



# Woodford International School

## Parent Handbook

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*Woodford is committed to:*



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## **WIS Vision**

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

## **WIS Mission Statement**

*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.*

## **WIS Values**

*Courage, respect, excellence, diversity, integrity and teamwork.*

## **IB Mission Statement**

*The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.*

*These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

## **Key Contacts**

Main School Office	Tel: 30186	<a href="mailto:woodford@wis.edu.sb">woodford@wis.edu.sb</a>
Head of School	Mr. Anthony Baron	<a href="mailto:headofschool@wis.edu.sb">headofschool@wis.edu.sb</a>
Business Manager	Mr. Michael Wyatt	<a href="mailto:businessmanager@wis.edu.sb">businessmanager@wis.edu.sb</a>
Assistant Head (Operations)	Mrs. Barbara Vollrath	<a href="mailto:barbara.vollrath@wis.edu.sb">barbara.vollrath@wis.edu.sb</a>
Assistant Head (School Development - ICT)	Mr. Rakesh Pandey	<a href="mailto:rakesh.pandey@wis.edu.sb">rakesh.pandey@wis.edu.sb</a>
Primary School Principal (ECE to Year 5)	Ms. Cherolyn Tasa	<a href="mailto:cherolyn.tasa@wis.edu.sb">cherolyn.tasa@wis.edu.sb</a>
Middle School Principal (Year 6 to 8)	Mr. Ryan Matopodzi	<a href="mailto:ryan.matopodzi@wis.edu.sb">ryan.matopodzi@wis.edu.sb</a>
High School Principal	Mr. Alex Haro	<a href="mailto:rakesh.pandey@wis.edu.sb">rakesh.pandey@wis.edu.sb</a>
PYP Coordinator	Ms. Paola Osario	<a href="mailto:paola.osario@wis.edu.sb">paola.osario@wis.edu.sb</a>

## 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 authorised 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 added another string to its bow becoming an accredited Cambridge School. Currently the Cambridge International General Certificate of Secondary Education (IGCSE) is offered to our Year 9 and Year 10 students. Woodford believes the PYP and Cambridge programmes accurately reflect and support our overall mission providing internationally recognised frameworks and the necessary rigour to enhance the realisation of the goals and aspirations we hold for all our 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 become the first school in the Solomon Islands to offer a pathway from Pre-School to university with the introduction of the Cambridge Advanced level examinations.



(Students welcoming the 2018 Commonwealth Queen's Baton to Woodford)



## **BOARD OF MANAGEMENT**

The Board of Management, also known as the School Board, is an Education Authority 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.

There are two teacher representatives, the Parents, Teachers and Friends Association (PTFA) President and eight parents on the Board. Members serve either a one or two-year term. The Head of School is also a member of the board and represents the management and administration of the school.

## **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, pupils and teachers together in close cooperation.
2. To assist with educational and recreational projects within the school.

## **CHILD PROTECTION STATEMENT**

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.
- 

Woodford must maintain the highest of standards in regard to child protection. When we recruit teachers we require that all candidates have background police checks. In seeking a candidate to fill a position at Woodford we review these background checks as we read references and other information. By enrolling your child at Woodford, you agree to work in partnership with the school and abide by the policies adopted by the Board. We value our partnership with you in providing for the safety and care of your children. That is why Woodford has approved child protection policies that define the standards by which students should always be treated. As part of and our shared responsibility to educate children to become globally ready learners in a safe environment.

Parents and all school employees need to ensure that our children are both safe and knowledgeable about their rights and responsibilities to themselves and to each other.

