



THE OVERSEAS SCHOOL OF COLOMBO

Since 1957



Primary School Guide

A
Holistic
Education
for Global
Success

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Welcome to the OSC Primary School



Welcome to the Primary School at The Overseas School of Colombo. As you walk up the stairs to the Primary School, you will receive a warm welcome from children who have gathered from all points on the globe.

OSC is a community-based school that prides itself in being true to its Mission, “committed to guiding our global community toward international and intercultural understanding and developing the whole person as a responsible learner, striving for personal excellence within a culturally diverse environment”. It is our cultural diversity that allows for rich conversation, difference of opinion, and variation of personal experience within the classroom.

We believe the key to your child’s success is building a strong home/school partnership. This shared responsibility is an integral part of your child’s education here at OSC. I encourage you all to have frequent and open communication with your child’s teachers.

At OSC, we provide a rich learning environment facilitated through inquiry-based learning, child curiosity and questioning. If you have a question, we will help you



find the answer. Please do not hesitate to stop by my office with any questions or concerns; the door is always open. I look forward to meeting you and working together to build our success, as partners of your child’s learning.

Kind Regards,

Jason Grandbois
Primary Principal

School Guiding Statements

Motto: *Unity in Diversity*

Vision: The Overseas School of Colombo shall be a model of excellence in education, nurturing and empowering a community of learners to achieve global success.

Mission: The Overseas School of Colombo, an *IB World School*, is committed to guiding our global community toward international and intercultural understanding. OSC develops the whole person as a responsible learner, striving for personal excellence within a culturally diverse environment.

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.

Definitions:

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

OSC's Definitions



OSC's definitions of Interculturalism and Internationalism pervade our educational program. Arising from our understanding of the development of the learner as described in our Guiding Statements (Mission & Vision), we understand the impact of knowledge, attitudes and actions on the world we live in and through the education we provide. Inquiry as a way of engaging with the world enables us to infuse these concepts into our written curriculum, our commitment to service, our experiential education programs and our resourcing



Knowledge	Awareness	Actions
<ul style="list-style-type: none"> » Current events across curriculum (geopolitics, environment, health, trade, sustainable development, human rights) » Culture in the classroom » Languages and Communication » Resources 	<ul style="list-style-type: none"> » Respect » Sustainability » Communities & Cultures » Peace » Connections » Collaboration, problem solving, conflict-resolution » Ethical and moral perspectives 	<ul style="list-style-type: none"> » Driven by knowledge and attitudes » Leading to new knowledge » Meaningful, Impactful » Builds leadership » Global and sustainable » Celebrating cultures » Engaging in meaningful and reflective service

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 and help to create a better and more peaceful world.

IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.



Knowledgeable

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

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

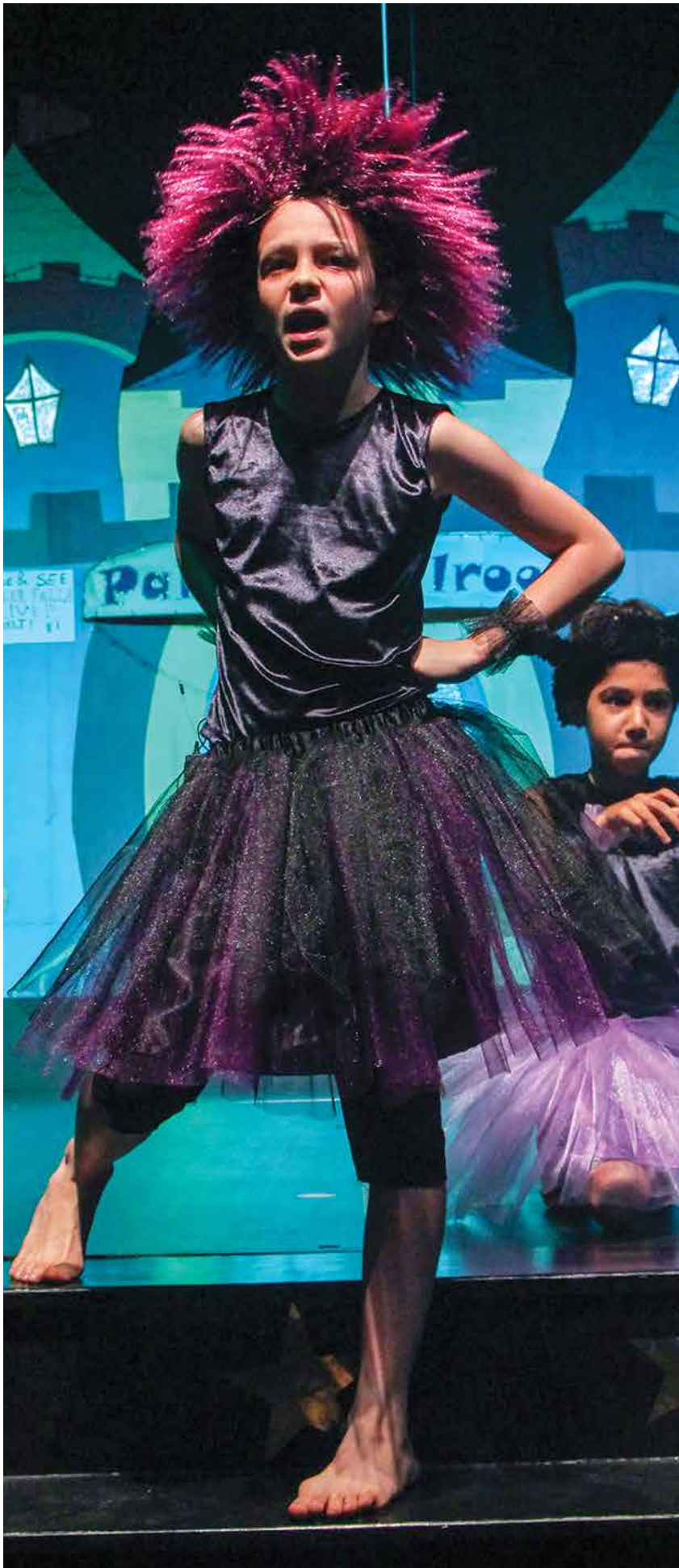
They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

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

Open-minded

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

**Caring (Courageous)**

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

Risk-takers

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

Balanced

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

Reflective

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

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

School Organization

The Overseas School of Colombo (OSC) is an English medium, international school serving the internationally mobile expatriate and Sri Lankan community of Colombo. It was founded during the 1957-58 academic year as the Overseas Children's School with 25 children and today serve approx. 430 students from some 45 different countries. The school is registered in Sri Lanka as a non-profit making limited company under its revised name 'The Overseas School of Colombo'.

