



STUDENT HANDBOOK



WOODFORD
INTERNATIONAL
SCHOOL

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MISSION

WIS is a community of learners that builds on each child's strengths, drawing from our diverse local context and a rich international curriculum, to develop globally ready learners equipped to shape their future and achieve their dreams.

VISION

Globally ready learners, daring to dream, confident to act, empowered to achieve.

CORE VALUES

COURAGE | RESPECT | EXCELLENCE | DIVERSITY | INTEGRITY | TEAMWORK

DIVERSITY AND INCLUSION

The Woodford International School community is committed to fostering a safe and inclusive school climate and learning environment, denouncing all forms of discrimination and inequality. WIS values diversity. We celebrate all community members. We acknowledge the impact of current and historical inequality and prejudice, and firmly believe that fair treatment and equity are the most basic of rights regardless of gender, race, ethnicity, religion, colour, culture, national origin, age, identity or expression, ability/disability, or socioeconomic status.

Key Contacts		
Main School Office	Tel: 30186	communication@wis.edu.sb
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High School Coordinator	Mr. Bryce Masaea	bryce.masaea@wis.edu.sb
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HISTORY

The school started in the mid 1950's with about a dozen pupils. It was government run and was housed in a succession of buildings in central Honiara. The NPF Plaza now stands on the original site. By the early 1970's the need for a new school was recognised and in the latter half of the 1970's a new Woodford School Project was included in the Solomon Islands National Development Plan. This project recognised that a primary education system offering a curriculum meeting international standards is a critical infrastructure requirement necessary to support Solomon Islands' objectives of attracting investment and technical expertise. In 1979, one year after the Solomon Islands achieved independence from Great Britain, Woodford School moved to new school buildings that had been designed and built with British aid.

A year later, a Board of Management was legally instituted to assume administration of the school, and in September 1989, the school's name was changed to Honiara International School. Later the name was finalised and is now known as Woodford International School. The name Woodford, being taken from Sir Charles Woodford (1852-1927), a British naturalist who was an instrumental figure in the Solomon Islands prior to independence and its first British governor serving in office from 1896-1915.

Woodford International School became an authorized International Baccalaureate (IB) World School in 2010 offering the Primary Years Programme (PYP). IB World Schools share a common philosophy-commitment to a high quality, challenging, international education. In 2012, Woodford became an accredited Cambridge School. Years 6- 8 use the Cambridge Lower Secondary Curriculum and the Cambridge International General Certificate of Secondary Education (IGCSE) is offered to our Year 9 and 10 students.

In 2016, to further cater for the students who finish Year 10, the school decided to add the Solomon Islands National Form 6 School Certificate (SINF6SC). This qualification was formerly known as the Pacific Senior School Certificate (PSSC).

In 2018, we became the first school in the Solomon Islands to offer a pathway from kindergarten to university with the introduction of the Cambridge Advanced 'A' level examinations.

THE BOARD OF MANAGEMENT

The Board of Management, also known as the School Board, is an Education Authority / Educational Service Provider under the provisions of Education Act 1979. Members of the Board are elected at the Annual General Meeting (AGM) in February/March of each year.

The Board is made up of six parents who serve two-year terms, the PTFA President (Parents, Teachers, Friends Association), and the Head of School, representing the management and administration of the school as a non-voting member.

PARENTS, TEACHERS AND FRIENDS ASSOCIATION (PTFA)

The PTFA is a support body, which helps by providing extra assistance within the school community. The PTFA President serves on the Woodford School Board.

The PTFA's two main objectives are:

1. To promote the interest of the school by bringing parents, students and teachers together in close cooperation.
 2. To assist with educational and recreational projects within the school.
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CHILD PROTECTION STATEMENT

Woodford International School is committed to the protection of students against any physical abuse, emotional abuse, sexual abuse, and/or neglect as defined in the WIS Child Protection Framework (please see this document). To ensure the safety of students, the school shall require all employees to submit a criminal background check upon being hired. All employees must report any case of suspected abuse or neglect to their immediate supervisor or, if unavailable, to any member of the WIS administration immediately during the work week, or within 24 hours on a weekend. Supervisors in receipt of a report of potential abuse and/or neglect will immediately inform the Head of School who will open a formal inquiry and may convene the appropriate authorities.

The Woodford Child Protection Policy is based on the United Nations Convention on the Rights of the Child of which the Solomon Islands is a signatory. These two key articles from the U.N Convention on the Rights of the Child are important and we wish to draw your attention to them:

Article 19 Protection from abuse and neglect:

- The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.

Article 34 Sexual exploitation:

- The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.
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PRIMARY SCHOOL CURRICULUM FRAMEWORK

International Baccalaureate (IB) Primary Years Programme (PYP)

The current curriculum framework used is the Primary Years Programme (PYP) of the International Baccalaureate (IB) which uses a transdisciplinary inquiry approach. WIS implemented the PYP in 2008 and was authorised in 2010.

What will the students be learning?

The PYP is a *concept driven framework* which focuses on the bringing together; learning, learning and teaching, and the learning community. It integrates subject areas to support inquiry and learning in meaningful contexts. The transdisciplinary nature of the curriculum enables students to experience how subject knowledge and understanding work together in the real world, while also experiencing individual components as well. Classes from Prep to Year 5 are actively involved in five or six units of inquiry each per year, each one being approximately six weeks in length. Students in our WISE Centre (Early Childhood) experience four units of inquiry per year, one per term.

How does the PYP work?

The PYP is a curriculum designed for students (ages 3-12). Its main purpose is to develop the attributes and traits as identified in the **IB learner profile** – developing international mindedness, and broad personal skills. Students are encouraged to develop the learner profile through all experiences at school such as whole class, group and independent activities; and social interaction at school extending into every subject and content.

Attributes of the IB Learner Profile:

- **Inquirers** - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love for learning throughout life.
- **Knowledgeable** - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **Thinkers** - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Communicators** - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **Principled** - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our own actions and their consequences.
- **Open-minded** - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

- Caring - We show empathy, compassion and respect. We have a commitment to service, and act to make a positive difference to the lives of others and in the world around us.
- Risk-takers - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- Balanced - We understand the importance of balancing different aspects of our lives- intellectual, physical, and emotional- to achieve well-being for ourselves and others. We recognize the interdependence with other people and with the world in which we live.
- Reflective - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The Units of Inquiry are centred around six **transdisciplinary themes**:

1. Who We Are

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

2. Where We Are In Time and Place

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

3. How We Express Ourselves

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

4. How the World Works

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

5. How We Organise Ourselves

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

6. Sharing the Planet

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

PRIMARY SINGLE SUBJECTS

WISE - Year 5 students have a variety of single subjects which are taught by teachers who have expertise in these subjects. The single subjects are integral to teaching and learning and development of the student in the PYP. In Primary School these are the single subject that are offered:

- Visual Arts (Prep - Y5)
 - Music (Prep - Y5)
 - Personal Social, Physical Education (PSPE)
 - Information Communication Technology (ICT)
 - Library
 - Mandarin (Year 2-5)
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HOMEWORK IN PRIMARY SCHOOL

Homework at WIS aims to develop students who are knowledgeable, reflective, inquirers, thinkers and balanced.

Purpose of homework:

- make connections
- develop time management and organisational skills
- opportunity to practise at their level
- consolidate learning
- develop lifelong learning and natural inquiry
- strengthen open communication between parents and students

Rationale:

The school recognises the following points as being important reasons for homework:

- to support students to strengthen their application of important aspects of their learning
- to review what has been taught and extend learning
- to develop skills and knowledge that reinforce positive study skills and work habits
- to develop independent learning
- to foster a link between home and school and parent and student
- to provide feedback about student's learning progress and attitude

Homework should:

- inform parents and students of expectations surrounding homework
- be stimulating but not too complex
- have a clear goal, be well explained and clearly understood
- be clear whether it is for independent learning or needs parental support
- be reviewed in a timely manner so the student receives relevant feedback
- be done while it is still fresh in a student's mind
- be differentiated to cater for individual needs

Homework Time Guidelines

The WISE Center	Occasional homework
Prep	10-15 mins/night

Year 1	10-15 mins/night
Year 2	10-30 mins/night
Year 3	20-30 mins/night
Year 4	20-30 mins/night
Year 5	20-30 mins/night
Single Subjects Music, ICT, PSPE, Art, Library, Mandarin	On occasion, homework will be set by single subjects as part of students' weekly homework.

Home reading programme

Most students take part in a home reading programme. Each class has a selection of books for students to read. Some students are able to select their own books and keep a record of the books they read. The teacher may select books for students who are reluctant readers or those who require a sequential selection.

Mathematics

It is likely that students will engage in problem solving activities, as well as revision. Authentic experiential learning at home should be encouraged.

Spelling

Spelling words may be sent home each week. The list may contain words with a common phonic element, words most commonly misspelt, unit of inquiry words, or extra words for students with advanced skills. Students are encouraged to use a variety of methods to identify spelling patterns and study their words at home.

Units of Inquiry

Students may be asked to engage in simple research for their units of inquiry. Parents are encouraged to discuss the research areas, and help children find out for themselves, but not give immediate answers to questions.

ASSESSMENT IN PRIMARY SCHOOL

Assessment is integral to all teaching and learning. It is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning. The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process. Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning. Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning. Learning goals and success criteria are co-constructed and clearly communicated. Both learning outcomes and the learning process are assessed. Assessment

design is both backward and forward looking. It is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.

How do we discover what students have learned?

Student learning is promoted through planning and refining the teaching and learning process to meet individual or group needs. Assessing students' prior knowledge and experience as well as monitoring their achievements during the teaching period will enable teachers to plan and refine their teaching accordingly. A well-designed learning experience will provide data on a student's knowledge, skills and conceptual understanding and is subsequently a vehicle for summative or formative assessment.

