



STUDENT-PARENT HANDBOOK



Dear Students and Parents,

Whether you are a new or returning member of our community, we would like to take this opportunity to wish you a warm welcome to ZIS for the upcoming academic year.

This Student-Parent Handbook is designed to be helpful to you and your family. Use it as a reference when necessary. Please remember, however, that this is a “work-in-progress” which means this handbook will continue to be updated as new information becomes relevant.

We first welcomed students to our Qi’Ao campus in 2007. As we grew, we became an authorized International Baccalaureate school offering the Primary Years Programme (PYP) in 2012 and the Middle Years Programme (MYP) and Diploma Programme (DP) in 2013. We were successfully evaluated by the IB in 2017 and continue to work with the IB to review our programmes.

We hope that you will find our community to be welcoming and supportive and that you will make many lifelong friends during your years at ZIS. We welcome you to the school and assure you of our constant support of your child and your family. We are delighted that you have chosen to send your child to ZIS and look forward to sharing many amazing experiences with you along the way.

Please take the time to read through this handbook as it contains important information about the policies and procedures in operation at ZIS. All questions are welcome and please do not hesitate to contact the school if you need assistance or clarification.

Warmest wishes,

Senior Management &
Staff of Zhuhai International School

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OUR MISSION and VALUES

Our Mission Statement

At ZIS we strive to develop dynamic and principled global citizens who have the skills and attitudes to enable them to become compassionate life-long learners who will contribute positively to the future of our world.

Our Values

- Communication
- Holistic learning
- Intercultural awareness

Our Vision

As an IB World School, ZIS aims to provide an educational environment where students aspire to become:

- **Inquirers**, who develop their natural curiosity and become independent life-long learners with the skills necessary to conduct research and evaluate their experiences.
- **Knowledgeable**, across a broad range of disciplines so that they explore concepts, ideas and issues that have both local and global significance.
- **Thinkers**, who are innovative in applying thinking skills critically and creatively to solve complex problems and make informed, ethical decisions.
- **Communicators**, who understand and express ideas and information confidently and creatively in, at least, both English and Mandarin using a variety of modes of communication and who work effectively and willingly in collaboration with others.
- **Principled**, in that they act with integrity and honesty; have a strong sense of fairness, justice and respect for the rights of individuals, groups and communities and who take responsibility for their own actions and the consequences that accompany them.
- **Open-minded**, individuals who understand and are proud of their own heritage, and are open to the perspectives, values and traditions of different individuals and communities.
- **Caring**, in that they show empathy, compassion and respect towards the needs and feelings of others, and have a personal commitment to service, and to making a positive difference to the lives of others and to the environment.
- **Risk-takers**, who strive for excellence by approaching unfamiliar situations with courage; have the independence and self-confidence to explore new roles, ideas and strategies and are articulate in defending their beliefs.
- **Balanced**, in understanding the interdependence of the intellectual, physical, emotional and spiritual aspects of their lives to sustain their own and others' well-being.
- **Reflective**, so that they give thoughtful consideration to their own learning and experience and are able to assess their strengths and limitations in order to progress and develop.

An IB Education

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.

Informed by these values, an IB education:

- centres on learners
- develops effective approaches to teaching and learning
- works within global contexts
- explores significant content

Working together, these four characteristics define an IB education.

An IB education is unique because of its rigorous academic and personal standards. IB programmes challenge students to excel not only in their studies but also in their personal growth. The IB aims to inspire a lifelong quest for learning hallmarked by enthusiasm and empathy. To that end, the IB gathers a worldwide community of supporters who celebrate our common humanity and who share a belief that education can help to build a better world.

(What is an IB Education?, IBO, August 2013)

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

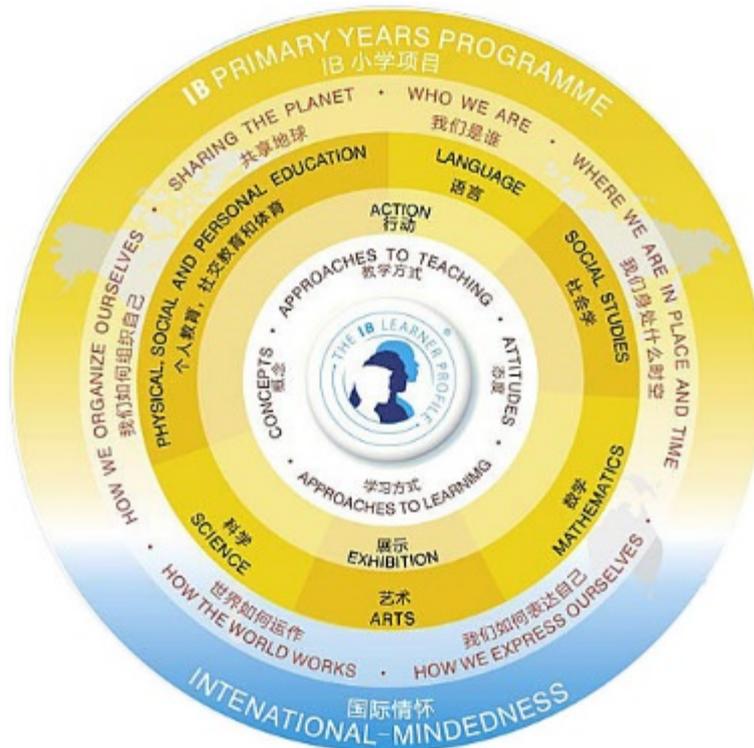
SCHOOL POLICIES

School Policies are essential for the healthy operation of a school. The following are available for review on the school website as well as reflected in this handbook:

- | | |
|--|---|
| <input type="checkbox"/> Language Policy | <input type="checkbox"/> Child Protection Policy |
| <input type="checkbox"/> Assessment Policy | <input type="checkbox"/> Special Educational Needs Policy |
| <input type="checkbox"/> Admissions Policy | <input type="checkbox"/> Academic Honesty Policy |

Primary Years Program (PYP)

The PYP is an educational framework designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry.