The parents of all students attending the school are members of the company. Full fee paying parents are entitled to attend and vote at the Annual General Meeting, which is held every January. 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, Facilities and People.

The Primary school is made up of Preschool to Grade 5 students (ages 3-11), with two classes per Grade level.



Admission and Placement of Students



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

As the Board wishes to provide for a fair balance of nationalities in the school, it directs the Head of School to draw to its attention any situation in which any one national group occupies 25% of the available places within the school. The course of action to be adopted in such circumstances will be determined by the Board at that time.

For students in grade 2-5, an on-line admissions assessment is administered in order to get greater data on an individual's learning. This takes place in the areas of mathematics and reading.

Applications for admission will be accepted on a first come, first served basis. The date on which the registration fee is received is taken at the date of application. If a waiting list for any grade is necessary, qualified applicants will be admitted on 'first come, first served' basis within the framework of the nationality balance indicated.

Enrolment and Placement

Parents who intend to enroll their children at OSC must submit a completed application for each student.

Admission is granted to a student, when it has been determined that the school has an appropriate programme to meet the child's individual's needs. Student records must be available for reference, prior to final placement and further assessment may be conducted as necessary.

Students are accepted throughout the year, but will be placed in a grade or class according to the determination made by the administration and relevant staff. The Head of School's decision in such matters will be final. This placement will reflect the student's previous educational experience, age, maturity, linguistic proficiency and academic needs. In certain circumstances students will be placed in a lower grade level to meet their educational needs.

Students must be at least 3 years of age on or before 31st August of the academic year of entrance for admission to the Preschool. Children must be toilet trained and therefore out of nappies/diapers before attending OSC. Correlation between age and school grade/class is listed in the following chart.

OSC	BRITAIN (National Curriculum)	U.S.A.	USUAL AGE (by 31st August for school year commencing August)
Preschool 1	Nursery	–	3
Preschool 2	Reception Class	–	4
Kindergarten	Year 1	KG	5
Grade 1	Year 2	Grade 1	6
Grade 2	Year 3	Grade 2	7
Grade 3	Year 4	Grade 3	8
Grade 4	Year 5	Grade 4	9
Grade 5	Year 6	Grade 5	10
Grade 6	Year 7	Grade 6	11
Grade 7	Year 8	Grade 7	12
Grade 8	Year 9	Grade 8	13
Grade 9	Year 10	Grade 9	14
Grade 10	Year 11	Grade 10	15
Grade 11	Year 12	Grade 11	16
Grade 12	Year 13	Grade 12	17

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.



Class Size Policy



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 that is inherent in the school's philosophy, the school will do everything possible to ensure a student/teacher ratio that is in the best interest of all concerned, taking into account not only educational but also financial considerations.

The normal minimum number of students for an instructional class will be five full-fee paying students, in special cases where it is to the school's advantage to run a particular course for reasons of continuity of our programme or other special circumstances. A class of fewer than five full fee-paying students may be allowed to run at the discretion of the Head of School provided the Head of School notifies the Board of the reasons for running such classes.

In the Preschool, the school aims for a target of 15 students with a teacher and an assistant teacher in each class. This number may increase to 20 at the discretion of the Head of School after consultation with the Primary Principal.

From Kindergarten through to Grade 12, the school aims for a target of 20 students. This number may increase to 24 at the discretion of the Head of School in consultation with the relevant Principal.



Facilities

The Overseas School of Colombo is located on its own self-contained campus in Battaramulla, 8 kilometers 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 and specialist rooms for art, drama and music. In addition, the school has two libraries with over 25,000 volumes and computer facilities.

Sports

Completed in August 2010, our Sports Centre has a rock-climbing wall, basketball, badminton and volleyball courts in addition to a movement 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 that can seat over 450 people.

Primary Library

The Libraries provide an important resource for Primary and Secondary School students. A variety of books, subject-related materials, reference sources, works of fiction, mother tongue resources and periodicals are available, together with computer facilities and audio-visual facilities. We currently subscribe to 'World Book' and 'ProQuest' two on-line research portals enabling our students to conduct in-depth research inquiry.

With the exception of reference books and current periodicals, all other resources 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 The Overseas School of Colombo is well-resourced with seamless connectivity throughout the campus, as well as, well-equipped classrooms and two Maker Spaces. In Preschool and Kindergarten, students incorporate ipads into their learning. In Grade 1 through 4 students have individual Chromebooks and then move into proper laptops in Grade 5.

Students are expected to use all technology equipment at OSC with appropriate care and consideration, along with abiding by the guidelines set out in the Student Acceptable Use Policy.



School Canteen

The school has a cafeteria facility operated on the campus by a private catering company. Students are able to purchase drinks, fruit, sandwiches, assorted savoury and sweet snacks, and a main dish at lunch times.

Access to and use of Facilities

All students and families will be given an identity card that needs to be brought to school everyday as access is restricted.

Families are welcome to use the campus on weekends between 9 am and 5 pm, provided the facilities are available

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.

Student Visitors

Parents wishing to have a student visit OSC from another school must obtain prior permission from the classroom teacher and the Primary 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.

Primary School Faculty



The Primary School teachers are made up of a diverse range of nationalities with a common passion for teaching and life-long learning. Within the Primary we have a "Primary Leadership Team" comprising of the Primary Principal, Assistant Principal, PYP Coordinator, Language Coordinator and Math Coordinator. Class teachers are ably supported by a team of Assistant Teachers who are able to support our programme with a particular focus on differentiation. The school is supported by a full-time Primary Secretary. We have a team of specialist teachers who provide curriculum expertise in Performing Arts, Physical Education and Swimming, Visual Arts, Library Research skills, French and Sinhala.

