 teaching hours; SL courses, 150 hours. Higher Level courses require higher achievement grades. 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. Students who earn grades of at least 4 in 3 HL subjects may be eligible to earn the IB Diploma.

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, Activity 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 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.



IB DP Subjects at OSC

Students choose from the following 2-year courses at the start of Grade 11:

Group	Subject	Levels
Group 1	English A Literature	HL or SL
	English A Language and Literature	HL or SL
	Other Language A Literature	SL
Group 2	French B	HL or SL
	Spanish B	HL or SL
	<i>French ab initio</i>	SL
Group 3	Economics	HL or SL
	History	HL or SL
	Geography	HL or SL
Group 4	Biology	HL or SL
	Environmental Systems & Societies	SL
	Physics	HL or SL
	Chemistry	HL or SL
Group 5	Mathematics Analysis and Approaches	HL or SL
	Mathematics Applications and Interpretations	SL
Group 6	Visual Arts	HL or SL
	Theatre	HL or SL
	Music	HL or SL

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

In rare cases, it may not be possible to meet unique educational needs of specific students with the above course offerings. The option to take International Baccalaureate (IB) Diploma Programme courses at The Overseas School of Colombo (OSC) through Pamoja Education

is by special arrangement only. Pamoja Education is an online school authorized by the IB to offer and meet the curricular requirements of a number of IB Diploma Programme courses.



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. The 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.



Theory of Knowledge (ToK)

The Theory of Knowledge (ToK) course is an integral part of the IB Diploma Programme (DP) Model 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 questions 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 subject areas as well as through Creativity, Activity & Service (CAS) experiences and Extended Essay (EE) research. The TOK course encourages 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.

The ToK Guide outlines the following aims and objectives for students: (International Baccalaureate Organization)

The aims of the TOK course are:

1. To encourage students to reflect on the central question, “How do we know that?”, and to recognize the value of asking that question
2. to expose students to ambiguity, uncertainty and questions with multiple plausible answers
3. to equip students to effectively navigate and make sense of the world, and help prepare them
4. to encounter novel and complex situations
5. to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
6. to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
7. to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
8. to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

Assessment Objectives

Having completed the TOK course, students should be able to:

1. demonstrate TOK thinking through the critical examination of knowledge questions
2. identify and explore links between knowledge questions and the world around us
3. identify and explore links between knowledge questions and areas of knowledge
4. develop relevant, clear and coherent arguments
5. use examples and evidence effectively to support a discussion
6. demonstrate awareness and evaluation of different points of view
7. consider the implications of arguments and conclusions.

(International Baccalaureate Organization)



Learning Policies

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

- 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
- Learning activities involve students in both peer and self-assessment.
- Assessment provides students with regular and prompt 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.
- Each department will set guidelines on how this will be implemented.



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.
- All Grades 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. Summative tasks should address at least one of the subject-specific criteria.
- Summative tasks should incorporate 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 in ManageBac.
- 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.

- Assessment evidence and criteria levels are tracked over the course of the school year and summative grades are indicative of the best fit descriptor at the time of reporting.
- Where more than one teacher is teaching the same subject group, the Head of Department will organize the process of internal standardization before final achievement levels are awarded. Internal standardization of assessment is also required for the Personal Project. The process involves teachers meeting to come to a common understanding of the criteria and achievement levels and how they are applied. In so doing, teachers increase their reliability of their judgements. Standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives (International Baccalaureate).

All subject areas will participate in the IB's monitoring process towards building a quality curriculum. and all subjects will conduct internal moderation standardization procedures in order to achieve consistency across each year of the IB MYP.



Additional Assessment Practices – IB Diploma Programme (Grades 11 & 12)

- 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

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, oral work, physical/practical work and can be completed individually, in pairs or in groups.



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.
- Grade 12 students sit their "mock" IB Diploma examinations in January.
- Students receive feedback on internal examinations in class. In some subject areas, it is not appropriate to release exam papers for circulation outside of the classroom, should parents wish to review their child's paper they may arrange to do so in a meeting with the teacher.