The PYP takes a Student-Centered approach to learning by:

- addressing students' academic, social and emotional well-being
- encouraging students to develop independence and to take responsibility for their own learning
- supporting students' efforts to gain understanding of the world and to function comfortably within it

Students in the PYP study Six Subject Areas:

- Languages (English, Mandarin)
- Social Studies
- Mathematics
- Arts (Visual, Music)
- Science
- Personal, Social, and Physical Education

Transdisciplinary Themes

The most significant and distinctive features of the IB Primary Years Programme are the six transdisciplinary themes.

These themes provide IB World Schools with the opportunity to incorporate local and global issues into the curriculum and for their students to inquire into the big ideas and concepts in our world today.

The six themes are:

- | | |
|---|---|
| <input type="checkbox"/> Who we are | <input type="checkbox"/> Where we are in place and time |
| <input type="checkbox"/> Sharing the planet | <input type="checkbox"/> How we express ourselves |
| <input type="checkbox"/> How we express ourselves | <input type="checkbox"/> How we organize ourselves |

These themes continue into the Middle Years Programme (MYP)

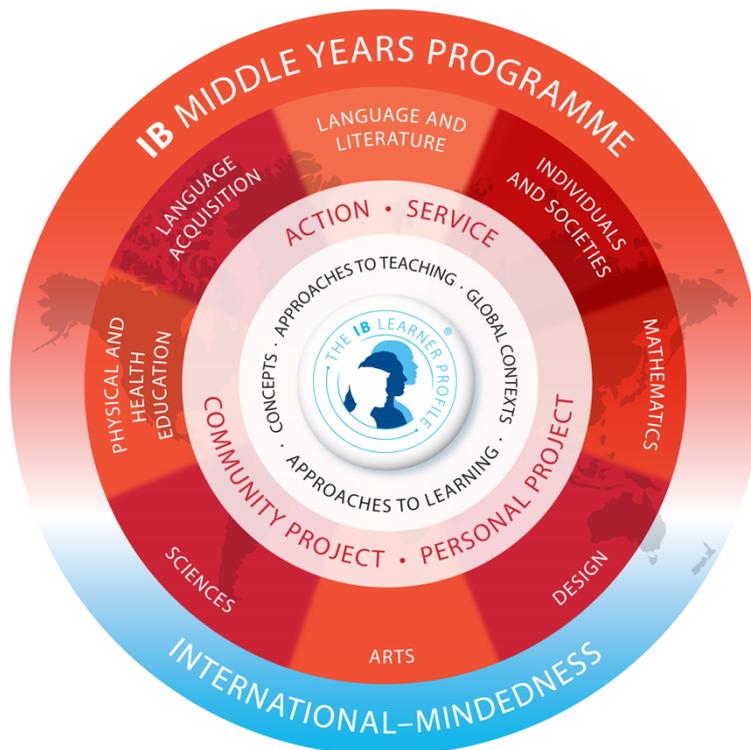
Cross Curricular Instruction Model

In the Primary Years Programme students explore each of these themes through six-week long units of inquiry. During these units the students explore big ideas that stem from these themes, and they do so in all of their subject areas. This allows our students to connect their learning throughout the curriculum, from the arts and sciences to language, mathematics, and physical education. Inquiring into ideas and concepts from different perspectives help our students to deepen their understanding and connects their learning in a special way.

Middle Years Programme (MYP)

The MYP at ZIS is designed for Year 7 to Year 11 students. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers.

The MYP at ZIS builds upon the knowledge, skills and attitudes developed in years N-6 to prepare students to meet the academic challenges of the IB Diploma Programme (DP) or any other senior high school system.



The MYP Focus:

- promotes intellectual challenge
- encourages connections between the topics studied and the real world
- fosters the development of skills:
 - communication
 - intercultural understanding
 - global engagement

Students in the MYP study Eight Subjects:

- | | |
|---|---|
| <input type="radio"/> Language & Literature (English, Mandarin) | <input type="radio"/> Arts (Visual, Music) |
| <input type="radio"/> Language Acquisition (English, Mandarin) | <input type="radio"/> Sciences |
| <input type="radio"/> Mathematics | <input type="radio"/> Physical and Health Education |
| <input type="radio"/> Individuals & Societies | <input type="radio"/> Design |

The MYP curriculum is organized and developed with attention to:

Teaching and learning in context: *Global contexts* provide shared starting points for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced.

Conceptual understanding: *Key and related concepts* are big ideas, which form the basis of teaching and learning in the MYP. They ensure breadth and depth in the curriculum and promote learning within and across traditional disciplines. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.

Learning how to learn: *Approaches to teaching and learning*, a unifying thread throughout all MYP subject groups, are skills which help students manage their own learning. The focus of approaches to learning in the MYP is on helping students to develop the self-knowledge and skills then need to enjoy a lifetime of learning. They provide a foundation for success in further education and the world beyond the classroom.

Service as Action: Two interrelated components of the MYP set out clear learning outcomes that grow from students' participation in local and global communities (*community service*). MYP projects are informed by respected models of service learning and provide stepping stones toward the Diploma Program's core requirements for Creativity, Action and Service (CAS). The Service as Action programme is an requirement for the MYP Certificate. All documentation pertaining to Service as Action is submitted on Managebac.

The MYP Difference:

Study in the MYP is not only academically rigorous, it also has the added features of student-centred learning. Even experienced IB students find the complexities of the programme to be challenging, and so students new to the IB should be patient as they transition to the system. As well as testing knowledge and understanding, each curriculum area tests critical thinking skills and application of knowledge to the real world. Language learners especially take time and effort to access the full depths of these areas. Still, as students develop they develop the critical thinking and creative thinking skills necessary for future academic success.

In preparation for the transition to the Diploma Programme, students at ZIS focus on 6 subjects in the final year of the MYP (Year 11). This aligns as much as possible with the 6 subjects they select in the DP, allowing for focused preparation for the final two years. The timetable dedicates time for the Personal Project and to PE to ensure a balanced approach to the school week.

The MYP Certificate

Students in the final year of the MYP have the opportunity to earn the MYP Certificate by undertaking MYP eAssessment. These challenging assessments involve online examinations and in-school portfolio coursework. Online examinations are sat for Language & Literature, Mathematics, Individuals & Societies, Sciences and an Interdisciplinary Unit. These exams are externally marked and moderated. The IB has supported schools with specific content that is tested so that it can be incorporated into the school's unit plans. Language Acquisition and Visual Art do not have examinations but they do have a moderated unit for which the assessment tasks are uploaded to the IB.