Curriculum

OSC is committed to developing the whole person. Integral to this is a curriculum that provides our students with the opportunities for this development. In the Primary we offer the International Baccalaureate Primary Years Programme (PYP) for students aged 3 – 11 (Preschool – Grade 5). This is a transdisciplinary programme of inquiry that supports student's development of key knowledge, skills, concepts, attitudes and action. This then



feeds into the Middle Years Programme (MYP, Grades 6 – 10) and the Diploma Programme (DP, Grades 11-12).

Central to our mission statement, the IB Primary Years Programme aims to develop the whole child with a variety of student centered inquiry based units. In the PYP it is recognized that development and learning are interrelated, and the



PYP curriculum framework allows for concept development that applies across and beyond subject-specific areas. This integrated approach allows students to explore concepts, acquire skills, develop positive attitudes and demonstrate understanding through action.



Programme of Inquiry

The programme of inquiry at OSC comprises the units of inquiry taught at each Grade level from Preschool to Grade 5. In the Early Years there are four or five units of inquiry for the year; all other grades focus on six. These units are defined in terms of six transdisciplinary themes – these themes connect the learning across a number of curriculum areas, most notably, Science, Social Studies, Personal, Social and Physical education and the Arts (visual and performing)

The 6 transdisciplinary themes are:

- ✓ Who we are
- ✓ Where we are in place and time
- ✓ How we express ourselves
- ✓ How the world works
- ✓ How we organize ourselves
- ✓ Sharing the planet

This programme is reviewed and refined on an annual basis by all Primary teachers. Each unit of inquiry will include a central idea (deep conceptual understanding



or big idea) and several lines of inquiry, which indicate the direction the learning will take and the areas to be researched. There will also be a number of teacher and student questions that will help focus the learning. Concepts, knowledge, skills, attitudes and action are all taught through our programme of inquiry.

Please refer to the curriculum in the Primary section of our school website to view the programme of inquiry.



OSC and the Learner Profile

At OSC we have adopted the International Baccalaureate Learner profile as our statement of professionalism. As such, we feel all members of the community (students, teachers and parents), are a part of a learning community striving to develop these ten attributes.

- ✓ Inquirers
- ✓ Knowledgeable
- ✓ Thinkers
- ✓ Communicators
- ✓ Principled
- ✓ Open-minded
- ✓ Caring
- ✓ Risk-takers (Courageous)
- ✓ Balanced
- ✓ Reflective

This learner profile transcends our entire curriculum and infuses it both formally and informally. A student at OSC will have these attributes both explicitly and implicitly taught and referred to. Through time students will develop an understanding about what these attitudes and behaviours look like and how they are part of being a 'global citizen'.



A Holistic Education Experience

Developing the whole person is clear in our school mission. At OSC, we see this as providing our students with a variety of educational experiences both within and outside of the classroom across the discipline areas. It is our intention to give our students broad exposure in all disciplines, without an overly hierarchical approach as to their importance. It is critical that whatever learning area our students feel connected to and demonstrate a passion for, they are all equally valued and successes are celebrated.

For specific scope and sequence documents for each curriculum area please refer to our website (www.osc.lk) and the Primary Curriculum section.

Language



We believe that language is at the centre of all learning. All our teachers are language teachers as it plays such a vital role in the construction of meaning for our students. It is the major connecting element across our curriculum and provides a vehicle for all forms of inquiry. In particular, the integration of literature into our student inquiries helps to deepen a life-long love of reading and language. At OSC we see language as three critical aspects – learning language, learning about language and learning through language.

Our students will be exposed to three areas of language development:

- ✓ Oral language – listening and speaking
- ✓ Visual language – viewing and presenting
- ✓ Written language – reading and writing

We have a wide variety of resources to support these areas within our classrooms, our Primary Learning Resource Centre and our Book Room.



Sinhala and French

We believe the acquisition of more than one language enriches personal development and helps facilitate international-mindedness. In the Primary School, Sinhala is taught from Preschool through to Grade 5, however, starting in Grade 2 students have the option to study either Sinhala or French as their additional language.

These programmes are not designed as mother tongue classes. Support will be provided for both Sinhala and French mother tongue speakers during these lessons, however, a degree of independent learning will be expected from these students. After school mother tongue language classes may be available upon demand.

In Preschool and Kindergarten the Sinhala programme is taught by the Assistant Teacher through immersion and integrated into the Units of Inquiry. Grade 1 through Grade 5 classes are taught by a qualified Sinhala teacher. As well, the French programme is taught by a qualified mother tongue French teacher.



Mother Tongue at OSC

Acquisition of mother-tongue language is crucial for cognitive development and in maintaining cultural identity. It also has the potential to increase intercultural awareness and understanding, and enables students to remain in touch with, and maintain esteem for, the language, literature and culture of their home country. Wherever appropriate, students are encouraged to share mother-tongue language experiences, with key words and phrases related to the current concepts being taught translated.

Our Primary Library has a variety of mother-tongue reading resources, which we expand each year. A variety of mother-tongue language clubs take place after-school, with resources and support provided by the school. Please contact your National Country Representative or the Primary Principal for more information about existing mother tongue clubs or if you are interested in establishing one.

Mathematics

The mathematics programme at OSC has been developed to provide all our students with a strong grounding in core areas of mathematical skills in addition to the ability to problem solve using these skills. We also intend for our students to become comfortable with the language of mathematics and see it as a 'way of thinking', as opposed to a series of facts that need to be memorized. Wherever possible we place mathematical learning in a real world context, with hands on materials to support all concepts. This is especially the case with our younger learners, where imaginative, differentiated and practical activities help facilitate a love of mathematics as well as an ability to recognize its importance.

At all Grade levels, mathematics will involve working with concrete materials, pictorial representations, discussing and recording, collaboration, investigations, problem solving, practice and consolidation and mental



mathematics. We have a variety of materials and resources to support our mathematics programme

The Mathematics programme is broken down into 5 mathematical strands:

- ✓ Data Handling
- ✓ Measurement
- ✓ Shape and Space
- ✓ Pattern and Function
- ✓ Number

Within these stands a number of 'big conceptual ideas' are scaffolded and spiral throughout the curriculum, Students review and build upon prior knowledge to deepen their understanding as they mature as mathematical learners throughout the year.