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 provides honest, accurate and detailed feedback on the student's level of achievement according to the criteria of each subject. It also contains 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 Assessment and Reporting Policy*. 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 6-10

Grade	Boundary Guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations .
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

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. Some AtL skills may be reported as NA (Not Applicable) if that skill was not explicitly taught. 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)

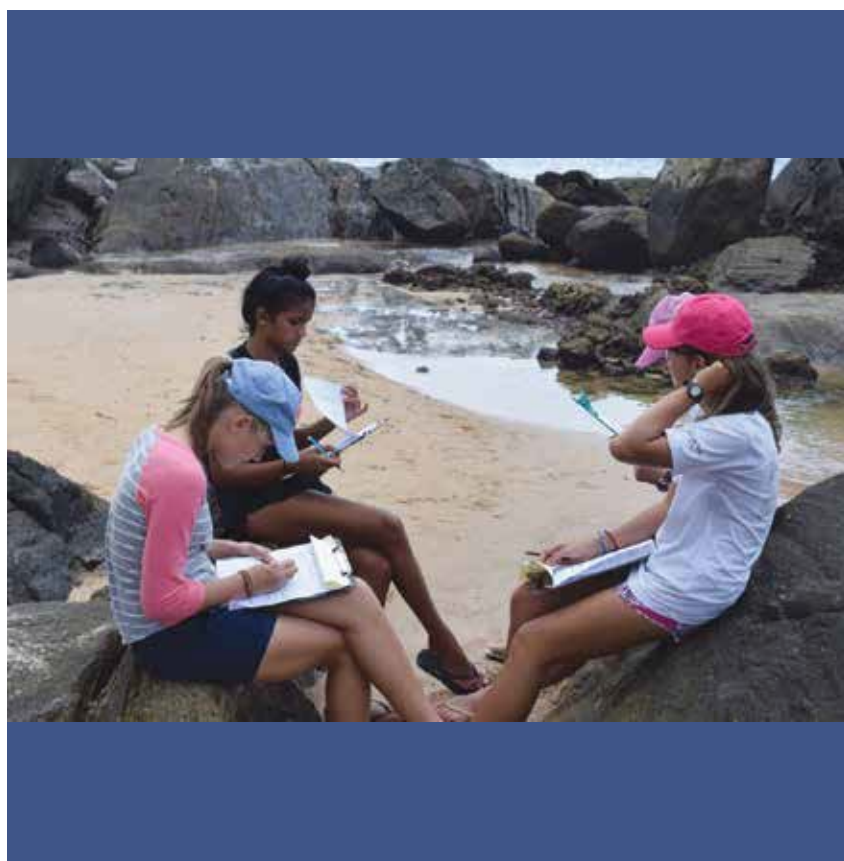
Parent-Student-Teacher Conferences (face-to face conferences involving the teacher, student and parents) take place each semester immediately after the issuing of the interim reports. As part of these conferences, students will share their reflection and form action plans based upon the advice of their 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 (IB MYP only), judgments of performance on each subject-specific criterion, a final achievement 7-1 grade and a teacher's comment. In

Achievement Grade Descriptors – Grades 11-12

7	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.
6	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.
5	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.
4	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.
3	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.
2	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.
1	None of the standards above has been reached.



Grades 11 and 12, students also receive an effort grade. The First and Second Semester Report contains a student reflection, and comments related to community and service participation.

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.

IB MYP Approaches to Learning – Grades 6-10

Key: **EE** = Exceeds Expectations, **ME** = Meets Expectations, **AE** = Approaches Expectations, **BE** = Below Expectations

APPROACHES TO LEARNING	
Communication	Exchanging thoughts, messages and information effectively through interaction Reading, writing and using language to gather and communicate information
Social	Working effectively with others
Self-Management	Managing time and tasks effectively Managing state of mind (Re-)considering the process of learning; choosing and using ATL skills
Research	Finding, interpreting, judging and creating information Interacting with media to use and create ideas and information
Thinking	Analysing and evaluating issues and ideas Generating novel ideas and considering new perspectives Utilizing skills and knowledge in multiple contexts

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.



Effort grades		
EE	Exceeds Expectations	Consistently displays a high level of motivation. Works independently and is always willing to give her/his best effort.
ME	Meets Expectations	Usually displays a high level of motivation. Works independently at times and is willing to give her/his best effort.
AE	Approaches Expectations	Sometimes displays satisfactory levels of motivation. Can work independently with encouragement.
BE	Below Expectations	Seldom displays motivation. Consistently requires encouragement to complete assigned work.