- **Formative assessment** provides information that is used to plan the next stage in learning. It is interwoven with learning and it helps teachers and students to find out what the students already know and can do. Formative assessment aims to promote learning by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in reflection, to develop the capacity for self-assessment and to recognise the criteria for success. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in understanding.
- **Summative assessment** aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and improves students' learning and the teaching process; it measures understanding of the central idea and prompts students towards action.
- **Portfolios are a representation** of student learning samples that have been built through the year and provide a picture of the student's development over time. They are a collection of children's work, designed to demonstrate success, growth, higher order thinking, creativity, assessment strategies and reflection. Portfolios will:
 - Include a range of student work samples from across all subject areas
 - Include formal and informal assessment, self and peer assessments
 - Be reflective of student thinking
 - Be used as a tool for reporting purposes and looking at improvements that have been made in student's learning and strategies.
 - Be used and discussed during the three way and learning journey conferences

REPORTING PERIODS

Term 1: Three-way conferences between Parent/Teacher/Student

Term 2: Written Report

Term 3: Student Led Learning Journeys

Term 4: Written Report

Term 1 – Three way conferences between Parent/Teacher/Student

Three ways conferences are carried out towards the end of Term 1. Students are at the forefront supported by parents and teachers. Parents make an appointment for a 10 -15 minute interview. Letters to organise these will go out in an advance timeframe for scheduling purposes

Important points to remember about 3-way conferences:

- They provide a picture of how well the child has settled into school.
- They are an opportunity to look at some learning samples.

- They are a vehicle for parents to develop understanding of their child’s learning environment.
- They are intended to be a positive experience and to create a strong relationship between home and school.
- Students are encouraged to direct the process, with parents and teachers supporting, as necessary.
- They provide an opportunity for particular concerns to be uncovered. If necessary, set up another interview time to discuss the concern.
- All involved share strengths and interests that the student has, and form goals that the student can work towards.
- They are intended to encourage parents to be active participants in their child’s learning.

Term 2 and Term 4 - Written Report

Written reports go out during the last week of Terms 2 and 4. Their purpose is to:

- Provide a holistic overview of the student including; mindsets, approaches to learning, effort and achievement.
- Recognise the teachers’ in-depth understanding of each student as a unique learner and person.
- Connect the learning of each child to year level norms.

Term 3 - Student-led Learning Journey Conferences

Learning Journeys take place during the last week of term 3 and are an opportunity for students to lead their parents/guardians through learning that has occurred during the year.

- A letter will go out with adequate advance notice to book a suitable time.
- Up to 5 children may lead a conference in a classroom at the same time.
- Students will have a range of self selected learning samples or demonstrations to share, through a portfolio that is a collection of self and teacher selected work examples, and by using classroom equipment. Note: the portfolio demonstrates learning over time and is not a collection of “best work.”
- Students and parents will complete a written reflection or draw a picture of the experience (depending on skill level).

THE PYP EXHIBITION

The PYP exhibition takes place in Year 5. Through the PYP exhibition, students demonstrate their understanding of an issue or opportunity they have chosen to explore, within agreed guidelines. They undertake their investigation both individually and with their peers, together with the guidance of teachers and mentors. During the exhibition process, students demonstrate their ability to take responsibility for their learning, and their capacity to take action. They are actively engaged in planning, presenting and assessing their learning throughout.

The exhibition is a powerful demonstration of student agency, as well as the agency of the community that has nurtured them through their years in the PYP. The learning community participates in the exhibition, supporting and celebrating the development of internationally minded students who make a positive difference in their lives and the lives of others.

In summary:

- The exhibition is the culminating, collaborative experience in the final year of the PYP.
- The exhibition is an authentic process for students to explore, document and share their understanding of an issue or opportunity of personal significance.
- All exhibitions are student-initiated, designed and collaborative.

- The degree to which students are engaged with planning and implementing their exhibition depends on the students and schools' experience with the PYP.
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THE ROLE OF PARENTS IN PRIMARY

Parents are encouraged to:

- Model a positive attitude towards learning and growth; academically, personally and socially
- Support where and when needed, from an early age
- Promote independence
- Provide a quiet place with a suitable work surface, free from distractions, for study at home
- Guide children to organise themselves for school (books and materials ready)
- Monitor good presentation and neatness.
- Discuss school happenings with their children
- Contact child's teacher if there are problems regarding your child's homework
- Read to and with your child

INFORMING PARENTS

Parents should be informed when:

- Learning is being modified to meet the needs of a student who needs extra support
 - A new unit of inquiry begins, also advising of the learning that will be taking place
 - A student consistently falls behind expectations, either academically or behaviorally
 - A field trip is planned
 - Students are involved in an extramural event, e.g. a charitable cause
 - There are changes to schedules
 - There are upcoming school events
-

LIBRARY

Classes from WISE - Year 5 attend two library sessions per week, during which students learn about library features and processes, and sign out books to take home. Students are expected to take good care of the library books and to bring a separate cloth bag in which to carry them to and from school. Library bags can be purchased from school if necessary. Books are checked out for two weeks, but may be re-checked out if they have not finished with them. The school librarians teach students how to use the library and to respect the books and materials. Library bags are available for purchase from the library. The library is open from 8:00am until 3:30pm on school days. Parents are welcome to visit the library before and after school to select further books.

MIDDLE SCHOOL CURRICULUM

CAMBRIDGE LOWER SECONDARY

Students in Years 6, 7 and 8 follow a broad and balanced curriculum that includes:

- English
- Mathematics
- Science
- SOSE
- STEAM
- Information Communication Technology (ICT)
- Physical Education (PE)
- Music
- Drama
- Art and Design
- Personal Development
- Service as Action/Life Skills

HOMEROOM GROUPS

Students are placed in a homeroom group that is overseen by a homeroom teacher. They meet twice every day for morning and afternoon registration and also for personal development and advisory lessons. Homeroom teachers are the first point of contact for students experiencing difficulties. Students are taught in their homeroom groups for most of the school day and are identified as classes, either A or B depending on the number of students in a year level. When there is Class A and Class B, the groups are arranged with consideration of gender, nationality and ability, in order to ensure as wide a mix of students as possible.

ASSESSMENT IN MIDDLE SCHOOL

At Woodford International School we believe that assessment is integral to planning, teaching and learning. It is an on-going process which brings forth the evidence of achievement, as well as provides timely feedback to students. Assessments facilitate teachers to identify individual student's strengths and areas of concern in relation to the curriculum outcomes and reflect on their teaching and learning strategies as well. The focus of assessment practices is also gathering and analysing information as well as catering to the individual learning needs and requirements. At Woodford International School, teachers and students collaborate to design the task as well as the tools for assessment. The ways in which the students' work is marked varies from subject to subject.

Assessment is both formative and summative.

- **Formative assessment** provides information that is used to plan the next stage in learning. It is interwoven within the learning experiences, and helps teachers and students to find out what the students already know and can do. Evaluation is aimed at identifying the learning needs of students and forming part of the learning process itself. Formative assessments take place throughout a course of study. The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching, and by students to improve their learning. More specifically, formative assessments:
 - Help students identify their strengths and weaknesses, and target areas that need work
 - Help faculty recognize where students are struggling, and to address problems immediately

Examples of formative assessments include asking students to:

- Draw a concept map in class to represent their understanding of a topic
- Submit one or two sentences identifying the main point of a lecture
- Turn in a research proposal for early feedback
- Create a plan outlining change

A teacher may choose to assess the formative assessments based on Cambridge Secondary 1 Objectives or they may give verbal or written feedback to the students. There is a large range of formative assessment methods available.

- **Summative assessment** aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously. It informs and improves students' learning and the teaching process.

Summative assessments usually involve higher order thinking skills and engage students in demonstrating their understanding. The summative task is generally open-ended, and presents opportunities for students to communicate an original response. The response could be in many forms such as presentations, an essay, a diagram or a solution to a problem. Summative tasks will always be assessed based on subject objectives/criteria. Some of the examples of summative tasks are:

- Compositions – musical, physical, artistic
- Creation of solutions or products in response to problems.
- Essays or examinations
- Questionnaires
- Investigations
- Research
- Performances
- Presentations (oral or written)

Assessment Weight (%)

All assessments will be weighted as follows for each respective subject, each semester:

Semester one (1) – Term 1 and 2 AND Semester two (2) – Term 3 and 4

Subject	Internal Coursework (%)	Internal Examinations (%)	Total Semester (%)
English	60	40	100
Mathematics	60	40	100
Science	60	40	100
SOSE	60	40	100
ICT	60	40	100
Music	100	—	100
Art & Design	100	—	100
PE	100	—	100

* Internal coursework means – Assessments done within a semester, formative and summative.

* Internal examination means – Written exams that will be done at the end of a semester, summative.

HOMEWORK

Homework is an integral part of the curriculum and students are expected to complete their tasks by the specified date and to the best of their ability. A homework schedule is in place for all students in Years 6, 7 and 8 to help students organise their time more easily.

Students record the homework set in their school diary. Experience has shown that students respond well to parental interest in their work and we encourage parents to monitor their child's homework habits and take an interest in what is being studied at school. Subject teachers will contact parents if a child is not meeting homework expectations.

REPORTING PERIODS

Terms 1 and 3: Three-way Conference

Terms 2 and 4: Written Report

Terms 1 and 3 - Three-way Conference

Three-way conferences actively involve parents, students and teachers in reflecting on student achievement, discussing work samples and setting future targets. Three-way conferences acknowledge the most important participants in the learning process (student, teacher and parent). The student leads the three-way conference. He or she is actively involved in the discussion about their performance. They provide information to clarify what they have learnt, how they learnt it and what challenges they faced.

Three-way conferences provide a student voice to discussions about performance and targets. They place the student at the heart of the assessment and reporting process and they strengthen the home-school partnership, allowing the child to see their parents and teacher interact with them. Students and their parents meet with the selected subject teacher. The student will begin by discussing their "reflection sheet" which has been completed prior to the conference. The student may present work samples to highlight strengths and areas for future development. The teacher acts as facilitator, guiding the student through the process. Throughout the conference, parents and the teacher are encouraged to ask questions, provide feedback and encouragement to the student and to share their thoughts and ideas on what is being presented and on what goals or targets they think are appropriate.

Terms 2 and 4 - Written Report

Written reports are produced at the end of Terms 2 and 4. Subject teachers summarise the academic achievements and attitudinal levels against age appropriate outcomes for each student. The homeroom teacher will also complete a pastoral comment.