Personal Project

The Personal Project is an MYP requirement for all students. The Project is a summative experience of the MYP. Students in Year 11 work to apply the various ATL skills, their knowledge of the Global Contexts, and the IB Learner Profile Attributes to plan, prepare and work to achieve a meaningful, realistic goal.

Students may choose a topic of interest to explore, leading them to new understandings. The experience emphasises planning, organisation, research, application of information, and reflection, and promotes individual student responsibility for their own learning, empowering them to become life-long learners.

The Personal Project involves the use of a Process Journal, where students document their work to ensure academic honesty and highlight their learning; a product that is the culmination of their process; and a Report, which summarises their learning over the course of the Personal Project.

The Project is assessed on four different Criteria:

- | | |
|------------------|------------------|
| A: Investigating | C: Taking Action |
| B: Planning | D: Reflecting |

Further advice and support can be found in the *Personal Project Handbook*.

Assessment

- **MYP Certificate** – the MYP program culminates in the award of the MYP Certificate. This certificate is awarded to those students who have successfully completed MYP5. Successful completion involves:
 - ✓ A **minimum** grade of 3 (out of 8) for all six subjects studied, and
 - ✓ A minimum grade of 3 (out of 8) for the Personal Project
- **Ongoing Assessment** – At each year level, each subject has assessment tasks attached to each of the units taught. Each subject area has its own set of four criteria set down by the IB. These criteria are attached to every assessment task so students are able to see exactly what they need to do to achieve the best possible results.

Learning Through Assessment:

In general, assessment levels are described by similar vocabulary. The goal for students is to progress in their performance as they develop their skills and understandings:

Level	Common Descriptors
0	Does not reach any standard described
1 – 2	BASIC knowledge; LIMITED descriptions; MINIMAL critical thinking; RARELY reflects or justifies
3 – 4	SATISFACTORY knowledge; SIMPLE descriptions; ADEQUATE critical thinking; SOMETIMES reflects or justifies
5 – 6	SUBSTANTIAL knowledge; SUFFICIENT descriptions; CONSIDERABLE critical thinking; RELEVANT reflection or justification
7 – 8	EXCELLENT knowledge; PERCEPTIVE descriptions; HIGH LEVEL critical thinking; DETAILED reflection or justifications

Reporting in the MYP

ZIS has two major reporting sessions each year in the MYP program. In addition, an interim report is sent early in the first semester. This is a simple 'check-a-box' devised as an early warning for any problem areas.

Formal reports allow parents and teachers to monitor the progress of every student. They also indicate each student's achievement and the level that the student managed in each subject objective and criterion with detailed comments about their academic performance. Teachers also report about each student's approaches to learning and their level of commitment and attitude towards their academic work.

Assessment: the tools and procedures used to collect evidence, record and report progress towards the designated learning outcomes in terms of knowledge, skills and attitudes.

- The purpose of all assessment is to improve student learning through comprehensive feedback, and evaluation of the programme and its delivery.
- Assessment is embedded within the curriculum. It is an ongoing and integral part of the learning experience. Assessment must encompass the three components of the curriculum: knowledge, skills and attitudes.
- Assessment procedures should progress naturally from formative to summative in line with the School's stated expectations of student attainment.
- All assessment is criterion related in line with the published MYP subject criteria, modified as appropriate to grade level expectations. Students have the right to know how, and against what criteria, they will be assessed. Student self-assessment, peer assessment and reflection are essential parts of the school's assessment practices

Diploma Programme (DP)

The DP is for Year 12 and Year 13 students seeking a challenging preparation for university studies. The DP is internationally regarded as the gold standard of diplomas available to Secondary students.

DP courses prepare students to ask challenging questions, learn how to learn, develop a strong sense of self and culture, and develop the ability to communicate with people from different countries and cultures.

At the conclusion of the two-year programme, students may sit the IB DP exams. These exams are externally marked and moderated.



Two DP Pathways:

- Diploma Program** – students take courses and exams in six different subject areas. Three of these subjects **must** be at HIGHER LEVEL. In addition, they complete a Theory of Knowledge (TOK) course and assessment, an Extended Essay and CAS (Creative, active, service) activities.
- Certificate Program** – students take a course and exam in at least three IB subjects. All subjects are taken at standard level.

Students in the DP study Six Subjects:

GROUP	SUBJECTS OFFERED	LANGUAGE OF INSTRUCTION
1	Language and Literature	English, Mandarin
2	Language Acquisition	English, Mandarin and Spanish
3	Economics Psychology Business Management	English
4	Biology Physics Chemistry Environmental Systems & Societies	English
5	Mathematics SL Mathematics HL	English
6	Visual Arts (or, select a second group 3 or 4 subject here)	English

Ready for the DP?

Indicators that the DP is the right programme for you:

- Success in MYP subjects – minimum of 3 in all subjects
- A commitment to proficiency in English and a second language
- Strong communication skills
- Intellectual curiosity, critical thinking and creative thinking skills

Extended Essay

All DP students submit an extended essay. This is a significant written exploration of a specific subject that excites and interests students personally. It is designed to stretch students outside their knowledge comfort zones and test their critical thinking and analytical skills. Each student chooses a supervisor to match their chosen curriculum area to support them through this ongoing process over the two years of the programme.

Creativity, Activity, Service (CAS)

While CAS is not a mark-based system, it is a vital part of the IB. All students (Diploma or Certificate) must complete ongoing activities for all three parts and journal reflections of these on Managebac. All students are supported through this process by the CAS supervisor. Completion of the CAS component are not eligible for the Diploma or Certificate Program, regardless of grades achieved.

Reporting in Senior Years

Students in their final DP year will receive an interim report and one full report. Predicted scores are used for university applications since final grades are issued by the IB in August.

How is the final grade awarded?