Students in the Learning Support Programme

Students who receive Learning Support or English Language Support may receive NG (Not Graded), Pass/Fail or 1-7 grades in their support classes depending on their learning goals and the level of support needed. Written comments and individual conferences will also be used to give them useful feedback on their progress.



Languages

Constituency:

Overseas School of Colombo (OSC) students are comprised of over 40 different nationalities with a cap of 25% for any one nationality. Our student population consists of native speakers of many different languages, many of whom have more than one mother-tongue. OSC aims to employ individuals from a variety of national and cultural backgrounds. Thus, a range of languages are used amongst our staff.

Definitions:

- The OSC defines ***mother-tongue*** as a language which may include one or more of the following: the language first learned by our students, what they use to communicate with family and the language which they connect with the culture of their home country.
- The ***principal language of instruction*** at the OSC is English.

- All students from grade 2 onwards must take at least ***one language in addition*** to the language of instruction whether it is their mother-tongue or an acquisition language.
- The ***Host Nation languages*** for Sri Lanka are Sinhala and Tamil, with English being the link language (Sri Lankan Government).

Language Philosophy:

At OSC we believe that language is fundamental to all learning, thinking and communicating. Languages are essential for understanding culture and building an international outlook. Language must be learned in context and all teachers at OSC are teachers of language regardless of their discipline.

The Overseas School of Colombo aims:

- To support students in the development of their mother-tongue language.
- To support students in the acquisition of host nation languages.
- To support students in order to achieve personal excellence in the principal language of instruction, English.
- To ensure all students acquire at least one language in addition to their mother-tongue.
- To take full advantage of the variety of languages spoken in our school community as we use language as a resource

to explore the richness of language and culture through local, national and global perspectives.

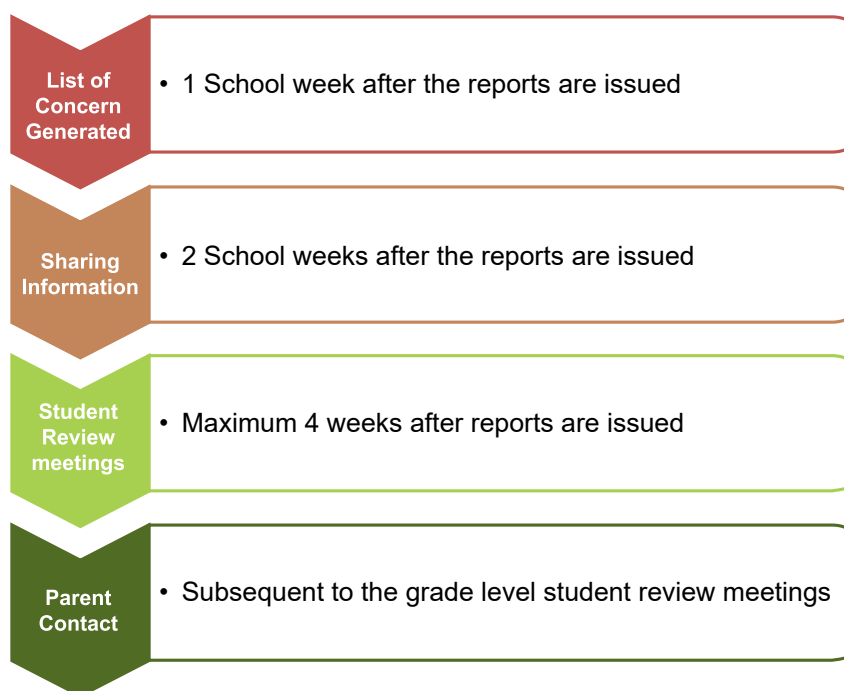
Language instruction at the OSC aims to support:

- **Learning language** - as students learn, listen and use language with others
- **Learning through language** – as students use language as a tool to think about or reflect on a theme, concept, culture or issue
- **Learning about language** - as students understand how language works (International Baccalaureate Organization)
- Oral, written and visual communication to be learned across and through all subject areas

Academic Review and Support Process

The purpose of the Academic Review and Support Process is to identify students in need of increased support for learning and to provide guidance and structures that lead to improved performance. The process is cyclical and a student may be brought up for review at any time. The reporting process also serves to identify students with areas of concern. This document should be used in conjunction with the Student Eligibility policy document.