HIGH SCHOOL CURRICULUM

CAMBRIDGE INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE)

Cambridge IGCSE curriculum offers a variety of routes for learners with a wide range of abilities. It develops learner knowledge, understanding and skills in:

- Subject content
- Applying knowledge and understanding to new as well as familiar situations
- Intellectual enquiry
- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes
- Cultural awareness

SUBJECTS

IGCSE subjects are organised into five learning groups.

- Group I: Language (English)
- Group II: Humanities and Social Sciences (Geography, History, and Economics)
- Group III: Sciences (Biology, Chemistry, and Physics)
- Group IV: Mathematics
- Group V: Creative, Technical, and Vocational (ICT)

SYLLABUSES

The Cambridge syllabuses support schools by using **learner-centred** and **inquiry-based approaches** to learning. They describe the knowledge; understanding and skills learners will develop and explain how these will be assessed. The syllabuses are **international in outlook**, but **retain a local relevance**. They have been created specifically for an international student body with content to suit a wide variety of schools and avoid cultural bias.

ASSESSMENT

Formative assessment is used throughout the two-year programme. Summative assessment takes place at the end of the two-year course (October and November) and gives options to suit learners, including written, oral, coursework and practical assessment. This broadens opportunities for students to demonstrate their learning, particularly when their first language is not English. With a tiered structure in many subjects for different ability levels, learners of all abilities are assessed positively and bright individuals have the chance to excel. Grades are benchmarked using eight internationally recognised grades (A* - G), which have clear guidelines to explain the standard of achievement.

ASSESSMENT WEIGHT (%) FOR INTERNAL WIS

All assessments will be weighted as follows for each respective subject, each semester:

Semester one (1) – Term 1 and 2 AND Semester two (2) – Term 3 and 4

Subject	Internal Coursework (%)	Internal Examinations (%)	Total Semester (%)
English	60	40	100
Mathematics	60	40	100
Biology	60	40	100
Physics	60	40	100
Chemistry	60	40	100

Geography	60	40	100
History	60	40	100
Economics	60	40	100
ICT	60	40	100

* *Internal coursework: Assessments done within a semester, formative and summative.*

* *Internal examination: Written exams that will be done at the end of a semester, summative.*

CAMBRIDGE ADVANCED LEVEL (A LEVEL)

Woodford offers the Cambridge Advanced curriculum. The syllabuses prepare learners for university study, which is why universities worldwide value and recognise Cambridge International AS & A Level qualifications.

Cambridge International AS & A Level develops learners' knowledge, understanding and skills in:

- In-depth subject content
- Independent thinking
- Applying knowledge and understanding to new as well as familiar situations
- Handling and evaluating different types of information source
- Thinking logically and presenting ordered and coherent arguments
- Making judgements, recommendations and decisions
- Presenting reasoned explanations, understanding implications and communicating them logically and clearly
- Working and communicating in English

Cambridge International A Level is typically a two-year course, and Cambridge International AS Level is typically one year. Some subjects can be started as a Cambridge International AS Level and extended to a Cambridge International A Level.

Assessment options

Learners can choose from a range of assessment options to gain Cambridge International AS & A Level qualifications:

- Take the Cambridge International AS Level only. The syllabus content is half a Cambridge International A Level.
- Take a 'staged' assessment route – take the Cambridge International AS Level in one examination series and complete the final Cambridge International A Level at a subsequent series. AS Level marks can be carried forward to a full A Level twice within a 13 month period.*
- Take all papers of the Cambridge International A Level course in the same examination session, usually at the end of the course.

Woodford holds the Cambridge International AS & A Level examination series once a year, in November. Results are issued in January.

Recognition

Learners who have attained the required standard can use Cambridge International AS & A Levels to gain places at leading universities worldwide including the UK, Ireland, USA, Canada, Australia, New Zealand, India, Singapore, Egypt, Jordan, South Africa, the Netherlands, Germany and Spain.

SOLOMON ISLANDS NATIONAL FORM 6 SCHOOL CERTIFICATE (SINF6)

The Solomon Islands National Form 6 School Certificate (SINF6) was introduced at Woodford in the last few years. This qualification was formerly known as the Pacific Senior School Certificate (PSSC). Students study a total of five subjects three of which, English, Mathematics and ICT, are compulsory. Students have the choice of following an Arts or Science stream for the other two subjects. Exams take place at the end of October and the top four subject scores are used.

GRADUATION REQUIREMENTS

Attendance

Students must maintain at least 85% attendance of days enrolled for each year as a requirement for graduation.

Required Credits

To earn a diploma from Woodford International School, a student normally attends high school for four years and must earn passing grades in a minimum of 20 units, which must be distributed as follows, with varied selections for many at specific year levels:

Minimum of 3 English Units

- In Year 9 students must take IGCSE Cambridge International English.
- In Year 10 students must take IGCSE Cambridge International English.
- In Year 11 students must choose SINF6SC English, AS Cambridge International General Paper, or AS Cambridge International Language and Literature

Higher Level Options:

- In Year 12 students have the option to take A-Level Cambridge International Language and Literature.

Minimum of 3 Mathematics Units

- In Year 9 students must take IGCSE Cambridge International Mathematics.
- In Year 10 students must take IGCSE Cambridge International Mathematics.
- In Year 11 students must choose SINF6SC Mathematics or AS Cambridge International Mathematics.

Higher Level Options:

- In Year 12 students have the option to take A-Level Cambridge International Mathematics.

Minimum of 2 Science Units

- In Year 9 students must take IGCSE Cambridge International Biology (two-year course), and have the option to take an additional science of IGCSE Cambridge International Chemistry, or IGCSE Cambridge International Physics.
- In Year 10 students must take IGCSE Cambridge International Biology (second of two-year course) and have the option to complete the second year of additional science from Year 9 of IGCSE Cambridge International Chemistry, or IGCSE Cambridge International Physics.

Higher Level Options:

- In Year 11 students have the options of SINF6SC Chemistry, SINF6SC Physics, SINF6SC Biology, AS Cambridge International Chemistry, AS Cambridge International Physics, and AS Cambridge International Biology.

- In Year 12 students have the option to complete the second year of their A-Level Cambridge International Chemistry, A-Level Cambridge International Physics, and A-Level Cambridge International Biology.

Minimum of 2 Humanities Units

- In Year 9 students must take IGCSE Cambridge International Geography (two-year course), and have the option to take an additional Humanities of IGCSE Cambridge International History, or IGCSE Cambridge International Economics.
- In Year 10 students must take IGCSE Cambridge International Geography (second of two-year course), and have the option to complete the second year of additional Humanities from Year 9 of IGCSE Cambridge International History, or IGCSE Cambridge International Economics.

Higher Level Options:

- In Year 11 students have the options of SINF6SC Geography, SINF6SC History, SINF6SC Economics, AS Cambridge International Geography, AS Cambridge International History, and AS Cambridge Economics.
- In Year 12 students have the option to complete the second year of their A-Level Cambridge International Geography, A-Level Cambridge International History, and A-Level Cambridge International Economics.

Minimum of 2 Physical Education Units

- In Year 9 students must take Physical Education.
- In Year 10 students must take Physical Education.

Minimum of 2 Technology Units

- In Year 9 students must take IGCSE Cambridge International ICT (two-year course) and have the option to take an additional course in Robotics.
- In Year 10 students must take IGCSE Cambridge International ICT (second of two-year course) and have the option to take an additional course in Robotics.

Higher Level Options:

- In Year 11 students have the option to take AS Cambridge International ICT or Robotics
- In Year 12 students have the option to complete the second year of their A-Level Cambridge International ICT or Robotics

Minimum of 6 Higher Level Units

- In Years 11 and 12 students have more choices in their coursework and must complete a minimum of six units in higher level courses across their last two years of secondary education. These can be found in the “higher level options” section of each subject and can be in various contents such as Economics, Chemistry, Physics, Geography, Mathematics, English, or ICT. (Ex: Physics year 11 would be one unit and Physics 12 would be a second unit).

WOODFORD EDUCATIONAL SUPPORT TEAM (WEST)

The Woodford Educational Support Team (WEST) is an integral part of the Woodford education programme. The WEST currently comprises of; a Special Educational Needs (SEN) Coordinator, an English as a Second Language (ESL) teacher, and a Teacher Assistant. We also have a volunteer who comes in one day a week who has expertise in psychology.

The WEST partners with parents, community, students and other educators to assist in creating an educational environment conducive to academic, personal, social and emotional growth of all students. WEST members are involved in implementing programmes that support the Woodford Mission to provide a dynamic learning environment through an internationally recognised curriculum that encourages and fosters the intellectual, social and physical development of our students.

DAILY PROCEDURES AND INFORMATION

OFFICE HOURS

The main office is open from 8:00 am until 4:30 pm. Teachers and assistants are expected to be at school by 8:00am.

DAILY SCHEDULE

- **The WISE Centre (Early-Childhood)** 8:20 am – 1:00 pm or 8:20 am- 3:00 pm
- **Prep - Year 12:** 8:20 am – 3:00 pm

Whole School Time Table Monday - Friday

PERIOD	TIME
Homeroom	8:20 am – 8:30 am
Lesson 1	8:30 am – 9:10 am
Lesson 2	9:10 am – 9:50 am
Recess 9:50 am – 10:10 am	
Lesson 3	10:10 am – 10:50 am
Lesson 4	10:50 am – 11:30 am
Lesson 5	11:30 am – 12:10 pm
Lesson 6	12:10 pm – 12:50 pm
Lunch 12:50 pm – 1:30 pm	
Homeroom	1:30 pm – 1:40 pm
Lesson 7	1:40 pm – 2:20 pm
Lesson 8	2:20 pm – 3:00 pm
Extra-Curricular Activities (ECAs)	3:10 pm – 4:00 pm

School starts promptly at 8:20 am. It is essential that all students are organised and ready to start their school day at this time. Students are expected to be in the classroom for the 8:20 am start. Late arrivals and disorganisation cause disruption at the start of the day and cut into learning time.