A DP student is awarded a final mark out of 45. This mark is broken into two parts:

- **Subject marks** – each subject is awarded a mark out of 7. This mark is determined by totalling all assessments. Most subjects have both internal assessments and external exams. Visual Art, offered at ZIS, is one of the exceptions. It has no exams and instead, its total comes from a journal, a comparative study and exhibition pieces.
- **TOK / EE marks** – full diploma students are given additional marks for their TOK course and extended essay. Together, these additions give up to 3 marks.

Assessment – at a Glance

Programme	What is Assessed?	How is Assessment reported?
 Primary Years Programme	6 Units of Inquiry - includes Science, Social Studies, plus: English Chinese Mathematics Physical Education Visual Arts Music	E – Exceeding Expectations Student's understanding and skill application exceeded year level expectations
		AB – Above Expectations Student's understanding and skill application was above year level expectations
		M – Meeting Expectations Student's understanding and skill application met year level expectations
		A – Approaching Expectations Student's understanding and skill application approached year level expectations
		NS – Needs Strengthening Student's understanding and skill application needs strengthening

Assessment is criterion-related and performance on tasks is assessed using four categories in each subject. Each category has a maximum score of 8 points, thus 32 is the highest score possible. Total points determine a grade, 7 being the highest:



8 Subjects:
 English
 Chinese
 Mathematics
 Science
 Individuals & Societies
 Design
 Arts
 Physical and Health Education

Grade	Points
7	28 – 32
6	24 – 27
5	19 – 23
4	15 – 18
3	10 – 14
2	6 – 9
1	1 – 5

This grade summarizes the quality of the students' work, their understanding of the subject concepts, knowledge, and skills. Grades also represent abilities with critical and creative thinking and how flexible the student is in applying their understanding in familiar assessments and in unfamiliar situations.

Students study six subjects over two years.



The theory of knowledge (TOK) and extended essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall Diploma score.

Creativity, Action, and Service (CAS) is a requirement for the award of the diploma.

DP students receive grades ranging from 7 to 1, with 7 being highest. Students receive a grade for each DP course attempted. Internal assessments (research papers and similar studies) make up a minor portion of the grade. External examinations take in May of the second year determines the majority of the grade.

Grade	Points
7	<i>each subject</i>
6	<i>has unique</i>
5	<i>grade boundaries</i>
4	<i>that determine</i>
3	<i>the final grade</i>
2	<i>for internal and</i>
1	<i>external assessments.</i>

A student's final Diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the Extended Essay, Theory of Knowledge, and CAS.

Assessment Examples:

Worksheets	Notebooks	Quizzes	Reflections
Tests	Portfolios	Process Journals	Interviews
Digital Presentations	Reports	Essays	Structured Problems
Data-Response	Exams	Case-Study Analysis	Artistic Performance
Oral Presentations	Fieldwork	Laboratory Work	Investigations

Using Assessment:

Assessment *for* learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. It usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment *as* learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment *of* learning

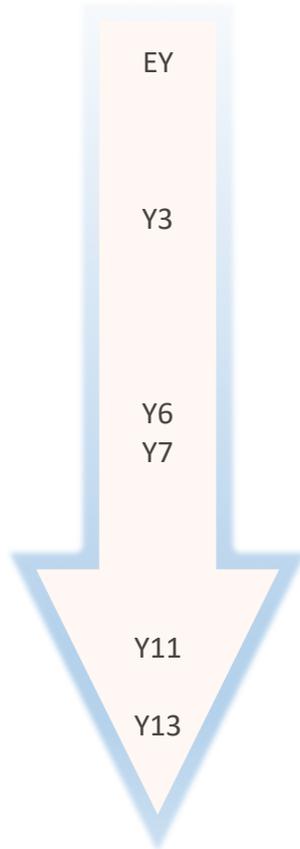
Assessment of learning assists teachers in using evidence of student learning to assess achievement against specific criteria. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to grade students.

HOMEWORK

Why Homework?

- encourage maximum progress in their academic and social development;
- help develop the skills of an independent learner;
- promote co-operation between home and school;
- consolidate and reinforce the learning done in school;
- help develop good work habits and organizational skills for the future.

Types of Homework:



- ✓ reading with parents
- ✓ talk about topics at home
- ✓ find and collect information or artifacts
- ✓
- ✓
- ✓ literacy and math routines
- ✓ independent reading
- ✓ research, interviews, surveys
- ✓ writing, worksheets, reflections
- ✓ Mathematics
- ✓ Unit projects
- ✓
- ✓
- ✓ assessment tasks
- ✓ notetaking
- ✓ research
- ✓ practice exercises
- ✓ independent reading
- ✓ revision exercises
- ✓ extended projects

Amount of homework

As students move through the school, the time expectation for homework increases. With different schedules PYP and MYP/DP students can understand homework time like so:

PYP Students

Classroom and Chinese Homework is assigned regularly:

- Reception & Year 1 = 10 minutes
- Year 2 & 3 = 20-30 minutes
- Year 4 & 5 = 30-40 minutes
- Year 6 = 40-50 minutes

MYP / DP Students

Subject teachers assign one or two homework assignments per week following these guidelines:

- Year 7 & 8 = 30 minutes
- Year 9 & 10 = 45 minutes
- Year 11 – 13 = 60 minutes

We acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent students from taking part in the activities of various out-of-school clubs and of other organizations that play an important part in the lives of our children.

SCHOOL BASICS

The School Day

The school operates between the hours of 8.00am and 5.00pm daily. Lesson times occur between 9.00am and 3.35pm (2.45pm on Fridays). The school office is open during operation hours.

Visiting the School

Parents are welcome at the school any time. However, if you wish to speak with a teacher, it is advisable to make an appointment with them or with the Head of Secondary/Head of Primary first to avoid clashing with class time. You can park in the car park but please be sure to go to the office and sign in first so that we know you are here in case of evacuation.

School Lunches

Lunch is provided by school in the cafeteria for a fee (paid annually) and students are scheduled time in the cafeteria to eat before being excused for break. Students are allowed to take their own food into the school cafeteria but given our commitment to religious views and food allergy concerns, students are asked NOT to share their own lunches with others.

Connect with ZIS:

Maintaining the link between school and home is one of our highest priorities.