Process for Review of Reports



Stages of Intervention and Support: *Increasing levels of intervention are appropriate for students who don't respond to milder supports. At each stage, the response to intervention is monitored to determine its effectiveness.*

Level of Concern	Intervention stage
All Students	<ul style="list-style-type: none"> • Approaches to teaching and learning implemented for all students • Multimodal teaching and best practice pedagogy is applied for all students • School policies regarding behavior and homework are implemented
Student beginning to show signs of difficulty	<ul style="list-style-type: none"> • Teacher meets with student and communicates with parent • Teacher communicates with grade level team, HR teacher and coordinator. • Student strengths/areas of concern are shared by team.
Academic Concern based on reports or student continues to struggle with a specific class	<ul style="list-style-type: none"> • Relevant eligibility procedures are initiated • Concern letters are sent home by coordinators • Students are placed on a clearly defined program of support which is set by the Counselor, in consultation with class teachers, DP or MYP Coordinator and Activity Supervisor as relevant. Plans include clear timelines for review/completion.
Student continues to demonstrate academic concern after plan has been implemented and given appropriate response time	<ul style="list-style-type: none"> • Make referral to Student Study Team • Possible review of enrolment / grade level status

Academic Integrity

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 sources 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.

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 Approaches to Learning. Academic Integrity is a serious matter and all members of the School community need to aware of the School's expectations.

Although it is important to be aware of the negative consequences of not adhering to this policy, it is also important to emphasize the positive reasons for accurate attribution of sources. Proper documentation empowers you to:

- join the "great conversation," in which ideas throughout the world and time are invented, discussed, or refuted.
- honor the thinking and intellectual property of other authors, by crediting their work.
- lend authority to your own contributions.
- help other researchers find the sources that inspired your work.
- avoid infringing an author's legal copyright.

(Harris)

How the school will help?

Good practices of academic honesty are introduced, taught, modelled and used throughout the school. Students are expected to transfer the skills of appropriate referencing from one class to another. If a student is unsure of the expectations outlined below, she/he should ask a teacher for advice.

A student demonstrating academic integrity:

- Acknowledges the source of facts, figures, images and ideas from other's work.
- Uses quotations when another person's exact words are used.
- Knows how to construct a list of works cited using MLA 8 format.

- Abides by the rules of tests and external exams by not communicating in any way with, seeking assistance from, or giving assistance to, any other student whilst the examination or test is in progress.
- Only uses allowed materials in an assessment 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.

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 Grades 6-8

In Grades 6-8, if a student is found to be in violation of the Academic Integrity policy the student may be asked to resubmit the work and the student's homeroom and subject teachers will be notified of the incident. A report will be sent to the student's parents and support will be provided, depending on the severity of the Malpractice.

Grades 9-12

If, after an investigation, it is determined that a student has violated the Academic integrity 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. Students will be subject to consequences which may include:

- Disqualification of student work
- Detention
- In-School Suspension
- Exclusion from the Honor Roll for the Semester
- Suspension 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 the IB Diploma.

Homework Expectations

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

Managebac is our on-line communication tool for assignment deadlines, assessment submission and feedback. Students and parents can check regularly to see what is coming up and plan accordingly.

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 or 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 IB MYP and IB DP 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



Assignment Deadlines Policy

Rationale: Academic work done outside of class time is essential to learning. It provides opportunities to practice skills, solidify understandings, demonstrate learning and embark on new learning. Working independently and managing time are important competencies for all learners within the context of school as well as life-long skills.

Work done outside of class is often a precursor for the next learning in class. As such, it is essential that you come to class prepared, with work completed. Adhering to set deadlines supports you to balance your commitments.

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, sets the stage for learning in the next class. You must come to class prepared in order to maximize your learning.

Procedure for missed deadlines:

Students are expected to turn in assignments according to the deadline so that feedback from teachers may be given within 7 school days of/from the due date. In unusual circumstances, if a student is struggling to meet a deadline, it is expected that they would communicate with their teacher prior to the submission date to discuss.