ATTENDANCE

Regular and punctual attendance at school is imperative for educational success. This is an area of school life that we monitor closely and are required to report on. Woodford International School is committed to the implementation of a student attendance policy that prohibits discrimination and encourages regular attendance. Students from Kindy to Year 12 must attend 80% of the days each semester. All absences from school for any amount of time require you to notify the school. There are three ways to communicate this absence:

1. Phone the main office 30186
2. Email the administration at communication@wis.edu.sb
3. Write a note and deliver it to the main office or homeroom teacher

When contacting the school please include name, year level, length of absence, reason for absence and parent or guardian's contact details should we need to follow up. Any absence for longer than two weeks will require a doctor's note or approval from the Head of School.

Parents/guardians are required to inform the school in writing about extended periods of leave. Where possible, please try to avoid making appointments for your child during the school day. It is also strongly encouraged that family vacations are taken during school vacation periods as excessive absenteeism causes disruption to the delivery of our academic programs and may disadvantage learning success. Regular and on-time attendance is expected from all students across divisions.

DROP-OFF AND PICK-UP PROCEDURES

Every student's safety is important to us. We need your help to keep the school and everyone safe. It remains our highest priority to ensure that students enter and exit the school grounds in a safe and organised way. We ask everyone to correctly follow our pick-up and drop-off procedures. Failure to do so creates chaos, frustration and unsafe conditions. Each student should discuss with their parents where they will be dropped-off and picked up from. Thank you for your cooperation in keeping Woodford safe.

Drop - off

Parking is limited on the school grounds. The school has three entrances that can be used during drop-off and pick-up. These entrances are:

- The entrance on Kukum Highway. This is a good "Kiss and Go" area for parents who do not have to walk their children to their classroom. There is a covered walkway, so children don't get wet when it rains. There is a security guard on duty from 7:40- 8:20 am.
- The entrance at Vura Road. This entrance can be used for parents who walk their children into school. There is parking available. It can also be used as "Kiss and Go" area. There is a security guard on duty from 7:30 – 9:00 am.
- The main entrance. This entrance can be used for parents who walk their children into school. There is limited parking available. This entrance can also be used for "Kiss and Go".

Parents who use this entrance for "Kiss and Go" need to stop on the left hand side of the driveway next to the little field in the secondary school. Leave enough space so cars can go past.

Pick - up

Teachers or teaching assistants will take all students in WISE - Year 5 to "the happy place" after school. Students who catch a bus can walk from there to their pick-up area.

Parents who pick their child up from their classroom after school can do so, as long as they are there at 3:00 pm. Teachers who run an ECA will pick up the students who have signed up for their activity (ECA) (week 2-8).

Playing on playground equipment located on the field, early childhood area or happy place is not allowed before or after school, unless supervised by an adult. Secondary students, who do not catch a bus, wait in the secondary school area or at the picnic tables next to the field.

The pick-up procedure is very much like the drop-off procedure. Parents are encouraged to

organise with their child which area they will pick their child up from.

- Children can wait at the entrance on Kukum Highway. There is a security guard on duty from 3:00 – 4:00 pm.
- Children can wait at the Vura entrance. There is a security guard on duty from 3:00 – 4:00 pm.
- Children can wait in the hall area or “happy place” (week 2-8) where parents can collect them.

There is after school supervision from 3:00 – 4:00 pm. Students must leave campus straight after school or after their extra curricular activity (week 2-8). If not in an ECA, students must depart at 3:00pm, while those in an ECA depart at 4:00pm. **After 4:00 pm there is NO supervision.**

ASSEMBLIES

School assemblies are held on Fridays. Primary assemblies are at 8:30 am and secondary assemblies are at 2:20 pm. Students must attend and be on time. Each week a class, single subject area, or a special event committee offers a presentation. This may be in the form of a song, poetry reading, play, skit, dance or a presentation on a class activity. After the performance, a member of the leadership team will present the merit certificates. Announcements are also given for up-coming events and important issues.

MERIT SYSTEM

All merits are awarded by a teacher and are put in a booklet or in a diary. For each level the students need to earn 25 stickers. These stickers can be earned in a variety of ways and are linked to the school’s values, the PYP learner profile attributes and attitudes. Once a student has earned 25 stickers they will be awarded a merit certificate, which will be presented during the assembly on Friday. Parents will be notified via email about this achievement and are encouraged to attend the assembly.

There are five levels of achievement to receive a merit award. They are:

- Bronze
 - Silver
 - Gold
 - Platinum
 - Diamond
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HOUSES

Each student is assigned to one of the four school houses which are all named after rivers on Guadalcanal: Mataniko (red), Poha (green), Lunga (yellow) and Tenaru (blue). Students need a t-shirt in their house colour which they will wear during physical education classes and other house activities. The houses form the basis for many of the events and activities that take place in the school.

At the beginning of the year, each team chooses a male and a female house captain from the secondary school, as well as a male and female vice-captain from the primary school (with the approval of teachers). House captains, with support from house leaders and teachers, are responsible for the participation of their team in the various activities. They may also be responsible for assisting in organising house events.

TUCK SHOP

The school has a tuck shop on campus from which students are able to order food and drinks. The tuck shop menu is emailed to parents and is available from the main office or on our website. Students place their order with the classroom teacher during the first homeroom period. As a school, we promote healthy food. Students are NOT allowed to bring soft drinks to school. Water is available from our water fountains or around campus in the 20L jugs.

RULES AND BEHAVIOUR

***Woodford is committed to a non-threatening school environment. Corporal punishment of any kind and the threat of corporal punishments of any kind are expressly forbidden.*

SMOKE, ALCOHOL AND BETEL NUT FREE ZONE

Woodford International School is a smoke, alcohol and betel nut free campus. Smoking, consumption of alcohol and chewing of betel nut will not be tolerated when on school grounds.

BEHAVIOUR POLICY

Monitoring and redirecting student behaviour is aligned with the values of responsibility and personal growth outlined in the WIS Core Values. Students are expected to follow these expectations in support of a positive school climate.

We believe that students are individuals and are responsible for their choices and actions. We also believe that students learn from their choices, and consequences are a way for students to reflect on their behaviour. In order to support students to make positive choices, teachers provide redirection to help students learn and reflect. Furthermore, restorative approaches are often used to address incidents effectively and are developmentally appropriate. Parental support and ongoing communication between the school and home essentially reinforce students' positive behaviour choices.

Staff strive to support students to "live" these expectations during the school day and in their daily life. To this end, individual student behaviour is redirected mainly by teachers in the classroom setting. Recurring or severe behaviour is referred to administration for appropriate consequences which may include detention, suspension, expulsion, or affect re-enrollment.

Our behaviour expectations extend to all WIS events, both on campus and when travelling. In addition, groups may have their own set of consequences for violations of behaviour expectations.

CODE OF CONDUCT

The following rules are the most important ones at WIS. These rules are to be followed at all times on campus or when involved in a WIS activity.

- We expect all students to be honourable. Therefore, lying, cheating, and stealing of any kind will not be allowed.
- Students will show respect for all people. Physical and verbal abuse will not be allowed.
- Students will show respect for property; their own, the property of others, and the school's.

- Students will behave with regard to their own safety and the safety of others.
 - Students will show respect for the culture and customs of the host country and will abide by all laws in the Solomon Islands.
 - We expect that students will not possess, consume, or use substances which are illegal or which are harmful to their bodies. Specifically, these substances include illegal drugs, prescription drugs when used abusively, inhalants, alcohol, and tobacco.
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HARASSMENT AND BULLYING

At Woodford International School, it is expected that all community members will be free to learn, teach and work in a safe, secure and non-threatening environment based on mutual trust and respect. This includes respect for personal feelings, the traditions and customs of religions and cultures, nationality and gender. Each member of the WIS community is expected to be responsible for his/her own behaviour, to exercise self-discipline and to refrain from behaviour which interferes with other members' right to learn and work in a safe and healthy environment.

WIS COMMUNITY: Any person who is involved with or has a relationship with WIS. The community includes, but is not limited to students, faculty, support staff, parents, alumni, coaches, guests and volunteers.

HARASSMENT: Is any behaviour or comment that is known, or should be known, to be inappropriate, unwanted, demeaning or cruel that makes the target feel uncomfortable, embarrassed, threatened or humiliated. It can include negative comments or messages (written or via digital communication), putdowns, sexual references, gestures, name calling, humiliation, mean tricks or any action/communication that are interpreted in a negative manner. Harassment is sometimes a single act, but more often is composed of repeated acts performed over time.

BULLYING: Is a form of harassment that is characterised by repeated and escalating incidence of purposeful and hurtful actions, either direct or indirect that negatively impacts a target (formerly known as a victim) by physical harm or psychological distress. Targets live with fear and anxiety, not knowing when or how serious the next 'attack' will be. Bullying is a distinct form of aggressive behaviour where the "bully" is perceived to have more power than the target. Bullying may be physical, verbal, social, sexual, gender, or cyber/digital Communication-based.

There are roles individuals play in harassment and bullying: aggressor, target, bystander and ally. All of these individuals have a responsibility and are accountable for their decisions.

EXCUSE OF A JOKE; DIDN'T MEAN TO: Those who harass or bully often claim that their actions were 'a joke' or that they did not mean to 'hurt or offend'. Unfortunately, these intentions do not take away the reality of the consequence they created for the target. Everyone involved must view a situation as funny before it classifies as a joke and students are expected to be socially and emotionally mature enough to gauge this accurately.

CONSEQUENCES: Any form of harassment or bullying will not be tolerated at WIS. Any such incident should be reported to a teacher, principal, head of school, or appropriate staff member. Administrators are responsible for taking action, investigating, responding and communicating to all parties.

Students who are found to be guilty of harassment or bullying will be subject to appropriate disciplinary action depending on the circumstances of the case. Serious cases and/or

repetitive cases could put their ability to re-enroll or continue at WIS in jeopardy.

In addition, WIS will try to offer proactive support to those directly involved with possible referral for counselling to a private provider, mediation, assertiveness training and/or restorative justice. If appropriate, a re-entry plan will be provided for any and all parties. WIS will not tolerate any individual (employee, parent, student, community member) retaliating against reporters or investigators. Any individual(s) found to have engaged in retaliatory conduct will be subject to disciplinary action.

CONSEQUENCES OUTLINED

TEACHER REDIRECTION

A teacher meets with a student to assist in identifying undesired behaviour, remind the student of expectations, and reach agreement about more positive behaviour expectations for the future. It is expected that most student behaviour infractions will be resolved in this manner. Teacher redirections can occur during lunch or at any time appropriate with the teacher, where detentions occur after school at a designated time with a designated teacher.