Communication is shared between school and home in a variety of ways, including:

- Newsletter:* Every Friday, a whole school Newsletter is shared by email with home. It includes a message from the Head of School and each Head of Division. Additional reports and news of upcoming events are included as well. Parents are added to the mailing list upon admission.
- NewsFlash:* When information needs to be shared to the whole school, a NewsFlash is an email from the Head of School to provide immediate information by email. Parents are added to this mailing list upon admission.
- ZIS WeChat:* Subscribe to our WeChat account to receive stories directly to your mobile.
- PYP WeChat:* Early Years and Primary classes use WeChat to share classroom news and announcements. Speak with the classroom teacher to get connected.
- zischina.com:* School policies, curriculum information, and major events are shared on the school website.
- Social Media:* Engage with the power of social media by liking and following us online. Find us on Facebook at www.facebook.com/zischina/ and on Instagram at zischina.
- ManageBac:* Review the curriculum and the units of study with this platform shared between teachers, students, and parents. ManageBac is used extensively by Secondary to share units of work, messages, assessment tasks, and assessment results. More details below.
- Email:* Email the School Office at zischina.com

Bus Travel

All students can apply to travel on the school bus as organized through the office. Students who travel on the school bus are expected to follow bus expectations. This essential agreement is one of five signed at the beginning of the school year. The school has the right to remove students from the bus if the essential agreement is not upheld. Parents are asked to contact the school in the event of any changes, including absence or riding a different bus to and from school. Parents are welcome on the bus, if they communicate this via email to ensure there is adequate seating.

School Closure Due to Extreme Weather

In the event of extremely severe weather, we follow government notices when deciding to close the school. Parents will be advised by a NewsFlash to provide notice. In cases where students are sent home from school early, parents will be advised via a telephone call.

Student Absence

We wish to discourage absence from class, but if you are traveling during the school term, please advise the Head of Secondary/Head of Primary accordingly, as well as your child's Homeroom Teacher and the School Office of the dates of absence at least one week prior to departure. Students are responsible for collecting work they will miss and ensuring that it is completed before their return.

If students are absent from school, please contact the school office by email or telephone. The School Office will contact Head of Secondary/Head of Primary and the Homeroom teacher for you. You should also contact the bus monitor before they reach your stop so that the bus is not delayed.

Students who arrive at school after 8.30am (**not** having travelled on the bus), should go straight to the School Office to inform of their arrival. If parents wish to take students before 3.35pm, they should sign out with the School Office to avoid complications with buses.

DRESS CODE and EQUIPMENT

UNIFORM

All students in EY – MYP5 (Year 11) are provided with a complete set of summer uniform and a PE uniform (excluding socks and shoes) at the beginning of the school year. Additional items can be purchased the School Office. Uniform is worn daily when attending classes and must wear the PE uniform for Physical Education classes. Winter uniforms are distributed prior to the change in season.

Regular Uniform

Summer



girls



boys

Winter



girls



boys

PE Uniform

Summer



girls



boys

Winter



girls



boys

Shoes must be **black**, hard soled, and preferably leather upper (for adequate protection). Sports shoes (in any colour) may be worn during PE lessons and on designated school sports days.

Students and parents are asked to sign an essential agreement for uniform at the beginning of the school year. Students who are unable to conform to the dress code will be sent home until the situation can be remedied.

If a family has a uniform difficulty, a simple note in the student planner (Primary) or email to the Homeroom teacher will be enough to avoid undue stress for the student. We recommend that you put your child's name in all items.

EQUIPMENT

Lockers (Secondary) –

Every secondary student is issued with a locker on arrival at school. A 10RMB deposit is required for the lock. This is returned at the end of the school year when the lock is returned. This is a privilege and not a 'right' and if abused the student will lose that privilege. School cannot be responsible for anything in a student's locker and we ask, therefore, that they do not bring valuable items into school.

Stationary and Text Books –

Primary:

Students from Year 1 to Year 6 are provided with all notebooks and stationary required as part of the normal classroom.

Secondary:

Students in Year 7 to DP2, are given all notebooks necessary to satisfy the needs of their classroom activities. They are also supplied with a small cache of pens and pencils at the beginning of the school year. Secondary students are provided with current text books via the library. Like any book borrowed from the library, misuse or loss will result in a charge for full replacement of the item.

Secondary students are to purchase:

- a calculator from the school. This is to ensure the minimum requirements for the IB are met. Diploma students are able to pay for their special graphics calculator in instalments. This can be arranged with the school office.
- Erasures
- Pencil sharpener
- Ruler
- Scissors and glue.

Art materials are supplied by the school, but additional items may be required at your own cost for special projects or assessment tasks.

Lost & Found –

Lost property is stored on campus and donated to charitable organizations at the end of each semester. Contact the School Office for assistance in locating forgotten items.

TECHNOLOGY and COMMUNICATION

Laptops – all Secondary students are required to have their own laptop. The minimum requirements are outlined in the essential agreement for technology. This needs to be signed by parents and students at the beginning of the school year and understand the consequences for non-compliance. Students are able to charge their laptops during **break times**. They are expected to bring a power cord and secure carrying case every day.

IPADs – Primary also have a BYO device arrangement for Year 5 and 6 students. Students are encouraged to bring approved devices, such as laptops and iPads to school, after their parents have signed the ICT Agreement.

Mobile Phones – EY and Primary students are not allowed to have mobile phones at school. As stated in the essential agreement for technology, Secondary students have permission to use their mobile phones at school for educational purposes and with teacher approval. There are legitimate times where these devices are useful in class. They should be locked in lockers or in student's pockets. They should be turned to airplane mode as soon as they enter the school grounds. As stated in the agreement, students need to ask permission to the use device.

The mobile phone should never be used as a form of communication between students and parents or students and other students during the school day.

Emergency contact of children – should there ever be a time when you need to contact your child at school, please contact the School Office and they will arrange for you to speak with them.