# 1. THE ACADEMIC PROGRAMMES

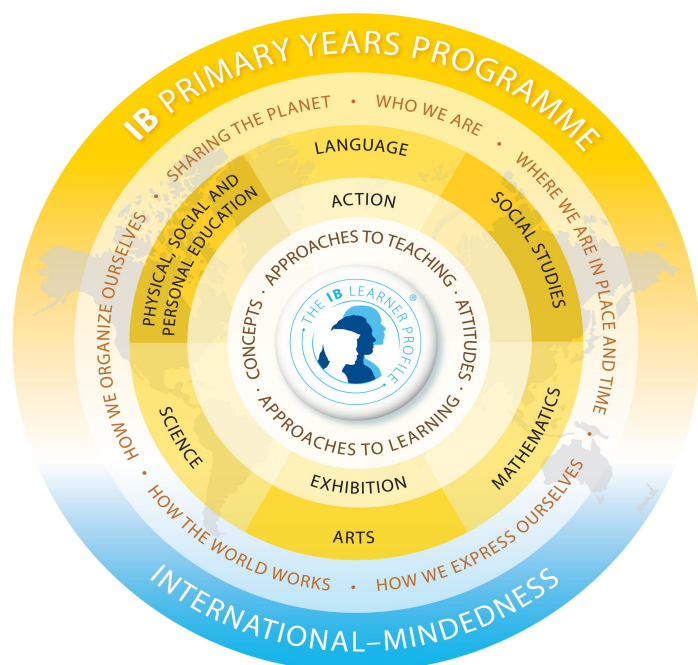
## 1.1 PRIMARY SCHOOL CURRICULUM – INTERNATIONAL BACCALAUREATE (IB) PRIMARY YEARS PROGRAMME (PYP)

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

### **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. Students are encouraged to develop the learner profile through all experiences at school such as whole class, group and independent activities; social interaction at school extending into everyday life.

### **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.

### **What will your child be learning?**

The PYP is a *concept driven curriculum* which 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 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.

The units of inquiry are centred around six **transdisciplinary themes**:

#### **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.

#### **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.

#### **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.

#### **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.

#### **How We Organise Ourselves**

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

#### **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.

### **1.1.2 ASSESSMENT**

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, mastering of skills, the development of attitudes and the decision to take action. The prime objective of assessment in the PYP is to provide feedback on the learning process. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students

know, understand, can do, and feel in different stages of the learning process. Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical-thinking and self-assessment skills. As best practice, teachers must ensure that the delivery of the curriculum is linked to assessment in a meaningful way.

### **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 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.

### **Reporting Periods:**

End of Term 1 - Three-way conferences amongst Parent/Teacher/Student

End of Term 2 - Written Report

End of Term 3 - Learning Journeys

End of Term 4 - Written Report

### **1.1.3 THE PYP EXHIBITION**

At WIS, the PYP Exhibition takes place in Year 5 and normally occurs in term four. One of the purposes of the PYP Exhibition is to provide an opportunity for student driven reporting. Other key purposes include the following:

- For students to exhibit the attributes of the **IB Learner Profile** they have developed during their time in the Primary Years Programme.
- For students to engage and report on an in-depth, collaborative inquiry.
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning.
- To provide students with an opportunity to explore multiple perspectives.
- For students to synthesise and apply their learning of previous years, and to reflect on their journey through the PYP.
- To provide an authentic process of assessing student understanding.
- To demonstrate how students can take action as a result of their learning.
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.
- To celebrate the transition of learners from primary to secondary education.

### **1.1.4 HOMEWORK**

#### **Statement of purpose:**

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

#### **Purpose of homework:**

- make connections
- develop time management and organizational skills
- opportunity to practise at their level
- 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
- 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 and marked immediately so that the student receives quick feedback
- be done while it is still fresh in a student's mind
- be differentiated to cater for individual needs

## Role of Parents

- encourage a positive attitude towards homework from an early age
- assist your child with homework when needed
- provide a quiet place with a suitable work surface, free from distractions
- encourage your child to organise themselves for homework. Have all needed books and materials ready
- encourage good presentation and neatness within a reasonable time. Students should use a pencil to complete homework unless otherwise stated
- check your child's homework
- contact your child's teacher if there are problems regarding your child's homework
- read to your child

## Informing Parents

Parents should be informed when:

- we are modifying homework to meet the needs of the student
- a student needs extra support in an area
- the units change so they can support the classroom efforts by asking their child about what they are learning about at school
- a student consistently does not have his or her homework completed on time

## Homework Time Guidelines

The WISE Centre	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
<u>Single Subjects</u> 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 wide 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

A list of words to be learnt each week is often sent home at the beginning of the 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 study their words at home. Testing most commonly occurs at the end of the week.

## Units of Inquiry

Students may be asked to engage in simple research for their Units of Inquiry. Parents are encouraged not to give immediate answers to questions, instead to help children find out for themselves.