For each new concept a child will move through 3 stages of mathematical development before achieving mastery:

- ✓ Constructing meaning
- ✓ Transferring meaning
- ✓ Applying understanding

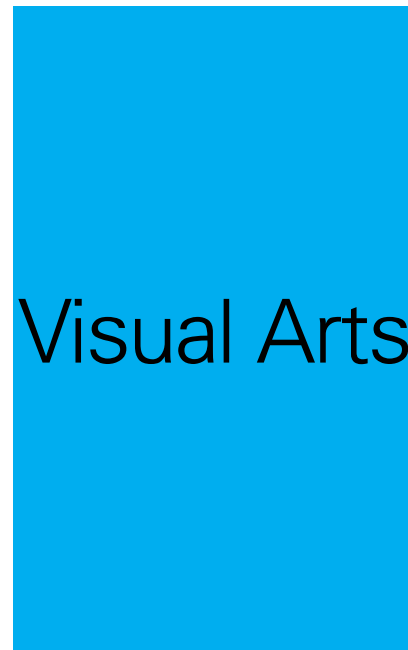
Programme continuity is established through a Mathematics Scope and Sequence document. The Scope and Sequence identifies specific grade level indicators of what our students need to be able to accomplish in every area. A complete list of grade level indicators can be found on the school website, under curriculum in the Primary section.

The Arts

At OSC our beliefs are firmly grounded in 'holistic' education – so much so that the 'whole person' is explicitly stated in our mission statement. The Arts are not merely supporting disciplines but are integral to the Primary Years Programme. Wherever possible, learning in the Arts is linked closely to what is taking place in the regular classroom environment. We believe that both Visual and Performing arts are powerful modes of communication through which our students can



explore and construct a sense of self and develop an understanding of the world around them. Students from KG upwards will have the opportunity to participate in both Visual and Performing Arts. Preschool students will initially be exposed to Performing Arts only; as art and craft activities take place within the course of their daily activities.



Visual Arts

The Visual Arts programme is aimed at providing students with a wide range of opportunities and means to respond to their experiences and engage with cultural, social and historical perspectives. The students are encouraged to think and communicate their thoughts in new ways, and through a variety of media and techniques. Key elements from art and design are incorporated into the programme.

Learning specifically falls under two common strands across Grade levels:

- Responding – where students are given opportunities to

respond to their own and other artists' work or processes, and in doing so develop the skills of critical analysis, interpretation, evaluation, reflection and understanding.

- Creating – where students are given opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences.



Performing Arts

Our Performing Arts programme is a combination of dance, drama and music. Aspects of the curriculum are linked into the local context and Sri Lankan experiences are highlighted. As in Visual Arts, there are two overarching strands – responding and creating. Students are encouraged to take risks with the skills they are learning in Performing Arts and showcase these at every opportunity – within their class, Grade level, or in assemblies or public performances. Each year, a Primary School production is held that involves every student in

the Primary School appearing on stage. Our Grade 5 students take on the responsibility of producing the show and are involved in every aspect, from lighting, to stage management and costuming.

Physical Education

Part of our 'holistic' mission involves physical education and empowering our students to make responsible decisions about lifestyle and physical activity. All our students participate in one swimming lesson per week, where a PE teacher and two trained swimming instructors are present. This allows for appropriate differentiation within the programme. Our PE programme has a combination of the following experiences:

- ✓ Games – development of skills and strategies
 - ✓ Adventure challenges – tasks that require physical and critical-thinking skills by individuals and groups
 - ✓ Health related fitness – recognizing and appreciating the importance of maintaining a healthy lifestyle
-
- ✓ Individual pursuits – development of basic motor skills and the body's capacity for movement
 - ✓ Movement composition – involving the linking of movements aesthetically

Technology

Wherever possible we try and integrate technology into our everyday teaching and learning. All students have immediate access to technology within the classroom, using either ipads or Chromebooks. With our wireless campus, this allows students to seamlessly access a range of research facilities depending on the particular learning that is taking place.

Please refer to our Technology Standard on our website in the technology section.

Student Support

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 1-5)

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. For those



in Preschool and Kindergarten, immersion is recommended.



Learning Support (K-5)

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/parent input. A student may then be recommended for further internal assessment. If the evidence supports that the student may benefit from learning support, the LS Teacher meets with parents to seek permission. In consultation with teachers, parents and the student, a Student Learning Plan is developed and signed.

Services

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

- ✓ Co-teaching : The LS teacher works collaboratively within the classroom assisting identified students with a specific subject.
- ✓ Pull-out : Individualized instruction
- ✓ Consultation : The LS teacher consults with classroom teachers and outside services at times to assist with differentiation

Change of Program

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



Assessment

Assessment is seen as an integral element in the teaching/ learning process. Our assessment procedures are based upon current educational philosophy and are directly related to the school curriculum.

In the Primary School assessment is continuous, cumulative and its purpose is to:

- ✓ Enable staff, students and parents to see the degree to which the concepts, knowledge and skills required by various subject syllabi have been mastered with a view towards judging the student's own progress against his/her own performance on similar tasks.
- ✓ Enable the teacher to evaluate the strengths and weaknesses of teaching programmes, assist in the diagnosis of student strengths and weaknesses and provide relevant information about the variety of learning situations that are used to help students experience success.

- ✓ Encourage students to reach achievable goals and provide them with a sense of success and an indication of their potential in various learning areas.

Assessment is integral to all teaching and learning. It is central to the PYP's goal of thoughtfully and effectively guiding children through the five essential elements of learning:

Understanding of concepts

- ✓ Acquisition of **knowledge**
- ✓ Mastering of **skills**
- ✓ Development of **attitudes**
- ✓ Decision to take responsible **action**

Effective assessments allow the child to:

- ✓ Have criteria that are known and understood in advance
- ✓ Analyze their learning and understand what needs to be improved
- ✓ Demonstrate the range of their conceptual understandings, their knowledge and their skills
- ✓ Synthesize and apply their learning, not merely recall facts
- ✓ Base their learning on real-life experiences that can lead to other questions to ask or problems to solve
- ✓ Focus on producing a quality product or performance
- ✓ Highlight their strengths and demonstrate mastery and expertise



- ✓ Express different points of view and interpretations
- ✓ Promote reflection, self- and peer-evaluation

Effective assessments allow the teacher to:

- ✓ Plan and build them into the learning, not add them after the fact
- ✓ Identify what is worth knowing and assess it
- ✓ Include collaboration between the child and the teacher or among children
- ✓ Take into account different cultural contexts and different ways of learning and knowing
- ✓ Use scoring that is both analytical and holistic
- ✓ Produce evidence that can be reported and understood by children, parents, teachers, administrators and board members

- ✓ Inform every stage of the learning and teaching process
- ✓ Plan further activities, which address areas of interest for the teacher and the children



When and How to Assess

Within the PYP, continuous assessment is an integral part of teaching. The use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and children to identify their strengths and weaknesses and the effectiveness of the programme. The purpose and means of assessment should be clearly explained to the children.