Classroom Wechat Groups in the Primary and Early Years - we work hard to inform parents about their child's learning and social interaction at school, to include parents in their child's learning and school activities whenever possible and to do our best to make parents aware of important school information. To do this more effectively each Early Year and PYP Classroom has an official Wechat group. This group is administered by the classroom teachers and is used to pass on information that applies to the whole class such as student homework, field trips, schoolwide event and important reminders. It is also used to share pictures and videos of the students at school so that parents can connect to the learning experiences of their children. Parents are encouraged to communicate with their child's classroom teacher through the class wechat group about general school inquiries. **Specific questions or information about an individual student must be communicated via email, or during scheduled face to face meetings.**

Contacting Secondary - parents are also welcome to contact the school via email. The student's Homeroom teacher should be the first point of call for most issues. Often most things can be solved through informal communication, however anything serious can be directed to the Head of Secondary or to the Head of School.

We discourage surprise visits to classroom teachers. They have to adhere to teaching and meeting timetables. It is better to arrange a meeting time with them or with the Head of Primary or Head of Secondary so that there is adequate time to address the issue.

ManageBac – This online platform is the information management system used at ZIS for attendance, curriculum and reporting. It is expected that parents and students log on to ManageBac regularly - contact the Head of Secondary if you experience any problems. Provide current contact details on ManageBac so general and emergency communication is directed to the correct person.

SCHOOL SUBSCRIPTIONS

We manage a variety of student-friendly subscription services - access is provided by teachers:

<p>Big Universe – biguniverse.com</p>  <p>Quality nonfiction & fiction texts for cross-curricular teaching and building literacy and higher order thinking skills.</p>	<p>Brain Pop - jr.brainpop.com/</p>  <p>Brain Pop is a group of educational websites with over 1,000 short animated movies together with quizzes and related materials, covering the subjects of science, social studies, English, mathematics, engineering and technology, health, and arts and music.</p>
<p>Mathletics – mathletics.com</p>  <p>Mathletics is a captivating online math learning space providing students with all the tools they need to be successful learners, both in the classroom and beyond.</p>	<p>Newsademic - newsademic.com</p>  <p>Newsademic is an international newspaper written and edited in an uncomplicated and easy-to-understand style. Used by teachers, families, students and public libraries in over 100 countries.</p>
<p>Britannica - school.eb.co.uk</p>  <p>A safe, reliable and comprehensive source of information and media for learning, research and discovery, features more than 100,000 articles, 60,000 images and videos, and much more...</p>	<p>Questia - questia.com</p>  <p>Questia is an online commercial digital library of books and articles that has an academic orientation, with a particular emphasis on books and journal articles in the humanities and social sciences.</p>

Infobase – infobase.com



Subject-specific resources containing journal articles, news articles, books, images, videos, and primary source documents from thousands of sources selected and vetted by our editorial experts.

Churchill Archive - churchillarchive.com



Churchill Archive is a digital library of modern international history. It includes more than 800,000 pages of original documents, produced between 1874 and 1965 - a unique online resource offering new insight into a fascinating period of the past.

ManageBac – zischina.managebac.com



ManageBac provides a Curriculum First Learning Platform for the world's leading international schools. Founded in 2006, ManageBac serves over 700,000 students and 2,500 schools in 120 countries.

AssessPrep – assessprep.com



Designed for MYP students, AssessPrep offers a cloud-based platform allowing teachers to collaboratively create tests with a variety of questions, videos, simulations and images. Allows teachers to annotate student answers with their comments and to give overall feedback.

BridgeU – bridgeu.com



BridgeU enables schools to provide smart, modern university and careers guidance, a matter of crucial importance, progressing students to the right post-secondary destinations. BridgeU was founded to help schools prepare the students of today to flourish in the world of tomorrow.

watch this space –
as we add to our subscriptions,
we will keep you updated...

WHO TO CONTACT

Getting the right person – it can be frustrating when you need a question answered or a problem arises and you are not speaking with the right person. It is often best to try first solve it at its source.

In any situation it is best to go to the person directly concerned in order to ensure that you:

- Gain first-hand information
- Get the complete story
- Achieve a quick response
- Support the concept of open sharing of information as an aid to assisting your child's learning

You can, at any time, request the presence of the Head of Primary or Head of Secondary as mediators or silent note-takers during any meeting.

Translators – you are encouraged to request a Mandarin teacher who can act as translator at any meeting.

The following topics should be addressed directly to the following member of staff:

Grade Level / Homeroom Teacher

- Class equipment and requirements
- Homework
- Student behaviour
- General student progress
- Classroom and school relationships
- Questions about general day-to-day routines and expectations
- Teaching or classroom incidents
- Missing items
- Enrichment activities or student support needs

Subject Teacher

- Subject-specific equipment and requirements
- Subject-specific homework requirements or issues
- Subject-specific student progress
- Questions about subject-specific field trips

PE Teacher

- Pearl River Conference sport

MYP Coordinator

- Questions about Middle Years Programme (Year 7 to Year 11)
- Overall student progress

DP Coordinator

- Questions about the Diploma Programme (Year 12 & 13)
- Overall student progress

Head of Early Years and Primary

- Primary and EY students
- Overall student welfare
- Issues with specific subject teachers
- Overall student behaviour

Head of Secondary

- Secondary and Diploma students
- Overall student welfare
- Issues with specific teachers
- Overall student behaviour

Head of Learning Services

- EY, Primary and Secondary learning service issues
- EY, Primary and Secondary EAL issues
- Interns and Gap students
- Admissions and Student Withdrawal
- BridgeU

Head of School

- Whole school issues
- Friends of ZIS
- Operational Issues

You can expect that the Head of Primary or Head of Secondary to be informed of all communication so that they gain the all-important 'big picture' for your child. It is important that communication be transparent, respectful and timely.

School Office – General Inquiries: zis@zischina.com

For specific inquiries, contact the relevant staff (see enclosed list)

- Admissions, booking parent meetings, translation
- Visa advice
- Absences (school or bus)
- Uniform

The school office can provide translating services for Mandarin speakers. They are a vital link to ensuring clear communication with teachers and Senior Management.

For all specific email addresses, visit the school website or the list enclosed.