WRITTEN NOTICE

A formal written notice regarding an unacceptable behaviour that has not been resolved through teacher redirection. The teacher informs the student of the infraction and issues a written notice to the student. This is a formal documentation of the undesired behaviour. Both the student and his or her parents are notified via email from the issuing teacher. Students who accumulate subsequent notices will be referred to the respective principal.

SUSPENSION (IN-SCHOOL OR OUT OF SCHOOL)

A suspension is for behaviour that is deemed serious, disruptive, unsafe or for behaviour that has been addressed previously and not corrected. It is a redirection reminder to the student for a behavioural change. The type and length of suspension will be determined by administration based on the circumstances of the incident(s) and the student's willingness and ability to make restitution. It is the student's responsibility to make up any tests, quizzes, or work missed during the time of suspension. The student and the parents will be informed of the length of the suspension by phone call or meeting at school. The student is not allowed to participate in school activities during the days and evenings of the suspension. This includes after school and evening activities.

BEHAVIOR PROBATION

A student will be placed on behaviour probation if the student is frequently in violation of school rules and regulations or if the severity of the student behaviour warrants further attention, but not to the degree of expulsion. The student will reflect on his or her behaviour and identify goals for improving behaviour, highlighting how the student will take corrective action. These goals will be reviewed and signed by the student, administration, and the parent. The administration will decide the length of the probation on a case-by-case basis. Students placed on behaviour probation are normally prohibited from participating in co-curricular activities and their behaviour reviewed regularly before participating in events. If the student's behaviour continues to be a problem during the probationary period, the student will be referred to the Head of School. The parents and students will be informed of this in writing and with a conference.

REFERRAL TO HEAD OF SCHOOL

Referral to The Head of School will be enacted after other means of motivation, intervention and correction have failed and/or attendant circumstances of crime, scandal, morality or disruption necessitates additional disciplinary action. The student and his or her parent will appear at a

meeting with the Head of School to discuss the history of behaviour incidents and plan for behaviour improvement or re-enrollment.

RESTORATIVE APPROACHES

We believe restorative approaches are the best way to address behaviour incidents. Restorative approaches have been proven as an effective alternative to punitive responses to wrongdoing and are the developmentally appropriate response in a middle school environment. Employing a restorative approach brings together persons harmed with persons responsible for harm in a safe and respectful space, promoting dialogue, accountability, and a stronger sense of community. Restorative approaches offer a more sustainable, equitable, and respectful alternative to dealing with misbehaviour, from minor infractions to more serious offences. It can also be used as a proactive strategy to create a culture of connectivity and care where all members of the school community can thrive.

BEHAVIOUR MANAGEMENT

Woodford International School has at the heart of its behaviour code, a culture of positive respect for making good choices and behaving in an appropriate manner. The mechanism deployed for achieving and maintaining this requires a school wide combination of proactive behaviour management based on assertive discipline.

Definition:

- Assertive discipline is the clear, firm communication of rules and expectations. It involves modelling and reinforcement through logical consequences and positive reinforcement of appropriate behaviour.

Rationale:

- Assertive Discipline recognizes the right of teachers to teach, and the right of students to learn in an environment where students are empowered to choose responsible behaviour and show respect for the rights of themselves and others.

Aims:

- To reinforce, within the school community, what appropriate behaviour is, and clearly define the limits of acceptable and unacceptable behaviour.
 - To ensure that everyone within the school community has a common understanding of the school rules and the consequences of choosing to behave in an unacceptable manner.
 - To ensure that staff act as appropriate role models for students.
 - To develop a consistent staff approach in the management of classroom and playground issues using an assertive response style: clearly, confidently and consistently stating expectations to students and backing up words with actions.
 - To set positive expectations of student behaviour and teach students to manage and take responsibility for their own behaviour.
 - To increase student self-esteem through meaningful positive recognition and a positive classroom environment.
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IMPLEMENTATION

- Parents, teachers and students will be aware of their child's class essential agreement which includes the expectations, rewards and consequences.
- Teachers display and implement the essential agreement and refer to it regularly with students.
- Teachers outline the positive recognition that students receive for following the essential

agreement, displaying learner profiles, PYP attitudes, and making appropriate choices of behaviour.

- Staff explain the hierarchy of consequences and discuss student behaviour as a choice.
 - Staff use non-verbal reinforcement and verbal praise for appropriate student behaviour.
 - Staff practise the use of assertive language in providing limits and in the management of behavioural issues.
 - Staff use proactive strategies such as physical proximity, scanning, the 'LOOK', using the student's name, cueing etc, prior to a warning being given.
 - Staff seek the assistance of colleagues and administration for proactive assistance with potential behavioural issues.
 - Staff will notify parents of concerns in regard to student behaviour.
 - Staff may 'drop-down' to more serious consequences if deemed appropriate.
 - Staff implement a modified proactive management system for serious or repeated behavioural issues.
 - Students displaying serious or continued unacceptable behaviour will be offered counselling and support and parents will be notified.
 - If all preventive and intervention strategies have not been successful, or parent/student partnership noncompliant, suspension and/or expulsion will follow suit.
-

VALUABLES AND PERSONAL ITEMS

- All personal items must be clearly labelled with the child's name.
 - Students are responsible for any items they bring to school including toys, flash drives, iPads, tablets, laptops or other electronic devices.
 - Mobile phones are permitted but are not to be used during school hours without permission.
 - Money is to be either kept in a pocket, locker, or given to the teacher for safekeeping. Do not keep money or other valuable things in a school bag that is hanging outside the classroom or in a locker that cannot be locked.
-

CONTACTING TEACHERS

Students are encouraged to contact and consult teachers with questions or for extra help or challenges. Teachers are flexible to assist students before or after school. Please plan ahead and schedule a time to meet before as teachers need time to prepare for the school day. Teachers primarily communicate through email and parents and students are welcome to contact teachers through this medium. Students should not reach out to any teacher or employee of WIS via social media, text message, personal phone calls, etc.

UNIFORM

Our school uniform is an important part of our school identity and students are required to wear the correct uniform as outlined below. School uniforms, house t-shirts for physical education, and appropriate shorts are available for purchase at the respective stores partnering with WIS. A range of secondhand uniforms are available at the main office for purchase.

WISE (Early-Childhood) Boys

A navy-blue t-shirt that has the school's crest on the top left hand side and a pair of navy blue shorts

Primary Boys (Prep - Year 5)

A short-sleeved shirt that:

- is front buttoning with dark green buttons
- is made of the correctly patterned and coloured material
- has the school's crest on the top left pocket

A pair of dark green shorts of approved colour with two side pockets

Secondary Boys (Year 6 - Year 12)

A short-sleeved shirt that:

- is front buttoning with dark green buttons
- is made of the correctly patterned and coloured material
- has the school's crest on the top left pocket
- has a dark green collar

A pair of dark green shorts

WISE (Early-Childhood) Girls

A navy-blue t-shirt that has the school's crest on the top left hand side and a pair of navy blue shorts or navy blue skirts

Primary Girls (Prep - Year 5)

A short-sleeved dress that:

- is front buttoning with dark green buttons
- is made of the correctly patterned and coloured material
- has two side and one top left pocket
- has the school's crest on the top left pocket
- is of a length that respects Solomon Island custom

OR

A short sleeved blouse that:

- is front buttoning with dark green buttons
- is made of the correctly patterned and coloured material
- A pair of dark green shorts of approved colour with pockets

Secondary Girls (Year 6 - Year 11)

A short sleeved blouse that:

- is front buttoning with dark green buttons
- is made of the correctly patterned and coloured material
- has the school's crest on the top pocket
- has the correct shoulder, sleeves, and dark green collar

and

A skort/skirt that:

- is the correct dark green colour and appropriate length

HATS

School hats are part of the Primary school uniform and can be purchased from the respective uniform shops partnering with WIS. There are two styles available; broad-brimmed or cap.

SHOES

Footwear must cover most of the foot, have a heel strap and be suitable for general school use. Thongs (flip flops, jandals, slippers) are not acceptable.

SOCKS

Short socks that are dark blue, dark green, grey, black, brown or white in colour are acceptable.

PHYSICAL EDUCATION

A t-shirt in the student's house colour and navy blue sport shorts must be worn for Physical Education. Sport shoes (trainers or joggers) must be worn.

UNDERCLOTHING

Any underclothing must be worn in such a way that it is modest and not visible.

JEWELRY

A wristwatch may be worn, as may a single or a pair of stud earrings in the ears. No other jewellery may be worn.

HAIR

Hair needs to be neat, clean and well-groomed. Unnatural hair dyes/colours are not permitted.

BIRTHDAY CELEBRATIONS

Birthdays are great fun and most children enjoy a small celebration in their class. Of course, this is not compulsory. If you wish to celebrate your birthday with your class, only bring a birthday cake/cupcakes. NO other foods such as lollies, ice cream or drinks are allowed. Please contact the

class teacher to arrange a suitable time for you to bring in the birthday cake.

ACADEMIC HONESTY

At WIS we value academic honesty. People who are academically honest have respect for the ideas of others and take responsibility for their own learning and actions. It is our expectation that all students at WIS will practise academic honesty. Here are some helpful rules and to help students understand what is academically dishonest.

- Plagiarism – taking the words or ideas of another person and submitting them as one’s own.
- Malpractice – using a cheat sheet, copying from someone else’s paper, using or consulting an unapproved device during an assessment (e.g. mobile phone), or other violations of testing or assignment expectations.
- Collusion – supporting malpractice by another student by allowing one’s work to be copied and submitted for assessment.

Every case of academic dishonesty is dealt with on a case by case basis. However, students must understand that while intent may play a role in escalating the severity of the consequences, work may still be considered plagiarised and/or dishonest even if the student “didn’t mean to copy.” Representing the ideas, work, or efforts of another person as your own is academically dishonest.