Formative Assessment

Formative assessment is interwoven with the daily learning and helps teachers and children find out what the children know in order to plan the next stage of learning. Formative assessment and teaching are directly linked;

neither can function effectively or purposefully without the other.

Summative Assessment

Summative assessment takes place at the end of the teaching and learning processes and gives the children opportunities to demonstrate what has been learned. Summative assessments may include any combination of the following: acquisition of data, synthesis of information, application of knowledge and processes.

Measures of Academic Progress® (MAP®)

Students in Grades 2 - 5 at OSC participate in the Measures of Academic Progress (MAP) testing in September and again in April. MAP tests are unique in that they are administered on-line and adapt to be appropriate for your child's level of learning. As a result, each student has the same opportunity to succeed and maintain a positive attitude toward testing. With MAP tests, we can administer shorter tests and use less class time while still receiving detailed, accurate information about your child's growth. During the month of September, your child will take one reading and one mathematics test, and spend a total of about one and a half to two hours completing these tests. The MAP testing will run again in April so we can track student progress.

International Schools' Assessment® (ISA)

In February, all students in Grades 3, 4 and 5 will undergo an online writing assessment. The assessment is completed in two testing sessions – Writing Task A (Narrative / Reflective) and Writing Task B (Exposition / Argument). Students are given approx. 40 minutes to respond to a writing prompt and results are assessed by an external body, then shared with parents.



Reporting



Our reporting schedule for the school year is as follows:

October :
3 way conferences

December :
Semester 1 report

March :
3 way conferences

May :
Student led conferences

June :
Semester 2 report

Three-Way Conferences

These conferences are usually formal and designed for students to be the centre of discussion involving their progress with their parents. Students focus on what they have achieved and the goal setting process. Teachers and parents are then given the opportunity to highlight the student's achievements and to determine how they can best help the student to meet goals at school and at home.

Student-Led Conferences

These conferences are formal ones where children are involved in discussing their work and their progress with their parents. The children will, with the support and guidance of the teacher, select the work (based on predetermined criteria) to be discussed. The format of these conferences will depend on the age of the child, and all of the participants must understand the format and their roles prior to the conference. The value of student-led conferences is that the children reflect on and consolidate their progress and share the responsibility of informing their parents.

The PYP Exhibition

All our students in Grade 5 engage in one unit of inquiry entitled

'The Exhibition' as part of their 6 units of inquiry throughout the year. The PYP Exhibition provides the culminating experience of the learner's engagement with the PYP. It unites the teachers, learners and parents of the class in an activity that captures the essence of the PYP transdisciplinary inquiry conducted in a spirit of personal and shared responsibility. It marks a rite of passage, both symbolic and actual, from the PYP to the Middle Years Programme (MYP). Most importantly it is a celebration, an event that synthesizes all that is best in the PYP, and shares it with the whole community.

The PYP Exhibition is an extended, collaborative inquiry, which is undertaken by students in their final year of the PYP. The subject of the exhibition inquiry comes under the 6 transdisciplinary themes and is a real-world issue or problem, local or global, which is of sufficient scope and significance to warrant an extended investigation. The class will generate relevant and realistic proposals for solutions to the selected issue and in doing so students apply their learning of previous years. The Exhibition represents a significant event in the life of a school, encapsulating the essence of the PYP and encouraging younger students to look forward to their final year in the programme.

Homework

We believe that homework is an important part of your child's education and it helps set up positive study habits for the future, with a focus on independence, responsibility and time management. We also acknowledge and understand that our students need time to socialize, play and pursue their personal interests.

All homework should be meaningful, authentic and relate directly to what is being learned in the classroom. Students will receive feedback on their homework and have the opportunity to discuss ideas or questions which arose as a result of the work completed at home.

For students at OSC, the amount and nature of homework will differ according to the individual student. The following times serve as a guide, indicating a Maximum time that students might spend completing assigned homework tasks on any given day.



Kindergarten = Occasionally as Needed

Grade 1 = Up to 10 minutes

Grade 2 = 10 - 20 minutes

Grade 3 = 20 - 30 minutes

Grade 4 = 30 - 40 minutes

Grade 5 = 40 - 50 minutes

A portion of this time should be devoted to reading. We strongly urge all parents to participate in their children's reading

development. Spending time on a daily basis reading to, reading with, or encouraging your child to read independently will build strong reading skills for the future as well as fostering a love for literature. The ability to focus on reading over an extended period of time is different for each individual. Regular reading, however, will increase a child's reading stamina.

All homework is assigned in advance and noted in either the communication book or on the class sites. As a rule, homework will not be assigned on Friday's.

We ask that parents give support and encouragement to their children in developing good work and study habits by:

- ✓ Talking with your child about what he or she is learning
- ✓ Providing a quiet place to do their homework
- ✓ Being available to answer questions
- ✓ Reviewing completed work
- ✓ Informing the teacher when problems arise
- ✓ Spending time reading with your child every day

Counseling and Pastoral Care

The main focus of OSC's Primary School Counseling is prevention. Our goal is to help empower students with self-knowledge, coping, and life skills. The school counselor provides various services to the OSC community, including classroom guidance lessons, individual and group counseling, and consultation with parents or teachers.

Pastoral care is the main responsibility of a child's class teacher. As their main curriculum facilitator (language, math and units of inquiry) they are able to monitor your child's social and personal development closely. As a medium size community school we are well placed to be able to support your child as they develop in these critical areas – central to this is a core philosophy of the school, where we feel that every student has the right to feel happy and safe, which then allows for learning to take place.