LEARNING SERVICES

ZIS prides itself on its inclusive approach to education. This is an inclusive learning community. It is the school's commitment to educate all children to the maximum extent appropriate in the regular classroom setting within the means of the school's facilities and budget. ZIS feels strongly that "it is the responsibility of all educators, supported by the community, to develop optimal learning environments." (Learning Diversity and Inclusion in IB programmes) Furthermore, ZIS agrees that, "*all* students in the school community **fully participate** in an IB education" (5).

Inclusion is an important part of our educational practice and philosophy. We aim to support a variety of student needs. This includes:

- Specific learning disability
- Gifted and talented
- English as an additional language (EAL)
- Social-emotional needs

Learning Support

The Learning Services department acts as the central point for all students requiring extra support. As a team, LS teachers provide the help needed in and out of the classroom, manage documentation, communicate with parents and connect students with outside support if necessary. The primary goal of LS is to ensure that the needs of all learners are identified and met. Services provided may include:

- observation and assessment,
- programme differentiation,
- pull-out support,
- in-class support,
- specialized teaching,
- information and advice for teachers and parents/guardians
- referrals to outside specialists.

If a student should need additional learning support beyond that available at the school, then the school reserves the right to pass on to parents, part or all of the additional cost incurred.

English as an Additional Language

ZIS is an English medium school; all disciplines (other than Mandarin) are taught in English. In both the Primary and Secondary divisions, students entering with no prior English language proficiency are supported, usually through one-on-one support, in order to enable them to navigate an English environment and to access the curriculum. Push-in support, provided by the LS teachers, is primarily aimed at those students needing extra English support in the classroom. In addition, recommendations and conditions are made clear during the admissions process to enable parents to ensure their child(ren) have the support and time necessary to learn English.

GAP Students and Interns

ZIS has long enjoyed a tradition of providing GAP students and interns with the opportunity to explore the world of education as they work towards their future goals. In each instance, the value added to student learning and well-being, is the first priority. GAP students and interns are provided with the means necessary to enjoy their time in Zhuhai, while supporting the school in its continued commitment to educating children.

COLLEGE COUNSELLING

Students are supported through the university admissions process by the Head of Learning Services. Through the internationally recognized on-line admissions program, BridgeU, students have access to schools around the world. Through assignments aimed at guiding individuals through the application process, students are able to search, choose, select and apply to their university of choice. This program also provides students with the information necessary to allow for changes to be made to their academic and extra-curricular portfolio, in order to increase their success rate.

HEALTH, SAFETY and WELL-BEING

At ZIS, all students have the right:

- to Feel Safe
- to Learn
- to Be Treated with Dignity and Respect

As part of these rights, all students must meet their responsibilities to ensure the rights of others in the school community.

Illness or Misadventure at School

The school has a school nurse on the school grounds between the hours of 8.30am and 3.35pm. Students who feel unwell can visit the nurse for advice. The nurse will advise the office when any student requires assistance. If the student needs to go home or hospital (in serious cases), the School Office will contact parents. To improve first-contact services for students, a number of staff members have also gained their First Aid certificate.

Student **must** inform the teacher on duty BEFORE they go to the nurse. This includes the teacher on duty if illness or accident occurs on the playground. Any medication is to be kept and administered by the school nurse as arranged between parents and school.

Health Information for Students

The school office, the Head of Primary or Head of Secondary and the Homeroom Teacher should always be informed of medical conditions that may impact students at school. This information will be kept confidential. This information may be requested again at special times (Week Without Walls).

Evacuation Drills

ZIS complies with all fire and evacuation regulations for the home country.

Evacuation drills are undertaken several times each year to ensure that students and staff are prepared in the event of an emergency. Students should follow the instruction of the teacher regarding the evacuation process.

Behaviour Code of Conduct

We believe that everyone at ZIS has a significant role to play in developing the attitudes and behaviour of our students. We seek to foster compassionate and tolerant attitudes amongst our students and to promote honesty, integrity and responsibility. Students are expected to respect the rights, feelings and property of classmates, teachers, and all others; they are expected to exhibit cooperation, industry and good citizenship in the classroom and during all other school related activities and they are expected to demonstrate courtesy, consideration and excellent manners toward all others in the community. Our philosophy for any correction of students can be summed up by four C's: Care, Consistency, Choice and Calm.

This is detailed in the essential agreement for Behaviour which is signed by parents and students at the beginning of each school year.

Secondary Homeroom

Students in secondary have a series of homeroom lessons where they explore personal development skills such as communication, conflict resolution, positive self-talk, goal setting, leadership and service. These lessons provide valuable insight and information for adolescents as they navigate the sometimes difficult waters of pre-adulthood.

HOUSES & AFTER-SCHOOL ACTIVITIES

House System

When students enter ZIS they are placed in one of our four Houses – Blue, Green, Red or Yellow. These Houses foster school-wide cooperation and are used for social, artistic, academic and sports events across the school. Siblings are placed in the same house.

In Primary, house captains are chosen from the student body.

Staff are also placed into houses.

After-School Activities

ZIS offers a number of different opportunities for students to improve in specialty skills. All activities begin at 4.00pm and students need to have their own transport home. Some activities have a fee attached.

Activities outside the timetable include:

- Jazz Band
- Rock Band
- Sporting practice & coaching (basketball, volleyball, football, touch-rugby)

Saturday Club

ZIS offers time each Saturday morning for students to engage in sport and other activities in a fun and engaging way. Beginning at 9.00am, students need to have their own transport to school and home. Parents are welcome to join. Unaccompanied children must be at least 8 years old.

In-School Activities

Primary Students in Year 1-6 take part in 3 Blocks of 5 weeks of weekly activities. Students choose from a wide range of activities from sports to art and crafts for their Tuesday afternoon sessions.

PARENT INVOLVEMENT

Primary - In the Early Years and Primary Years Programme we are always looking for ways to involve our parents in their child's learning. As such, parents are encouraged to take part in class and schoolwide events such as: field trips, house competitions, sports days, read-alouds, and celebrations of learning. PYP Assemblies are the most regular form of parent involvement here at ZIS. These assemblies are planned and led by one of our PYP classes and happen Friday mornings from 9:00 to 9:30. Each class will present one assembly per semester. At ZIS we are also always trying to extend our students' learning into the local community. To do so we often call on parents to act as guest speakers and to share information and 'real world' learning experiences that connect to the concepts the students are exploring in the classroom.