Teachers may, at their discretion, provide an extension if this is appropriate, up to a maximum of 1 week (5 school days). If a deadline is not met, the teacher should discuss with the relevant Head of Department and provide an opportunity as soon as possible to complete the work in school, outside of lesson time.

Should a teacher grant an extension, an email will be sent home, copied to the homeroom teacher and the secondary office. Our goal is to help students gain the skills of organization that lead to deadlines being met and if someone is struggling to do this, the reasons are determined and support is given.

We ask students to aim to have assignments in on time and to be proactive in speaking with teachers if you they that a deadline is unmanageable.



Student Life

Student Wellbeing Advisory Programme

In Grades 6-10 students meet as a homeroom group on a regular basis to address specific topics through the context of the IB Learner profile, 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

Counselling services are available to all Secondary School students. Our Counsellors provide support with transition, personal or emotional issues and academic concerns. Students can request an appointment with the Counsellor or be referred by a teacher or parent. Sometimes students are referred to outside services for additional specialist support and or testing. The Counsellor 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

Through the admissions process student's records and assessment reports are requested and reviewed. Students are assessed prior to acceptance when requiring EAL and or Learning Support assistance. 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.

English as an Additional Language (EAL)

In grades 6-8 students are accepted to the EAL program with some exposure to English or with limited English proficiency. In grades 9-10, students are accepted to the EAL program with English proficiency near proficiency with the expectation that they will be able to fully participate in the IB Diploma Program in grade 11. EAL support is not offered in grades 11 and 12.

The EAL program is designed to provide support as proficiency in English develops. Individualized instruction will focus on developing listening, speaking,

reading and writing skills. As proficiency increases, confidence and independence will further develop. In consultation with teachers, parents and the student, a Student Learning Plan is developed and signed.

EAL support can take several forms and may include a combination of the following:

Co-teaching:

A support teacher or assistant teacher works collaboratively within the classroom assisting identified students with a specific subject.

EAL Classes: Are offered in lieu of a subject in order to offer individualized instruction and support with subject content.

Consultation:

The EAL teacher consults with classroom teachers and assists with differentiation.

Decisions concerning a change in program or exit from the EAL program are recommended by the Student Study Team after assessment and progress is reviewed in consultation with Student Services HOD and teachers. The EAL teacher then meets with parent/student to finalize the process. The Student Learning Plan is updated and if exited, then the student's progress is monitored closely.

Learning Support (LS)

Students are accepted to the LS program in grades 6-10 with more limited services available in grades 11 -12.

The LS program is designed to support students who experience academic difficulties. If not

identified during the admissions process, students are referred to the Student Study Team, which meets regularly to discuss academic concerns of individual students. The initial steps will include record review and teacher, student and parent input. A student may then be recommended for further internal or external assessment. If the evidence supports that the student may benefit from learning support, the LS Teacher meets with parents to seek permission. In consultation with teachers, parents and the student, a Student Learning Plan is developed and signed.

LS can take several forms and may include a combination of the following:

Co-teaching:

A support teacher or assistant teacher works collaboratively within the classroom assisting identified students with a specific subject.

Study Skills or Structured Study:

Are offered after school or in lieu of a subject in order to offer individualized instruction and academic support.

Consultation:

The Learning Support teacher consults with classroom teachers and outside services at times to assist with differentiation.

Decisions concerning a change in program or exit from the LS program are recommended by the Student Study Team after assessment and progress is reviewed in consultation with the Student Services HOD and teachers.

Experiential Education

OSC's *Experiential Education* program fulfils key goals of our mission and vision by providing students learning opportunities beyond the context of the classroom. Students are challenged physically, socially, emotionally and intellectually. They face new challenges, broaden their experiences, engage with issues of global importance and develop a greater self-awareness. To fulfil these goals, 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.

Creative Activities include programmes such as Drama productions, Music ensembles, and other leadership opportunities such as Model United Nations. Every year, OSC hosts the *Colombo Model United Nations* (COMUN) with schools from within Sri Lanka and Internationally as well.

Physical Action:

OSC participates in competitions with international schools in the region belonging to *South Asia*

Inter-School Association (SAISA). We regularly prepare teams for Swimming, Basketball, Volleyball, Soccer/Football and Athletics. The purpose of SAISA is to promote and co-ordinate regional professional activities, fine arts festivals, athletic tournaments and other events. We also offer a variety of informal sport activities like cricket, badminton and floor hockey.