Experiential Learning

At OSC we truly value learning that takes place outside of the classroom. Wherever possible we are seeking to link our curriculum to a local context. As such, classes will have the opportunity to arrange a wide variety of field trips in and around Colombo as we seek to give our learning real-world context. In addition to this, we have an overnight field trip programme for our Upper Primary students (Grades 3, 4 and 5) linked to their units of inquiry as we seek to develop their independence and responsibility.

Action and Service

Action is an integral part of the learning process. Responsible action, when initiated by the student, demonstrates a deeper understanding of the issues that have been uncovered through the units of inquiry and shows social responsibility as a global citizen. We encourage all our students to choose to act, to decide on their actions and to reflect on these actions in order to make a difference in and for the world.

Parental Support



Parents are an integral part of the learning process at OSC. We know that when parents are actively involved in their child's education, it is highly beneficial to the child's learning.

As a parent in the OSC community, you may help your child's learning in a multitude of ways:

- ✓ Listening to students read during the day
- ✓ Reading with your child at night
- ✓ Discussing your child's learning with them at night
- ✓ Supporting them with homework tasks
- ✓ Going on field trips
- ✓ As a guest speaker in a particular area of expertise
- ✓ Sharing your talents with your child's class
- ✓ Helping to facilitate responsible 'action'
- ✓ Being enthusiastic about learning
- ✓ Modeling 'life-long' learning
- ✓ Helping them problem solve
- ✓ Promoting independence and responsibility
- ✓ Encouraging and supporting them in whatever areas they are passionate about



Communication

Communication and Contact

The following set of guidelines is based on the understanding that whenever an issue, question or problem arises, the solution is first to be sought at its source. In any situation of concern it is best to go to the person directly involved in order to ensure that you:

- ✓ gain first-hand information;
- ✓ acquire a complete understanding of the situation;
- ✓ communicate important information;
- ✓ achieve a timely response;
- ✓ model the concept of open communication to maintain optimal support for your child's learning and well-being.

Contact Information for Families

We expect all families to keep the school updated with your home and mobile phone numbers and your emergency contact phone

numbers. In the event of an emergency we need to be in touch with the parent or designated guardian as quickly as possible.

If parent contact information changes, including home telephone, home address, parents' e-mails, office and mobile numbers, please contact the Primary Office at once, where our family contact database is maintained. It is vital that we be able to contact you.

Telephone: +94 11 4419207

Fax: +94 11 2784999

E-mail: primaryoffice@osc.lk

School-to-Home Communication

OSC publishes a weekly newsletter on Fridays. The newsletter is sent electronically, is posted on the OSC website, and there are a limited number of hard copies available in the Primary Office. Important school events and dates are posted in the newsletter.

Each child is issued a Communication Book at the beginning of the school year. This book should be kept in the child's holder and travel between home and school each day. Personal messages and homework assignments are recorded in the communication book so parents should be checking it daily.

If the Primary School wished to communicate in the form of a letter, then the letter will be either sent home with the child or emailed to your account. OSC will use a telephone tree and/or email



message when important, time-sensitive information needs to be communicated to parents.

Primary School Office

Parents are expected to notify the school if their child is absent, late to school, or needs to be dismissed early. Please contact the Primary School Office after 7:00 am at **+94 11 4419207**.

Parents may also email **primaryoffice@osc.lk**



METHOD OF CONTACT

The most effective method of communication is having face-to-face conversation; however, we realize this is not always possible. As an alternative, the most efficient method of contacting a teacher, a specialist, and/or an administrator is through email at: First initial of first name and last name@osc.lk.

Class Teachers

In general, if parents have a question or concern about their child's general well-being, friendships or adjustment to change, they should first contact their child's class teacher. The following issues should be addressed directly to the class teacher:

- ✓ Academic concerns
- ✓ Student behavior
- ✓ Questions about general day-to-day routines and expectations

- ✓ Classroom and school relationships
- ✓ Field trips
- ✓ Missing items

Specialist Teachers

If parents have a question or concern about their child's experience in a particular class, then they should contact the specialist teacher directly. Listed below are some issues that parents might address with a specialist teacher:

- ✓ Subject or course information
- ✓ Class supplies and requirements
- ✓ Assessment and grading
- ✓ Curriculum information
- ✓ Student progress and performance
- ✓ Teaching or classroom incidents

Counselor

Parents may feel that their child would benefit from counseling and/or social and emotional support. If this service is needed,



please consult with the Primary Principal and a meeting can be arranged with the school counselor.

English as Additional Language (EAL)

Parents may contact the Primary Office to acquire information about EAL and the programme offered at OSC.



Learning Support

Parents may contact the Primary Office to acquire information about academic support, homework club, and/or options for psychological educational assessments.

Programme Coordination

Parents may contact the Primary Year's Coordinator if they have any questions about programme requirements, the school curriculum, or program coordination.

Administration – Principal

If more information is required or if a situation is not resolved with a teacher or programme coordinator, parents are encouraged to contact the Primary Principal with the knowledge of the teacher concerned.

In addition to the above, you may wish to consult the Primary Principal directly on matters related to:

- ✓ Timetable or room issues
- ✓ Broad issues involving the primary school
- ✓ Behavior or morale, communication and information related to the operation of the school
- ✓ School communication
- ✓ Discipline
- ✓ Curriculum and program coordination
- ✓ Reporting on student performance
- ✓ School trips or events
- ✓ Primary school facilities

Administration – Head of Administration and Operations

If parents have questions related to accounts and finances – school fee issues, payments, refunds etc, they may contact the Head of Administration and Operations.

Administration – Head of School

If more information is required or the concern remains unresolved, parents may wish to contact the Head of School, with the knowledge of the Principal.

In addition to the above, parents may wish to consult the Head of School directly on matters related to:

- ✓ Community/school communication and relations
- ✓ Whole-school issues such as security and application of school policies
- ✓ Strategic planning
- ✓ Financial policy and oversight
- ✓ Long-term planning, including development of facilities and the school environment

Student Withdrawal

If parents are planning to withdraw their child(ren) from OSC, please contact the Primary School Secretary.

for the refundable deposit to be released.