TECHNOLOGY USE POLICY

Responsible use of school owned and personal devices on our network is subject to Woodford International School’s Employee and Student/Family Handbooks and code of conduct. Any device, school owned or personally owned, should not contain any illegal or pirated software, movies, music or games, nor any illicit materials in language, imagery, pictures, content, etc. You are responsible for the devices you use while on our network, regardless of ownership:

- Internet Access – Your internet bandwidth usage is monitored and excessive usage of internet resources will not be allowed. Refrain from any and all non-school related activity while on school WiFi/internet.
- Email – Your email access shall be used in a professional and academic manner, refraining from inappropriate keywords, conversations, images etc.
- Educational – Remember that your device is for educational purposes only while on the school network.

EXPECTATIONS

- Devices must be prepared every day
 - Charged (greater than 80% battery)
 - Able to login
 - Able to utilize necessary software
 - Connected to the network
- Care for and look after devices
 - Keep device in a safe location
 - Handle device appropriately
 - Keep operating system updated to patch security flaws
 - Repair device in a timely manner if broken or damaged
 - Remove viruses, avoid installation of malware
- Manage installed software licenses
 - All school software installed for educational purposes must not be removed or uninstalled and should be fully functional. If software is identified as being tampered

with or non-functional, it is the individual's responsibility to have the software repaired.

- Device is used appropriately during school time for educational purposes
 - Classroom teachers reserve the right to define 'educational' use in a classroom based on their lesson and subject.
 - Not exceeding internet quotas with personal use

CONSEQUENCES

Consequences for not adhering to expectations regarding school owned or bring your own devices include, but may not be limited to:

- In the event that an adult or student refuses to comply with the guidelines and expectations outlined in this document, the school may decide to remove the device from the network and ban the individual from using a device at school.
- Any individual not adhering to appropriate usage of internet or device resources may have network or device access privileges revoked, and in certain cases with persistent and/or gross misconduct will result in appropriate authorities being involved.

WIS OWNED DEVICES

Woodford International School may provide specific grade levels or staff with a device to use for learning, workflow, and school business only. These devices are the property of the school and each respective owner adheres to the following:

- Any individual using a WIS owned device is responsible for the care, appropriate use and security of the device and accessories.
- Individuals using a WIS owned device shall not attempt to make any hardware repairs to the laptop computer, nor download software without permission from the Director of Technology or Head of School.
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- Any individual using a WIS owned device will be the sole user; not allowing others to utilize the device.
- Any device that is lost, stolen, or damaged will be replaced by the individual, unless deemed otherwise due to reasonable cause. Reasonable cause, liability, and replacement responsibility will be determined by the Head of School based on the following:
 - Individuals may be held liable for damage or theft depending on the circumstances. Therefore Woodford International School reserves the right to charge the full cost for repair or replacement when damage or loss occurs due to gross negligence such as
 - a. Leaving equipment unattended
 - b. Leaving equipment unsecured
 - c. Lending equipment to others
 - d. Using equipment in an unsafe environment
 - e. Using the equipment in an unsafe manner

It is essential that the employee contact the Head of School within one working day of the event if the device is damaged, lost or stolen.

- WIS owned devices are issued to specific grade levels and/or employees for their current situation. The device may be reassigned to other grade levels or employees if deemed to be necessary.
- WIS devices will undergo regular maintenance and upgrades when necessary.

BYOD - BRING YOUR OWN DEVICE (Secondary Students)

For an individual to bring and use his/her personal devices at Woodford International School, all school policies and handbooks must be understood, agreed to, and adhered to by:

- Charging locations are extremely limited and students cannot expect to charge their devices at school. The devices should be fully charged prior to bringing them to school, and should be

able to run off battery power while being used throughout the day.

- Personally owned devices should never be connected directly to the school's wired network without IT Department knowledge and permission. Misuse of this provision will result in severe consequences.
- All devices used on the WIS networks must have an up-to-date anti-virus/ anti-malware program installed and enabled at all times. WIS is not responsible for damage or data loss caused by malicious programs accessed through the WIS networks.
- Each teacher has the discretion to allow and to regulate the use of personal devices in the classroom and on specific projects. Teachers may choose to use them on some days and not others, use them every day or not use them at all. Students must comply with the teacher's decisions on the use of devices. While in class, personal devices may not be used for non instructional purposes (making personal phone calls, text messaging, etc.)
- The device volume should be off or on silent mode when in school, unless otherwise authorized by the teacher, so as not to disturb others.
- Students, parents/ guardians, and other users acknowledge that WIS internet access and information gathered while using it will go through the school's content filters which may not be bypassed. Students may only use their devices to access files on internet sites which are relevant to classroom assignments, activities and the curriculum. Some sites may be blocked by WIS' firewall.
- To show respect for the rights of others, and to follow privacy protections, students may not use devices to record, transmit, or post photographic images, audio or video or reference to a person or persons (students, teachers, staff, etc.) on school property or during school activities without the consent of the person/ persons or otherwise allowed by a teacher. Devices must not be used to transmit content of a bullying nature or that violate local laws at any time.
- Games are not permitted without teacher permission.
- Access to school printers is not available.
- Infecting any Woodford property with any virus, Trojan, or malware or the use of a program that damages, alters, destroys, or provides access to unauthorized data/information is considered a serious violation. This includes bypassing network security provisions.
- Students must not share passwords, use others' passwords, access others' accounts, or attempt to work around the school filter, network, or internet. Students are advised not to lend their devices to others.

Note: Devices are brought to school at the students' and parents'/guardian's own risk. The individual owner is responsible for the security and safety of the device. Individuals are encouraged to utilize security methods to protect their devices. Students should label their personal device with a symbol or icon for ready identification. In addition, place and enable secure user access passwords associated with the device, and not loan or allow anyone else to use their personal device at any time. Woodford International School and its employees are not financially or legally responsible for loss or damage of any personally owned device brought to the school. Woodford International School is not responsible for management, troubleshooting, technical support, or repair of personally owned devices.

GUIDING PRINCIPLES FOR AI USE

The following principles guide the appropriate and safe use of AI and address current and future educational goals, teacher and student agency, academic integrity, and security. We commit to adopting internal procedures to operationalize each principle.

1. **We use AI to help all of our students achieve their educational goals.** We will use AI to help

us reach our community’s goals, including improving student learning, teacher effectiveness, and school operations. We aim to make AI resources universally accessible, focusing especially on bridging the digital divide among students and staff. We are committed to evaluating AI tools for biases and ethical concerns, ensuring they effectively serve our diverse educational community.

2. **We reaffirm adherence to existing policies and regulations.** AI is one of many technologies used in our schools, and its use will align with existing regulations to protect student privacy, ensure accessibility to those with disabilities, and protect against harmful content. We will not share personally identifiable information with consumer-based AI systems. We will thoroughly evaluate existing and future technologies and address any gaps in compliance that might arise.
3. **We educate our staff and students about AI.** Promoting AI literacy among students and staff is central to addressing the risks of AI use and teaches critical skills for students’ futures. Students and staff will be given support to develop their AI literacy, which includes how to use AI, when to use it, and how it works, including foundational concepts of computer science and other disciplines. We will support teachers in adapting instruction in a context where some or all students have access to generative AI tools.
4. **We explore the opportunities of AI and address the risks.** In continuing to guide our community, we will work to realize the benefits of AI in education, address risks associated with using AI, and evaluate if and when to use AI tools, paying special attention to misinformation and bias.
5. **We use AI to advance academic integrity.** Honesty, trust, fairness, respect, and responsibility continue to be expectations for both students and teachers. Students should be truthful in giving credit to sources and tools and honest in presenting work that is genuinely their own for evaluation and feedback.
6. **We maintain student and teacher agency when using AI tools.** AI tools can provide recommendations or enhance decision-making, but staff and students will serve as “critical consumers” of AI and lead any organizational and academic decisions and changes. People will be responsible and accountable for pedagogical or decision-making processes where AI systems may inform decision-making.
7. **We commit to auditing, monitoring, and evaluating our school’s use of AI.** Understanding that AI and technologies are evolving rapidly, we commit to frequent and regular reviews and updates of our policies, procedures, and practices.

Responsible Use of AI Tools

Our school system recognizes that responsible uses of AI will vary depending on the context, such as a classroom activity or assignment. Teachers will clarify if, when, and how AI tools will be used, with input from students and families, while the school system will ensure compliance with applicable laws and regulations regarding data security and privacy. Appropriate AI use should be guided by the specific parameters and objectives defined for an activity. Below are some examples of responsible uses that serve educational goals.

Student Learning

- **Aiding Creativity:** Students can harness generative AI to spark creativity across diverse subjects, including writing, visual arts, and music composition.
- **Collaboration:** Generative AI tools can partner with students in group projects by contributing concepts, supplying research support, and identifying relationships between varied information.
- **Communication:** AI can offer students real-time translation, personalized language exercises, and interactive dialogue simulations.
- **Content Creation and Enhancement:** AI can help generate personalized study materials, summaries, quizzes, and visual aids, help students organize thoughts and content, and help review content.

- **Tutoring:** AI technologies have the potential to democratize one-to-one tutoring and support, making personalized learning more accessible to a broader range of students. AI-powered virtual teaching assistants may provide non-stop support, answer questions, help with homework, and supplement classroom instruction.

Teacher Support

- **Assessment Design and Analysis:** In addition to enhancing assessment design by creating questions and providing standardized feedback on common mistakes, AI can conduct diagnostic assessments to identify gaps in knowledge or skills and enable rich performance assessments. Teachers will ultimately be responsible for evaluation, feedback, and grading, including determining and assessing the usefulness of AI in supporting their grading work. AI will not be solely responsible for grading.
- **Content Development and Enhancement for Differentiation:** AI can assist educators by differentiating curricula, suggesting lesson plans, generating diagrams and charts, and customizing independent practice based on student needs and proficiency levels.
- **Continuous Professional Development:** AI can guide educators by recommending teaching and learning strategies based on student needs, personalizing professional development to teachers' needs and interests, suggesting collaborative projects between subjects or teachers, and offering simulation-based training scenarios such as teaching a lesson or managing a parent/teacher conference.
- **Research and Resource Compilation:** AI can help educators by recommending books or articles relevant to a lesson and updating teachers on teaching techniques, research, and methods.