### 1.1.5 LIBRARY

Classes from Prep- Year 5 attend one library session per week, where students may sign out books to take home. Students are expected to take good care of the library books and need to bring a separate bag in which to carry the books. This can be a library bag from school or a different bag that is suitable to carry books in. The book checkout is for two weeks, but the student may re-checkout a book if they have not finished it.

The school librarians are responsible for teaching 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 till 3:30pm.

## 1.2 MIDDLE SCHOOL CURRICULUM - CAMBRIDGE SECONDARY ONE

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

- |   |  |                             |
|---|--|-----------------------------|
| ● English                                   | ● Information                                    | ● Creative Arts: Music      |
| ● Mathematics                               | Communication                                    | ● Creative Arts: Visual Art |
| ● Science                                   | Technology (ICT)                                 | ● Careers Guidance          |
| ● Studies of Society and Environment (SOSE) | ● Personal, Social and Physical Education (PSPE) | Programme (CGP)             |
| ● Mandarin                                  | ● Personal Development                           | ● Service as Action (SA)    |

### 1.2.1 HOMEROOM GROUPS

Students are placed in a homeroom group that is overseen by a homeroom teacher. They meet these teachers twice every day for morning and afternoon registration and also for Personal Development 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. The groups are arranged with consideration of gender, nationality and ability, in order to ensure as wide a mix of students as possible.

### 1.2.2 ASSESSMENT

Students are assessed regularly in a variety of ways, depending on what is appropriate to the subject and the type of work being undertaken. For example, they will regularly sit end of topic tests, complete extended written assignments or be observed preparing creative work. The way in which students' work is marked varies from subject to subject. Assessment will be both formative and summative.

#### 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.

Students currently sit annual examinations towards the end of the academic year in most of the subjects that they have been studying, in order to assess what they have learnt throughout the year. Formal feedback is given in the form of reports, which are issued to parents. Assessment schedules detailing the type of assessment, due dates and an approximation of the length of time (outside of school hours) required to complete the task will be provided to all students and displayed in homerooms each term.

### **1.2.3 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 you if your child is not meeting homework expectations.

### **1.2.4 REPORTING**

There are four reporting periods:

Terms 1 and 3 - Three- way Conference

Terms 2 and 4 - Written Reports

#### **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 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.

#### **Written Report**

Written reports are produced at the end of Term 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.

## **1.3 HIGH SCHOOL CURRICULUM - CAMBRIDGE INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE)**

Cambridge IGCSE, which celebrated its 25th anniversary in 2010, **attracts almost 500 000 entries every year from over 140 different countries**. Cambridge IGCSE curriculum offers a variety of routes for learners with a wide range of abilities, including those whose first language is not English. 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

### **1.3.1 SUBJECTS**

IGCSE subjects are organised into five learning groups.

- Group I: Languages
- Group II: Humanities and Social Sciences
- Group III: Sciences
- Group IV: Mathematics
- Group V: Creative, Technical and Vocational

### **1.3.2 SYLLABUSES**

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.

### **1.3.3 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.

## **1.4 CAMBRIDGE ADVANCED LEVEL**

As of the starting of 2018 Woodford offers Cambridge Advanced curriculum that brings success for learners. 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.

We hold Cambridge International AS & A Level examination series once a year, in November. Results are issued in January.

### Recognition

Learners 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.

## 1.5 SOLOMON ISLANDS NATIONAL FORM 6 SCHOOL CERTIFICATE (SINF6SC)

The Solomon Islands National Form 6 School Certificate (SINF6SC) was introduced at Woodford in 2016. 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 Art or Science stream for the other two subjects. At Woodford, they are able to study Physics and Chemistry (Science Stream) or Economics and Development Studies (Art Stream). Exams take place at the end of October and the top four subject scores are used to determine placement into Form 7.

## 1.6 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 and an English as an Additional Language (EAL) Coordinator.

The WEST partners with parents, community, students and other educators to assist in creating an educational environment conducive of 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 recognized curriculum that encourages and fosters the intellectual, social and physical development of our students.

# 2. DAILY PROCEDURES AND INFORMATION

## 2.1 OFFICE HOURS

The Main Admin Office and the Secondary School Office are open from 7:30 am till 4:30 pm. Teachers are expected to be at school by 8:00 am.