If a student requires assistance with admissions testing for another school, parents may contact the Primary Principal to make these arrangements. If a student requires references/ recommendations for a new school, please contact the Primary Office and the secretary will facilitate this with the class teacher and Primary Principal. Please allow for 10 working days for these to be completed.

The office will arrange:

- ✓ An official OSC leaving certificate
- ✓ Copies of OSC reports
- ✓ Withdrawal forms

Students must follow the procedure below in order to acquire the above-mentioned documentation.

At least two weeks prior to withdrawal, parents should inform the Primary School Office, that their son/daughter is withdrawing from school, specifying the last day of school.

1. The student should pick up a Withdrawal Form from the Primary Office
2. The Withdrawal Form needs to be filled in, signed by the parent and returned to the Primary Office.
3. All outstanding library books need to be returned to the library.
4. The Withdrawal Form will be signed by the class teacher and the librarian and will be turned in to the Business Office in order

Support Parents



Each class has two appointed support parents who work in collaboration with the class teacher and the Support Parent Coordinator. Their role is primarily to act as a link between the school and class community. The role will take on differing aspects depending on the Grade level, however support parents are an excellent contact point and source of information. Please refer to the SCN section of the weekly newsletter for more specific details.



Student Responsibilities



SCN

At OSC we strive for our students to be self-directed wherever possible. We hope that ultimately, through the reinforcement of positive behaviours, our students display intrinsic motivation to 'do the right thing', both individually and collectively. Our Primary Student Government Association, through class meetings has developed a set of responsibilities and expectations that all Primary students at OSC follow. These are:

- ✓ We care for and respect each other
- ✓ We speak nicely to each other
- ✓ We share
- ✓ We keep our school clean and tidy
- ✓ We recycle
- ✓ We learn and play as a team
- ✓ We are creative
- ✓ We ask questions
- ✓ We always try our best

In certain situations, if a student is not adhering to normal class



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.

or playground responsibilities, intervention may be required. This will involve a meeting with teacher, student, parents and Principal and some short term goals may be set. In the unlikely event that no positive change occurs, the school reserves the right to temporarily/permanently exclude a student.

Attendance and Absences

Regular attendance at school is an expectation at OSC in order to set up every student for success and enable them to maximize their learning. If a child is to be on a sustained absence, this needs to be communicated to the Primary Principal, indicating the rationale.

If your child is absent, parents are asked to phone the Primary Office (011-2784920) to inform the Primary School Secretary. Should the school not have had notification of an absence, a phone call will be made home to ensure the whereabouts of a student is known. If a child needs to leave the campus during the school day, parents or guardians are required to obtain a 'Gate Pass' from the Primary Office.

Parents wishing to remove students from class due to personal circumstances are expected to seek permission prior to their departure. Permission for leave will be granted by the Primary Principal.

In a situation of sustained lateness, parents will be notified and an action plan to resolve the situation agreed upon. Students are required to be present for at least 85% of the instructional time. Students who are absent from school, excused or unexcused, for more than 15% of the instructional time may jeopardize their promotion.

Assemblies

Each morning at 07:25 hrs, the Primary School holds a short, informal assembly on the basketball court. This acts as a daily vehicle for important notices and reminders to be passed onto students. Occasionally on Wednesday morning, we hold a more formal assembly either in the Primary Multi Purpose Room (PMPR) or the auditorium. This is an opportunity for some sharing of literature in addition to our students sharing their learning in



a variety of areas. Our community is welcomed and encouraged to attend this event.

Timetable



Students will be issued a class timetable on their arrival that will detail their learning journey for the week. This will enable them to plan when to bring their PE and swimming kit in addition to indicating when other specialist classes occur. We operate a coloured day system at OSC. This system will ensure that no particular day's timetable is missed more than any other.

Students will also receive a diary – this will serve a number of purposes, including recording of homework, communicating between home and school and act as a reading log. Parents are encouraged to maintain active engagement with their student's diary in order to stay informed of their child's learning. In addition, students will be provided with an OSC 'book-bag' that they will be able to use to transport their homework, diary and reading books safely.



The Daily Timetable

Period	Mon, Tues, Thurs, Fri	Wednesday
Attendance	07:30 – 07:40	07:30 – 07:40
Period 1	07:40 – 08:25	07:40 – 08:15 (Flex)
Period 2	08:30 – 09:15	08:15 – 09:00
BREAK	09:20 – 09:45	09:05 – 09:25
Period 3	09:50 – 10:35	09:30 – 10:15
Period 4	10:40 – 11:25	10:20 – 11:05
LUNCH	11:25 – 12:10	11:05 – 11:50
Period 6	12:15 – 13:00	11:55 – 12:40
Period 7	13:05 – 13:50	12:45 – 13:30
Period 8	13:55 – 14:40	

School Canteen



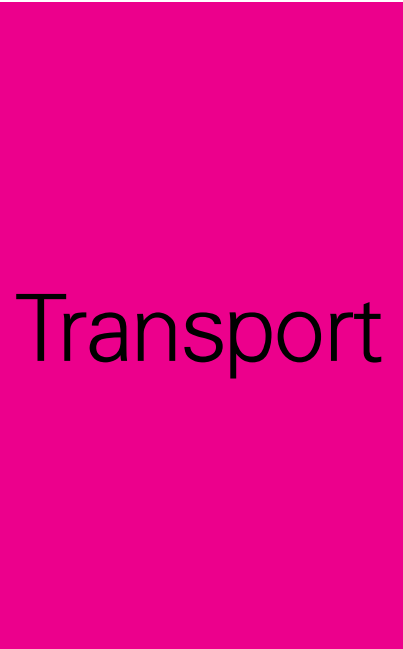
Students have the option of either bringing a packed lunch or purchasing lunch through our canteen. All students (apart from Preschool), eat their lunch together in the canteen under the supervision of staff. The canteen menu is published in the newsletter each Friday for the following week. Students are encouraged to bring a healthy snack each day for their morning break in addition to a drink/water bottle. The school has water fountains situated around the campus with fully filtered water. Students are actively encouraged to drink water throughout the school day, including lessons.



School Day

GRADE	START	FINISH	NOTES
Preschool (3/4 year olds)	07:25	13:30	No after school care or activities
KG	07:25	13:30	Free after-school activities 13:45 – 14:30
1 – 5	07:25	14:40	Free after-school activities 14:45 – 15:45

All students finish at 13:30 on a Wednesday to allow for staff professional development and collaborative planning.