School Management and Operations

- **Communications:** AI tools can help draft and refine communications within the school community, deploy chatbots for routine inquiries, and provide instant language translation.
- **Operational Efficiency:** Staff can use AI tools to support school operations and streamline administrative processes, including scheduling courses, automating inventory management, increasing energy savings, and generating performance reports.
- **Learning Management Systems (LMS):** AI can analyze student performance data to provide insights to educators, helping them tailor instruction or interventions.

Prohibited Use of AI Tools

As we work to realize the benefits of AI in education, we also recognize that risks must be addressed. Below are the prohibited uses of AI tools and the measures we will take to mitigate the associated risks.

Student Learning

- **Bullying/harassment:** Using AI tools to manipulate media to impersonate others for bullying, harassment, or any form of intimidation is strictly prohibited. All users are expected to employ these tools solely for educational purposes, upholding values of respect, inclusivity, and academic integrity at all times.
- **Overreliance:** Dependence on AI tools can decrease human discretion and oversight. Important nuances and context can be overlooked and accepted. Teachers will clarify if, when, and how AI tools should be used in their classrooms, and teachers and students are expected to review outputs generated by AI before use.

- **Plagiarism and cheating:** Students and staff should not copy from any source, including generative AI, without prior approval and adequate documentation. Students should not submit AI-generated work as their original work. Staff and students will be taught how to properly cite or acknowledge the use of AI where applicable. Teachers will be clear about when and how AI tools may be used to complete assignments and restructure assignments to reduce opportunities for plagiarism by requiring personal context, original arguments, or original data collection. Existing procedures related to potential violations of our Academic Integrity Policy will continue to be applied.
- **Unequal access:** If an assignment permits the use of AI tools, the tools will be made available to all students, considering that some may already have access to such resources outside of school.

Teacher Support

- **Societal Bias:** AI tools trained on human data will inherently reflect societal biases in the data. Risks include reinforcing stereotypes, recommending inappropriate educational interventions, or making discriminatory evaluations, such as falsely reporting plagiarism by non-native English speakers. Staff and students will be taught to understand the origin and implications of societal bias in AI, AI tools will be evaluated for the diversity of their training data and transparency, and humans will review all AI-generated outputs before use.
- **Diminishing student and teacher agency and accountability:** While generative AI presents useful assistance to amplify teachers' capabilities and reduce teacher workload, these technologies will not be used to supplant the role of human educators in instructing and nurturing students. The core practices of teaching, mentoring, assessing, and inspiring learners will remain the teacher's responsibility in the classroom. AI is a tool to augment human judgment, not replace it. Teachers and staff must review and critically reflect on all AI-generated content before use, thereby keeping "humans in the loop."
- **Privacy concerns:** AI tools will not be used to monitor classrooms for accountability purposes, such as analyzing teacher-student interactions or tracking teacher movements, which can infringe on students' and teachers' privacy rights and create a surveillance culture.

School Management and Operations

- **Compromising Privacy:** The education system will not use AI in ways that compromise teacher or student privacy or lead to unauthorized data collection, as this violates privacy laws and our system's ethical principles. See the Security, Privacy, and Safety section below for more information.
- **Noncompliance with Existing Policies:** We will evaluate AI tools for compliance with all relevant policies and regulations, such as privacy laws and ethical principles. AI tools will be required to detail if/how personal information is used to ensure that personal data remains confidential and isn't misused.

STUDENT DRIVER POLICY AND PROCEDURE

The purpose of this guide is to provide the expectations to students who are licensed to drive a motor vehicle and choose to drive their vehicle to school. These expectations support the safety and wellbeing of students and staff and ensure that student drivers have the permission from their parent/guardian to drive to school and who is permitted as a passenger in the vehicle.

Procedure

- All students are to complete the ***Notice of Intention to Drive to School – Student Driver Agreement*** and provide parent/caregiver permission on an ***annual basis. (This is to be picked up in the Secondary School Office)***
 - Student drivers must display the appropriate provisional driver plates as required by the conditions of their Solomon Islands Driver's License.
 - Students are permitted to park their vehicle in the designated student car park adjacent to C Block. This permission is provided at the discretion of the principal. Parking of private vehicles on official school premises are at the owner's risk and no liability will be accepted by the school for any damage sustained to the private owner's vehicle whilst parked or driven on official school premises.
 - Students are not permitted to access their vehicle during school hours without permission from the Principal or Middle & High Coordinators.
 - Student drivers who wish to transport another student (including siblings) to and from school must supply written permission from their parent/guardian and the parent/guardian of each passenger.
 - I agree to provide the Principal written permission from the parent/guardian of the students who I will transport as passengers in my vehicle to and from school. I understand this written permission also applies to my siblings.
 - I agree to carry only the number passengers as there are seatbelts available in my vehicle.
 - I agree to seek permission from the Principal or Middle or High School Coordinators if I am required to access my vehicle during school hours.
 - I agree that I am not permitted to transport myself or other students to off-campus school activities, for example excursions, sport events.
 - I agree to park only in the designated student car park adjacent to C Block and understand that doing so is at my own risk and no liability will be accepted by the Woodford International School for any damages sustained to my vehicle whilst it is parked or driven on official school premises.
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EXTRA-CURRICULAR ACTIVITIES AND EVENTS

EXTRA-CURRICULAR ACTIVITIES

Each term, the school offers a range of extra-curricular activities (ECA's) for Prep- Year 12 students. Teachers, teaching assistants, coaches and parent volunteers run these activities. The activities are published at the start of each term and an online sign-up sheet is emailed to parents. Extra-curricular activities run from Week 2 until week 8 from 3:10 pm until 4:00 pm.

STUDENT COUNCIL

The Student Council is a representative structure for students, through which they can become involved in the affairs of the school, working in partnership with school management, staff and parents for the benefit of the school and its students. Student Council exists at the primary and secondary school levels. In the primary school, students in Year 2 though Year 5 can join the Student Council. Students have to write an application letter to the Student Council Advisors and explain why they want to represent their year level. There are usually two representatives from each year level. In the Secondary School, students are selected by peers.

The Student Council helps share students' ideas, interests, and concerns with teachers and school management. They often help raise funds for school-wide activities, including social events, community projects, helping people in need and school improvement. Students who participate in the Student Council, under the supervision of a teacher, learn about the democratic process, responsibility, leadership, problem solving, and teamwork.

EXCURSIONS

Our school encourages teachers to use available sources in and around Honiara to engage students in real life learning through inquiry. Excursions must support the units taught in class or other parts of the curriculum. Students are expected to participate in class excursions.

WEEK WITHOUT WALLS (School Camp)

The mandatory camps are an integral part of the curriculum and therefore contribute to the fulfilment of the School's mission statement. They provide our students with an opportunity to develop through experience. One of the main aims is to involve them in activities and situations, which they may not have experienced before, and which encourage them to think about the values they are applying and the attitudes they adopt. Each visit is designed to provide opportunities for personal and social development.

A thorough risk assessment is carried out for each camp and all efforts are made to ensure security and safety for all.

**There are additional costs associated with camp.*

BACK TO SCHOOL PARENT ORIENTATION

The Back to School Parent Orientation is held early in term one. This event provides the opportunity for parents to find out more about the curriculum used, what is happening in the different sections of the school, as well as meet their child's teachers.

ATHLETICS CARNIVAL

Students compete in athletics activities in their assigned houses. These could be individual or team activities which are aimed at full participation and active involvement from all students. In the upper grades the programme is aimed at ability and students compete in the events for which they qualify.

THREE-WAY CONFERENCES

Three-way conferences actively involve parents, students and teachers in reflecting on student achievement, discussing work samples and setting future targets. Three-way conferences acknowledge the most important participants in the learning process (student, teacher and parent). The student leads the three-way conference. He or she is actively involved in the dialogue about their learning. They provide information to clarify what they have learnt, how they learnt it and what challenges they faced.

Three-way conferences provide a student voice to discussions about performance and targets. They place the student at the heart of the assessment and reporting process and they strengthen the home-school partnership, allowing the child to see their parents and teacher interact with them.

Students and their parents meet with the subject teacher. The student may present work samples to highlight strengths and areas for future development. The teacher acts as facilitator, guiding the student through the process. Throughout the conference, parents and the teacher are encouraged to ask questions, provide feedback and encouragement to the student, share their thoughts and ideas on what is being presented, as well as thoughts on what goals or targets they think are appropriate.

LEARNING JOURNEY (PRIMARY)

Learning Journeys are held towards the end of term three. There is no formal school on the day of the Learning Journey. A Learning Journey is a formal conversation between a student and

his/her parents, where the student takes control of sharing their *learning journey*. Through an organised, planned and rehearsed process, the student discusses and demonstrates their individual strengths, successes, challenges, goals and areas for personal improvement.

Together with the student portfolio and mid-year report, these conferences are an important part of assessment, making students more accountable to their learning. The conferences are not a presentation of the student's best work, but rather a selection made by the student and teacher to demonstrate the many facets of their learning journey. The conferences provide an opportunity for students to showcase and reflect on their learning with their parents. The conferences also include work from outside the classroom for example: physical education, Mandarin, music, library, art and information communication technology, in an attempt to give an overall view of the student as a learner.

MUFTI DAYS

On Mufti days students come to school in casual clothing instead of their school uniform. This happens on the Friday of Week 5 of each term. Mufti days are organised by the Student Council and are used as a fundraiser. The Student Council decides on a theme and for which cause they are collecting money.

BOOK WEEK

Each year, our school spends a week celebrating books. Library teachers and a book week committee develop activities, offer competitions and tell stories relating to a theme to highlight the importance of reading. This year book week will take place in term one.

DISCOS, SOCIAL NIGHTS AND MOVIE NIGHTS

Discos, social nights and movie nights are usually organised by the Student Council as fundraising events.

NATIONAL AND INTERNATIONAL DAY

We celebrate National Day in the last week of term two in the form of a whole school assembly. During this assembly we acknowledge our host country, The Solomon Islands, in a variety of ways.

International Day is to celebrate the different nationalities within the school and to learn about them. The International Day is in term 3.

END OF YEAR CONCERT

Each year the whole school is involved in the end of year concert. A committee of teachers and teacher assistants is in charge of the concert with the help of the rest of the staff. The concert is to celebrate the diversity of nationalities, skills and talents. The concert is usually held on Wednesday night in the last week of term four. The school community sees the concert as a night of fun and getting together, so the items are focused on light entertainment and popular music.