## 2.2 DAILY SCHEDULE

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

**Prep - Year 11:** 8:20 am – 3:00 pm

**Whole School Time Table**

SCHOOL DAY	MONDAY – FRIDAY
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	3:10 – 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.

## **2.3 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 11 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 [woodford@wis.edu.sb](mailto:woodford@wis.edu.sb)
3. Write a note and deliver it to the Main Admin Office or the Secondary School Office

When contacting the school please include your child's 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 your child, impacting their assessment success. We welcome your support in ensuring that your child attends school regularly and on time.

## **2.4 DROP-OFF AND PICK-UP PROCEDURES**

EVERY child's safety is important to us. We need your help to keep the school and your children safe. It remains our highest priority to ensure that students enter and exit the school grounds in a safe and organized 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 family should discuss with their children where they will be dropped-off and picked up from. Thank you for your cooperation in keeping Woodford a safe environment for all.

### **Drop- off**

Parking is limited on the school grounds. Parents are NOT allowed to park in the area past the boom gate. These parking spots are reserved for staff parking, school vehicles and busses.

The school has three entrances that can be used during drop-off and pick-up. These entrances are:

- The entrance on Kukum High Way. 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 or staff member 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. Parents are NOT allowed to park past the boom gate. 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 drive way 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 hall 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 3-8) from the hall.

Playing on playground equipment located on the field and Early Childhood area is not allowed before or after school, unless supervised by an adult. Secondary students, who do not catch a bus, wait under B Block.

The pick –up procedure is very much like the drop- off procedure. Parents are encouraged to organize with their child which area they will pick their child up from.

- Children can wait at the entrance on Kukum High Way. 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 3-8) where parents can collect them.
- Remember there is NO parking past the boom gate. Car parks are available at the Vura entrance, Kukum High Way entrance and at the main entrance. Safety of our students is our highest priority.

There is after school supervision from 3:00 – 4:00 pm. Parents are urged to pick up their children straight after school or after their Extra Curricular Activity (week 3-8). **After 4:00 pm there is NO supervision.**

## **2.5 BUS SERVICE**

The school offers a bus service that drops students off at designated drop off points west of the school. There is a fee involved, which needs to be paid, upfront, at the school office. It is the parents’ responsibility to pick their children up from the drop off points. For further information, please contact the school office.

## **2.6 ASSEMBLIES**

School assemblies are held on Fridays. Primary assemblies are at 8.30 am in the hall and Secondary assemblies are at 2:20 pm under B block. Parents are encouraged to attend as often as possible. 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, a play, skit, dance or a presentation on a class activity. After the performance, a member of the Leadership Team will present the Merit Certificates (See Merit System - 2.7). Announcements are also given for up-coming events and important issues.

## **2.7 MERIT SYSTEM**

All merits are awarded by a teacher and are put in a booklet or in a diary. There are five levels of achievement to receive a Merit Award. They are:

✓ Bronze	25 merits
✓ Silver	50 merits
✓ Gold	75 merits
✓ Platinum	100 merits
✓ Diamond	125 merits

There are a variety of ways students can get a merit. This can be academic achievements, through positive behaviour or completion of work. After achieving a level, the student will receive a merit award which is handed out during assembly time. Parents will be notified, by the office, when their child is receiving a merit certificate so that they can come to the assembly. Each student receives points for their house team by getting a merit award.

Bronze = 1 point.

Silver = 2 points

Gold = 3 points

Platinum = 4 points

Diamond = 5 points

## **2.8 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 and 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 the organisation of house events.

## **2.9 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 fortnightly 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. We would like the parents to do the same. **Students are NOT allowed to bring soft drinks to school.** Water is available from our water fountains or at the tuck-shop.

## **3. 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.**

### **3.1 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.

### **3.2 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 Pro-Active 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.

#### **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 the IB Learner Profile and 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 pro-active 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 pro-active 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 pro-active 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.

### **3.3 VALUABLES AND TOYS**

- All toys and 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 or other electronic devices.
- Mobile phones and tablets are permitted but are not to be used during school hours without permission from a teacher.
- 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.

### **3.4 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 are available for purchase at Solomon Tropical Products uniform shop in Ranadi. House T-shirts for Physical Education and navy blue shorts can also be purchased at Solomon Tropical Products. A range of second hand uniforms are available at the main office for purchase.