The school does provide a user-pays bus service. There are alternative routes available, details of which can be obtained from our Business Office. Supervision is provided by the bus company on these buses.



PSGA

The Primary Student Government Association is a group of students from KG to Grade 5 who represent students in decision making affecting their lives at school.

They provide a link between staff and students and present student perspective. The association is made up of 2 students who are elected from each class. Skills and attributes necessary to be a class representative are discussed and their nominations called for, with students then voting.

How are student decisions made?

The PSGA meet fortnightly to discuss issues brought to them from class meetings. These issues are then directed back to all classes via PSGA minutes, for further discussion. When necessary a proposal is then made that goes to classes and a vote. The class who brought the idea to PSGA is then responsible for taking any action necessary, for example meeting with the Principal, organizing fund raisers etc. This process ensures all students are actively involved in decision making at the school.

We believe that the PSGA gives our students an active role in the running of their school and helps all involved further develop key attributes of the learner profile.

What are class meetings?

Class meetings are held weekly in classes. These provide a forum for students to discuss issues



important to them. An agenda is displayed for students to add items. All students rotate through the leadership roles involved in running a meeting.

Dress Code



The purpose of the OSC dress code is to ensure our students are dressed modestly, in a manner that promotes a healthy work environment, respectful of the various cultures we represent, and in a way that does not distract from teaching and learning.

We ask that students wear clothing that:

- ✓ is comfortable
- ✓ is not immodest or revealing
- ✓ does not display rude words or disrespectful messages or symbols
- ✓ shirts must cover the shoulders – tank tops or sundresses are not permitted (both primary and secondary)
- ✓ underwear must not be visible, either bra straps or underpants
- ✓ clothing should be whole – torn holes in clothing are not permitted
- ✓ shoes or sandals are permitted; rubber flip flops should not be worn
- ✓ shorts or skirts should be as long as the tips of fingers (both primary and secondary)
- ✓ primary children must wear hats when playing outdoors

Dress code will be in force any time the student is on campus for an activity, including weekends, and for all school field trips. It is hoped that our students are empowered to make sensible choices with regards to their clothing and that ultimately they feel comfortable in their clothes and those that others are wearing.

Students are required to change into a PE uniform when taking PE classes. These comprise of a house t-shirt (red, blue, green or yellow), black OSC shorts

and appropriate shoes. Students should bring a change of clothes and towel to enable showering to take place after physical activity (dependent upon age). For swimming, girls should wear one piece swim suits and boys appropriate shorts. Swim caps are required for all students.

The Primary School operates on a policy of "No hat, No play". If students are playing outside at break, lunch, or during PE lessons and afterschool activities, they are required to wear a hat.

After School Activities

Students are encouraged to participate in a variety of sporting, aesthetic, recreational and cultural activities. These take place on a Monday, Tuesday and Thursday after school and are organized by

teachers, some outside instructors and parent volunteers. Each year a variety of different activities are offered to students. These are determined by interest and by availability of sponsors to organize particular activities. At the beginning of each quarter, information is provided on the activities available via email. All sign-up selections are done on-line. After School Activity times are as follows:

KG	Grade 1 - 5
13:45 - 14:30	14:45 - 15:45



The school considers the health and safety of its students to be of prime importance. Accordingly the school has a full-time qualified doctor on the staff and maintains a health office. The office is located on the ground floor of the Primary School. If a student becomes ill at school, the doctor will determine whether the student should remain at school or be sent home. If it is the latter, the parents will be contacted by the school and appropriate arrangements made with the consent of the Primary Principal.

The doctor should be informed if a child is on medication or has any special health problems that require regular attention. A prolonged illness, especially a contagious one, should be reported to the doctor by the parent. Parents should list such information on the student medical form.

The medical form should be updated annually. Parents will be reminded of this by the doctor.

In the event of a child's needing urgent medical attention, if the school is unable to contact the parents/guardians immediately, the Primary Principal will arrange for the child to be taken to an appropriate hospital.



Communicable Diseases

Fever is a common symptom of many diseases, the most common being a viral flu. If your child experiences flu-like symptoms, please keep them at home until they are fever free for 24 hours.

If your child develops a pink eye, please do not send them to school as it can be a contagious conjunctivitis.

OSC Head Lice Policy

Head lice do not carry disease but can spread quickly and must be treated at once. At OSC we take a preventative approach and have scheduled monthly checks with our school doctor. All students need to have their own hair brush or comb at school to allow for these monthly checks. If a student is identified with having head lice at school, parents will be notified and asked to collect their child immediately. The student should not return to school until the lice has been treated. The school doctor will recheck the student and confirm effective treatment, before the student is allowed to return to class. If there is still evidence of head lice, parents will be notified and the student will be sent back home.

Insurance

The school carries a personal accident cover and a basic legal liability policy. Students may obtain an insurance policy for personal accident over and above the limit provided by the school. The school cannot accept liability for students on or off the school premises. If students are travelling away on an extended or overseas field trip such as a SAISA commitment, parents are expected to make insurance provisions for travel insurance.

Lost and Found

Items which are lost and/or found are kept in a cabinet beside the canteen. The lost and found is open each day for collection. At



the end of each month all items from the lost and found will be put on display for 3 days. After 3 days, all remaining items will be boxed and given to a local charity.

Emergency Procedures

The school maintains appropriate emergency procedures to ensure speedy evacuation of the premises in the event of fire or bomb alert. Regular practice drills are held at intervals during the school year to ensure all students are

familiar with the procedures. These include provisions for both evacuation of the buildings and evacuation of the campus. Details are available in the classrooms and directions are further explained by the respective class teachers.

School intercom system

The school has fitted a sophisticated intercom system with funding from the US State Department. There are speakers in every room and corridor allowing communication with the Head of School or Head of Security if there is an emergency that requires special measures.

Call-out System

Should a civil disturbance or any other emergency occur, do not send your child to school. The school's SMS system will inform you if the school is to be closed. If you are not contacted and are unable to contact a reliable source, err on the side of safety and keep your child at home.

Should an emergency situation occur during school hours, the students will be kept on campus until parents can collect them.





THE OVERSEAS SCHOOL OF COLOMBO

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