The Friends of ZIS - a collaborative group of parents and staff at ZIS.

The goal of the FoZIS is to help build school spirit and a sense of community within the school by organizing fun events for the students, parents, and school administration to enjoy. The FOZ organizes and helps fund various activities throughout the year to benefit the school community.

If you would like to be part of the FoZIS, contact the Head of School, new ideas are always welcome.

SPECIAL DAYS and EVENTS

Sundowner	An informal 'meet and greet' for parents and staff.
Parent Information Night	Presentations are given by the Head of School, the Head of Primary, the Head of Secondary and Librarian. All members of the teaching staff are then introduced. Parents will have the opportunity to ask questions.
School Photographs	Students are photographed individually and also with their class. Photographs are available through the Photography company and purchased online.
Parent / Teacher Interviews	We encourage ongoing communication between home and school and believe that the more a student's school life is connected with home, the greater relevance their learning has for them. Formal opportunities to conference at school are organized throughout the year and can either be student-led or teacher-led.
ZIS Cross Country	Family fun day. Students can compete in the fun run or in the more competitive run House event.
Week Without Walls	The whole school focuses on learning activities outside the classroom. EY to Year 4 students go on day excursions, while Year 5 to Year 13 travel away to encounter new sights and cultural experiences.
Halloween	FoZIS run event. Students are able to dress up and primary students join in with the organised activities.

PRC Cross Country	ZIS hosts the schools from the Pearl River Conference in a cross-country event on campus and Qi' Ao island.
Book Week / STEM Week	Students participate in a variety of literacy activities, including dressing up. This special week alternates each year. (STEM = Sciences, Technology, Engineering, and Mathematics)
CAS Concert	DP students invite the community to join in a charity event as part of the IB's devotion to creativity, action and service.
Christmas Party	The school hosts a party for the PYP students to celebrate the wonders of Christmas – maybe even a visit from Santa!
Christmas Community Dinner	Secondary students plan, organize, and share a Christmas dinner for local residents.
Chinese New Year Celebrations	A whole-school event. Spend the day wandering the Chinese stalls and try some of the local culinary delights. The day begins with the traditional Lion Dance and culminates in a performance by the students to celebrate Chinese culture.
Sports Days	Students test themselves in feats of speed, agility, and strength. Parents are welcome to come and cheer as they run, jump and throw themselves in to this fun celebration of sport.
DP Art Exhibition	A time for the whole community to celebrate the success of the DP Art students in an exhibition of their assessed art work.
Year 6 Exhibition	Community celebration of the culminating project of the Year 6 PYP students where they show off their investigation, research, and communication skills.
International Day	FoZIS event. The school community invites you to join us in a celebration of our diversity and international mindedness.
School Production	A celebration of the Arts culminating in the school production.
EY/Primary Awards Day	An opportunity to recognize the achievements of the PYP students.
Secondary Awards Night	Secondary students are recognized for their accomplishments through the Year 13 Graduation and Awards Ceremony.

ADDITIONAL INFORMATION

Academic Honesty

Academic Honesty is a serious consideration within IB schools and at ZIS. It is relevant across all three programs. Academic honesty means ensuring that the student's work is authentic based on his or her own ideas, language and expression.

The IB defines malpractice as behaviour that results in, or may result in, the student gaining an unfair advantage. Malpractice includes **plagiarism of language** when writing assessments, to **fabricating data** for labs, **to copying works of art** for visual arts, to **cheating on exams**.

The two most common types of malpractice are plagiarism and collusion:

- Plagiarism is when the student represents the ideas or work of another as their own. In some cases, plagiarism is not always a deliberate attempt by a student to present ideas as their own but rather they are unaware of how or when to acknowledge sources.
- Collusion is when the student supports malpractice by another student, for example, allowing their work to be copied.

The school ensures students are taught in all levels, the importance of citing sources correctly. Subject-specific skills required for good academic practice are routinely reviewed in subject areas throughout the programme. Students receive guidance on the skills of academic writing in a structured manner.

Through the essential agreement for Assessment Tasks, students understand the consequences of being found guilty of malpractice. Teachers promote academic honesty throughout the school.

The IB has the right to refuse any student, their MYP certificate or Diploma if they are found guilty of academic honesty malpractice. This also can occur retrospectively.

Admissions and Exit Procedures

Admissions

In order to ensure that ZIS can adequately provide for students, the school's admissions office follows specific procedures. In EY and Primary, a trial day is set up to allow teachers to observe the child. Special attention is placed on social-emotional needs, potential learning needs and English proficiency.

In secondary, students are invited in for a formal assessment of math and literacy, to determine their level. *Students in years 10-13 are not accepted if their English proficiency is not at a level that allows them to access the curriculum.*

Students are interviewed by the Head of Learning Services to allow for a chance to observe the student socially as well as determine ability to communicate in English. The acceptance outlines conditions of acceptance, specifically related to English proficiency.

Exit Procedures

The School Office surveys families in March for their intent to return the following academic year.

At any other time, families are asked to notify the School Office of departure dates.

In the weeks before a student departs, the Head of Section will initiate the clearing procedure to check that school materials are returned in good condition and that any requests for further school documentation are finalized. The school requires a minimum of one week's notice for a reference letter and 72 hours notice for a record of attendance. Early notice ensures a smooth transition and is greatly appreciated.

Do you have what it takes?

Aside from the conditions already stated, there are certain qualities that Diploma students possess. How many do YOU have (or are prepared to work to achieve)?

- excited and enthusiastic about learning*
- intellectually inquisitive and creative*
- self-motivated, mature, and self-disciplined*
- seeking high academic challenges*
- respectful of the views and traditions of other cultures*
- confident in exploring new ideas*
- fluent in written and oral communication*
- an independent, critical thinker*
- supported and encouraged by parents/guardians*
- goal oriented*
- an exemplary student in both attendance and discipline*
- a risk taker and goal oriented*
- committed to school and community activities*
- an efficient time manager*
- applying to a major college or university*
- proficient in math*
- developing strong study habits and organizational skills*
- an avid reader*
- desiring to explore intellectual activities with students having similar interests*