Community Service is integral to our philosophy of 'developing the whole person' and emphasizes an awareness, concern and responsibility for service to the community. 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, Temple School project, Recycling & Sustainability, SOS Orphanage, Sri Lanka Alzheimer Foundation, Habitat for Humanity, etc. Please refer to the OSC website for further information.

For Grade 11 & 12 students at OSC, Experiential Education is formalized in the core of the program through Creativity Action and Service (CAS) The emphasis is on learning and includes an expectation that students will be involved in a balanced range of activities reflecting creativity,

action and service within this program. DP students are also expected to take on leadership roles and are encouraged to initiate activities of their own.

Key Learning Outcomes:

1. Increased awareness of 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

CAS Aims

- 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

Technology Philosophy and Responsible Use

The technology program at OSC provides and encourages an atmosphere compatible with current life in the 21st century both for students and faculty members. Just as important as 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 and creators of media and information. All students sign a promise to abide by the responsible use of technology in the school.

OSC firmly believes that technology should be used to enhance student learning and to improve creativity and communication within the school and global communities. We use the ISTE NETS standards as a guide for direction which emphasize:

- Creativity
- Communication and Collaboration
- Research and Information Fluency



- Critical Thinking, Problem Solving, and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

But philosophically we ultimately are interested in technology because it can be used to improve higher-order thinking skills, such as problem solving, critical thinking and creativity. It can prepare students for a future in a competitive global world.

It can also lead to designing a student-centered, project-based and online learning environment. There is the hope that it will create inspired digital age models for working, collaborating and decision making.

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.



Awards given at OSC are summarized in the table below.

Award	Grade(s)	Descriptor
Valedictorian	12	Grade 12 student with the highest grade point average in years 11 and 12.
Salutatorian	12	Grade 12 student with the second highest grade point average in years 11 and 12.
Subject Awards	One award per subject per grade 11-12	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.
Head of School's Award for Critical Thinking	11-12 & 6-10	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 humour in the thinking process and is not afraid to have an opinion that is different to others.
US President's-Gold Award	9-12 & 6-8	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.
US President's Silver	9-12 & 6-8	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.
Evi Westmore Award	11-12	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.
Community Service Award	6-10	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 the Service Learning coordinator.
Outstanding Student	one award in each grade 11-12	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.
Honour Roll	6-12	Honor Roll is awarded twice per year following the release of report cards based on a minimum total points in the program of study. MYP students receive the honor roll when their total points in 8 subjects meet or exceed 46. DP students receive the honor roll when the total points in 6 subjects and the core meet or exceed 36 Grades in the Core Programme must be a minimum of satisfactory(C) in TOK and EE and good (B) in CAS Students who are on special educational programmes, have reduced numbers of classes or non-graded classes may be eligible to earn the honor roll at a pro-rated basis depending on the terms of their individual programmes.

Student Expectations & Responsibilities

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.

Additional expectations required to maintain a safe learning environment:

- Actions which hurt other people or damage the property of other people are not permitted.
- Students must not attempt to procure or be in the possession of potential dangerous implements, materials, drugs or other behaviour affecting substances.
- Demonstrations of affections that are by their nature private must remain private; at school they are inappropriate.
- Student smoking and use of other tobacco products or possession of drugs or alcohol is forbidden at all times and on all occasions on school grounds and on school-sponsored activities.

Dress Code

The OSC Dress Code is intended to ensure that community members of all cultural backgrounds feel comfortable, respected, and safe, while enabling students to express their own identities and values. The OSC Dress Code treats everyone equitably, regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, or body type / size.

The OSC Dress Code is grounded in the principles of **Comfort, Safety, and Respect**. The following specific guide-

lines fall within these principles:

- **Comfort**
- Clothing should be comfortable and practical for learning, depending on specific activity and setting.
- **Safety**
- When playing outside a hat must be worn.
- Footwear must be worn at all times.
- Additional requirements may be necessary for the purposes of safety (e.g. in science labs), depending on specific activity and setting.
- **Respect**
- Clothing may not display text or images of violence, drugs or alcohol, profanity, pornography, or hate speech.
- Clothing must cover the body at all times in a manner consistent with legal interpretations of decency.
- Undergarments should not be visible, with exceptions made for waistbands and straps.
- Further requirements may be necessary during specific activities (e.g. school trips) in order to adhere to specific cultural regulations or expectations.