#### **WISE (Early-Childhood) Boys**

##### **A navy-blue t-shirt**

- has the school's crest on the top left hand side

##### **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 at least two side pockets



#### **WISE (Early-Childhood) Girls**

##### **A navy-blue t-shirt**

- has the school's crest on the top left hand side

##### **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
- has a top pocket on the left with the school's crest

##### **and**

##### **A skort that:**

- is made of the correctly dark green coloured material
- is of a length that respects Solomon Island custom

### **Secondary Boys (Year 6 - Year 11)**

#### **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**

### **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 and sleeve braiding and has a dark green collar

**and**

#### **A skort/skirt that:**

- is made of the correctly dark green coloured material
- is of a length that respects Solomon Island custom

### **Hats**

School hats are part of the Primary school uniform and can be purchased from Solomon Tropical Products uniform shop. 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.

### **Jewellery**

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 Bands**

Discrete, simple and conservative hair bands may be worn.



### **3.5 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 child's birthday with his/her 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.

### **3.6 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 practice 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 plagiarized 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.

## **4. EXTRA-CURRICULAR ACTIVITIES AND EVENTS**

### **4.1 EXTRA-CURRICULAR ACTIVITIES**

Each term, the school offers a range of extra-curricular activities for Prep- Year 11 students. Teachers, teacher assistants, coaches and parent volunteers run these activities. The activities are published at the start of each term. Students need to complete an enrolment form and hand it into the main office. Extra-curricular activities run from Week 3 till week 8 and start at 3:10 pm.

### **4.2 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 teachers 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.

### **4.3 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.

### **4.4 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.**

#### **4.5 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 curriculums used and what is happening in the different sections of the school as well as meet their child's teachers.

#### **4.6 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.

#### **4.7 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 and to share their thoughts and ideas on what is being presented and on what goals or targets they think are appropriate.

#### **4.8 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 organized, 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.

#### **4.9 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.

#### **4.10 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 Two.

#### **4.11 DISCOS, SOCIAL NIGHTS AND MOVIE NIGHTS**

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

#### **4.12 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.

#### **4.13 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 the Secondary School prizes are awarded per subject to the Highest Achiever and Most Improved in each year level.

### **5. SCHOOL - HOME COMMUNICATION**

#### **5.1 COMMUNICATION**

We recognise the importance of ongoing communication between home and school. There may be times when you need to share some information with your child's teacher. This can be done before school or after school or at any other appropriate time. A quick message can be given when children are brought to school in the morning or noted in a letter. However, if you need a longer time with the teacher then please make an appointment.

If your child is going to be absent from school, please ring the school on 30186 to inform us. Please ensure the school has your email address so information can be sent to you.

#### **5.2 PARTNERSHIP BETWEEN HOME AND SCHOOL**

At Woodford International School, we value the support we receive from our parents/guardians. We are determined that the partnership between home and school be as strong as possible by working together in promoting positive attitudes to learning and behaviour.

Please continue to help us by:

- Volunteering during different school events, excursions or guided reading in classes.
- Talking with your child about work and other things that are happening at school.
- Checking that homework is completed (refer to your child's homework folder).
- Letting us know if you or your child have any worries or concerns regarding school.
- Making sure your child understands the school rules and classroom essential agreements, which we expect all children to observe every day in school.
- Reading the 'Wavelength' and the weekly school emails so that you know what is happening in the school.
- Checking your child's homework folder, Wavelength, emails, website and notices around the school for information about upcoming events.
- Reporting 'Action' your child has undertaken which is related to a Units of Inquiry.

#### **5.3 CLASS PARENTS**

The role of a class parent is to support and build community within the classroom and serves as a liaison between parents and the classroom teacher and help in the classroom when needed. Class parents help to make new families at Woodford feel connected to our community. Serving as a class parent is a great way to connect to your child's class and to be involved in classroom and school activities. Every class is expected to have one or two class parents who volunteer for this position. This will be done at the beginning of the school year.