AWARDS

At the end of the school year we celebrate the students' achievements during an awards ceremony. The classroom prizes are divided into three categories: Most Improved, Citizenship and Highest Achiever. These prizes are for students in Prep - Year 5. Classroom teachers will select the recipients of these prizes. There are also prizes awarded by the single subject teachers. These prizes are awarded to one student in each year level from Prep - Year 5. In secondary school, prizes are awarded per subject to the Highest Achiever and Most Improved in each year level.

EMERGENCY PROCEDURES

The Solomon Islands, located as it is on the Pacific Ring of Fire, gets more than its fair share of hazards. This combined with other emergencies that from time to time may arise, means that all staff and students should be familiar with our emergency procedures. To respond quickly and effectively to emergency situations, WIS has developed Emergency Procedures. If an emergency occurs, an alarm rings and the school is evacuated immediately following the steps of the Emergency Procedures.

Fire Evacuation Procedure

1. In the event of fire, the leadership team will start the **evacuation alarm, which has voice over stating to leave the classroom**. The main office will ring the Fire Brigade (998). The HOS assistant or receptionist in the office is to check the sickbay, staff room and finance office before making his/her way to either Vura Road car park or school field (whichever is safer).
2. Each class and single subject teacher is to collect their daily class register either from their classroom or on their phone electronically from OpenSIS or Google Drive and have their students move immediately from the classroom in an orderly fashion. The class teacher will turn off lights, air conditioner and fans and close the door behind them if possible.
3. All single subject teachers are responsible for checking their area and making sure they are clear. Single subject teachers who are teaching, take the class to the field and take them to the right assembly place and wait for the class/homeroom teacher.
4. Students and staff not in their own class or on errands are to join the closest class before moving to the safest meeting area.
5. Cleaners are to check the toilets loudly and carefully before making their way to the safest area.
6. Classes west of the breezeway are to move to the school field through the breezeway and WISE playground. If that is not safe, they are to go out the Vura Gate to the car park (as a second option).
7. Classes east of the breezeway are to move to the school field using the most direct and safest route.
8. The security guard(s) will unlock the gates and wait in the guardhouse for the fire brigade with details of the emergency.
9. On arrival at the designated meeting place, each teacher lines their students up and is to call his/her class roll and send a message to the Head of School with information of missing/unaccounted students. If any students are not accounted for, the teacher is not to return to the classroom but must report the absence to the Head of School. Teachers are also to send children they have collected on the way who are not in their class to their respective teachers.
10. All parents and guests to the school must join the closest class for evacuation and report to the Head of School on duty to account for their whereabouts and any absences.
11. If deemed safe by the Head of School, classes may move to the hall after the roll call is over.

12. The Head of School will advise when it is safe to return to the school area.

Major Earthquake Procedure

1. In the event of a major earthquake, teachers are to advise students to DROP, COVER, HOLD. (Get under a table/desk to protect their head and body from injury from falling rubble.) - **the ground shaking is your sign - no need to wait for a bell.**
2. If safe, teachers and/or support staff are to turn off lights, air conditioners, and fans of rooms.
3. Wait in the classroom under the table/desk for a few minutes after the movement ceases.
4. If the earthquake is large enough and evacuation is necessary, the leadership team will sound the **evacuation alarm, which has a voice over stating to leave the classroom**. Teachers are then to collect their class register either from their classroom or on their phone electronically from OpenSIS or Google Drive and follow the tsunami procedure.

Tsunami Procedure

1. In the event of a tsunami warning, the leadership team will sound the **evacuation alarm, which has a voice over stating to leave the classroom**.
2. The HOS assistant or receptionist in the office is to check the sickbay, staff room and finance office before making their way out the main gate with the first-aid kit.
3. The librarians must ensure that the library is clear. The computer labs are to be checked by the ICT teachers to ensure that rooms are clear. Music teacher must ensure that the music room is clear of students. The Art teacher must ensure that the Art room is clear of students.
4. All class teachers are to collect their class register either from their classroom or on their phone electronically from Google Drive and have their students move immediately from the classroom in an orderly fashion.
5. Students and staff not in their own class or on errands are to join the closest class before moving to the main gate.
6. The cleaners are to check the toilets loudly and carefully before making their way to the main gate.
7. Library, Finance, and WEST staff are to help WISE students and teachers after checking their respective areas.
8. All classes walk out of the main gate following teachers and turn right following the road up the hill behind SINU.
9. Once assembled up the hill, each teacher is to call his/her class roll and send a message to the Head of School with information of missing/unaccounted students. If any students are not accounted for, the teacher is not to return to the school, but must report the absence to the Head of School. Teachers are also to send children they have collected on the way, who are not in their class, to their respective teachers.
10. All parents and guests to the school must join the closest class for evacuation and report to the Head of School.

11. If a parent comes to collect their child, they are not permitted to do so until roll has been taken at the meeting spot by the teacher and reported back to the Head of School. Once complete, a student can be released to an authorized parent or guardian by doing the following....

- a. First: checkout with the respective teacher and have them sign off on their roster.
- b. Second: do the same with the respective leadership of the child's division...
 - Primary - Principal, PYP Coordinator, or Head of School.
 - Secondary - Principal, Divisional Coordinator, or Head of School.

Once the above two sign-outs are complete, the child will be released to go home.

12. The Head of School will advise when it is safe to return to school.

Civil Unrest / Lockdown

1. The leadership team will sound the **lockdown alarm, which has voice over stating lockdown.**
2. Teachers are to lock doors and keep students calm – preferably sitting on the floor, lights off, away from windows and curtains (where fitted) drawn.
3. If a parent comes to collect their child, they are not permitted to do so until roll has been taken by the teacher and reported back to the Head of School. Once complete, a student can be released to an authorized parent or guardian by doing the following....
 - a. First: checkout with the respective teacher and have them sign off on their roster.
 - b. Second: do the same with the respective leadership of the child's division...
 - i. Primary - Principal, PYP Coordinator, or Head of School.
 - ii. Secondary - Principal, Divisional Coordinator, or Head of School.

Once the above two sign-outs are complete, the child will be released to go home.

4. In the event that the signal for an evacuation follows an alarm for civil unrest **it is to be ignored.**
5. The Head of School will advise when it is safe to resume normal activities and the leadership team will sound the "all clear" signal on the intercom.

Lightning

In the event of a lightning storm, teachers must ensure that students are not on the field or under trees. Teachers must direct students to the hall or a classroom and remain there until the danger has passed.

Other Disturbances

In the event of other disturbances outside the school boundary, teachers and students are to remain well clear. In no instance is a teacher or a student to go closer to investigate. The gates will be closed as deemed necessary by a member of the leadership team.

Traffic Flow During Emergencies

Please see the below maps for traffic flow of parents should they come to collect kids during our emergency procedures.



FIRST AID

If a child is injured during school hours, the supervising teacher is responsible for ensuring that appropriate action is taken. Basic first aid supplies are available in the main office. Parents will be contacted for any significant incident and an accident report must be completed in the accident book kept in the office. A significant incident is one that requires more than a little antiseptic and Band-Aid. Head injuries must always be considered a significant incident – concussion can take 24 hours to develop.

HEALTHCARE

If a child is ill or requires medical attention, we ask that the parents do not send them to school. If a child becomes ill at school, he/she is sent to sickbay to rest and, if necessary, parents are contacted to pick up their child. If a significant incident occurs, parents are to be contacted immediately and an accident report filled out. Parents are reminded to keep contact numbers current. There are two beds in the sickbay, and sometimes, it may be appropriate for a child to rest for a while and then return to class.

In accordance with health regulations, children with head lice, scabies or conjunctivitis (Pink/Red Eye) are not to be in the school until a doctor's certificate, stating that they are no longer contagious, is received from parents.

MEDICATIONS

No medication is to be issued to students by a teacher unless it constitutes emergency first aid treatment (e.g. use of an epi pen to treat a severe allergic reaction). If students require medication during school hours, it should be deposited with office staff complete with instructions and parent authorisation. A written record will be made of all medication issued, detailing student name, time, medication and dosage administered. Paracetamol for ailments is not to be administered without first contacting parents for authorisation.

ENROLMENT POLICY AND CLASS PLACEMENT

ADMISSIONS

Woodford International School has an open policy on eligibility. While the offer to enrol is not decided by ability, religion, or race, there are limitations in what we are able to provide with regard to special needs children or children who have little or no command of the basic language of instruction, English. In such circumstances, parents may be requested to pay for the additional assistance of a teacher aide for their child and/or to enrol them in additional support classes. Failure to comply with any such request may lead to the cancellation of a student's enrolment.

CLASS PLACEMENT

A student's initial placement will be according to age using the following guidelines but may be adjusted by the Head of School or respective Principal following the review of placement tests, interview and observations of performance over the first 4 weeks.

Kindergarten	(3-4 years old)	Must turn 3 before March 31
Pre-School	(4-5 years old)	Must turn 4 before March 31
Prep	(5-6 years old)	Must turn 5 before March 31
Year 1	(6-7 years old)	Must turn 6 before March 31
Year 2	(7-8 years old)	Must turn 7 before March 31
Year 3	(8-9 years old)	Must turn 8 before March 31
Year 4	(9-10 years old)	Must turn 9 before March 31
Year 5	(10-11 years old)	Must turn 10 before March 31
Year 6	(11-12 years old)	Must turn 11 before March 31
Year 7	(12-13 years old)	Must turn 12 before March 31
Year 8	(13-14 years old)	Must turn 13 before March 31
Year 9	(14-15 years old)	Must turn 14 before March 31
Year 10	(15-16 years)	Must turn 15 before March 31
Year 11	(16-17 years)	Must turn 16 before March 31

CLASS SIZES

The teacher-student ratio at the commencement of the year should not exceed 1 to 25; however, due to the unexpected arrival of students during the year, occasionally this ratio may be exceeded. The decision on class sizes and teacher-student ratios shall be taken by the Head of School and/or respective Principal after consultation with the Leadership Team.



Woodford

INTERNATIONAL SCHOOL

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