Responses to contravention of the Dress Code by students:

- The primary responsibility for a student's attire rests with the student and their parent(s) or guardians. Communication with parent(s) or guardians may be necessary; if so this would be undertaken by the Principal or Head of School.
- If intervention is deemed necessary, it will be done discreetly, individually, without bias, and in such a way as to minimize embarrassment and limit interference with learning.

In addition to the above guidelines for all community members, a fourth principle applies to faculty and staff: **Professionalism**. Clothing should be appropriate for the activities in which faculty and staff are professionally engaged.

- Flip flops and bathing attire are professionally appropriate for swimming.
- Shorts are professionally appropriate for physical activities.

- Faculty and staff must hold themselves to a higher standard of cultural sensitivity, ensuring that they project a professional image to community members of diverse cultural backgrounds.

If intervention is deemed necessary, it will be done discreetly, individually, without bias, and in such a way as to minimize embarrassment and limit interference with professional responsibilities. Any intervention would be undertaken by the Principal or Head of School.

Physical Education

On days when students have P.E. they are expected to wear the OSC PE uniform. House T-shirts and selected items of OSC clothing can be obtained from the school shop. 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.

Rules and Regulations for School Events

- No student should have access to the campus without supervision. Events are restricted to the prescribed locations only.
- Swimming may not take place without lifeguards on duty.
- School rules for behaviour, drug & alcohol use, and dress code apply to all school events.



- For some events, especially in the auditorium, a bag check process will be implemented and storage place for backpacks provided at the entrance.
- Any non-OSC guests need to be pre-approved and on a guest list. They must be clear on school rules, especially those related to the use of drugs, alcohol and tobacco. Guests not complying with OSC expectations will be asked to leave.

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 not accepting 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.
- 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 behaviours 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 referred to the counsellors and will be required to engage in support and reconciliation discussions. In addition, consequences may include:

- First incident: verbal warning and call to parent

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;



- 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.



General Information

School Routines

The academic year runs from mid August 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 8:30 am and concludes at 15:25 pm apart from Wednesdays when there is an early finish at 14:30 pm. The secondary school runs on a 8-day cycle. The rotating schedule allows for an equal distribution of time for the various subjects. The School calendar and Student Homework Diary have these numbers for each date.

Day 1-8 (except Wednesdays)	
Period	Times
HR	08:15 – 08:25
Block 1	8:25 – 9:55
Break	9:55 – 10:15 (20min)
Block 2	10:15 – 11:45
Block 3	11:50 – 13:20
Lunch	13:20 – 14:00 (40min)
Block 4	14:00 – 15:30

90 min classes

Wednesday	
Period	Times
HR	08:15 – 08:25
Block 1	8:25 – 9:40
Break	9:40 – 10:00 (20min)
Block 2	10:00– 11:15
Block 3	11:20– 12:35
Lunch	12:35 – 13:15 (40min)
Block 4	13:15– 14:30

75 min classes.

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. Students are expected to ensure that valuables, personal electronics and laptops are kept securely at all times, either on their person or in their assigned locker with the lock engaged.

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 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.

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.

Security

hours. Those who demand entry but do not have their ID cards will be refused entry. Any person who behaves in a suspicious, aggressive or rude manner at the gate, even though he or she may be in possession of a school ID card will also be refused entry. Your cooperation is kindly requested in ensuring the safety and security of everyone in our community and respecting the authority of security personnel.

- Only OSC students, wearing their ID cards, will be admitted onto campus. Students who have a friend or relative staying with them may request permission in advance from the Secondary School Principal to bring the person on campus. The Secondary School Principal will inform the gate guard of the name of the guest to be admitted. Whilst we enjoy the visits of friends or alumni, we are only able to offer a maximum of one school day for a visit of any individual within an academic year.
- Parents wishing to speak with teachers should make a prior appointment so that the guards may be informed. Parents must wear their ID cards for admission onto the school premises. Please note that the security guards at the front gate have complete authority to determine who is admitted to the school grounds outside of school



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