#### **5.4 NEWSLETTER AND SOCIAL MEDIA**

The 'Wavelength' is our school newsletter, which is in the form of a blog. The Wavelength contains student work, photos from events, information about up-coming events, surveys, ideas for parents to help their children at home, etc. This is an important source of information and we recommend parents to read the 'Wavelength' to stay informed about what is happening in the school. Find it here: <http://wis-wavelength.weebly.com/>

We also communicate through Facebook and Twitter. Find us here:

- Facebook: <https://www.facebook.com/WoodfordInternationalSchool/>
- Twitter: [https://twitter.com/Woodford\\_SI](https://twitter.com/Woodford_SI)

#### **5.5 WEEKLY EMAIL**

During each term, the school sends out a weekly email to parents with upcoming events, announcements and information to keep parents up to date with the latest developments.

#### **5.6 PARENT AND TEACHER MEETINGS**

Parents may request a meeting with their child's teacher at any time. Teachers may also request a meeting with parents if there are any concerns about a student.

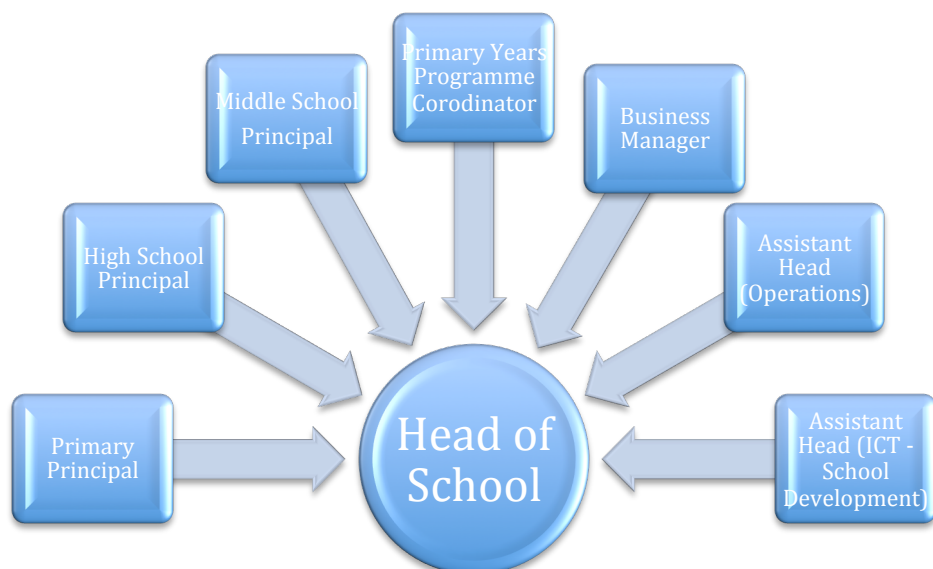
#### **5.7 AVENUES FOR PARENT COMMUNICATION**

The school communicates with parents through the use of school notices the Wavelength, weekly emails, the WIS website, Facebook, Twitter, student progress reports, scheduled Three-way conferences between school personnel and parents' coffee morning meetings. The school recognizes the need for proper communications between and among students, parents, teachers, administration and the School Board. To assist in achieving this objective, the following general procedures are recommended for all concerned parties:

1. When the problem concerns a student and his/her work in school, the best person to see is the teacher. An appointment to see a teacher can be made by talking directly to the teacher or by calling the main office or secondary office. Problems of a personal nature or questions about a student's behaviour, his/her overall potential and progress, may also be discussed with the teacher.
2. Problems, which cannot be resolved through a conference with the teacher and questions of a more general nature concerning the operation of the school, may be discussed with the relevant member of the leadership team. Appointments may be made directly with the relevant member of the leadership team or by calling the main office.
3. Problems which have not been resolved after conferences with the teacher or member of the leadership team may be taken to the Head of School, who will also be happy to discuss any questions related to the general operation of the school or to school policies and will answer any such questions addressed to him by mail or email. An appointment may be made through the Head of School EA.
4. The Head of School is the executive officer of the School Board and is responsible for the organization, operation and administration of the total school programme. Therefore, s/he is the normal channel of communication between the Board and the public. Questions about school policy should be directed to the Head of School. Normally, communications directed to the Board will be referred to the Head of School for reply or action. Individual board members do not directly involve themselves in administrative matters involving students, teachers and administrators.
5. Requests for changes in school policy and appeals of decisions made by the Head of School may be addressed to the School Board. All communications to the board should be in writing and should be addressed to the Board Chair, School Board, Woodford International School, P.O. Box R44, Honiara, Solomon Islands. Decisions about school policy will be made only by the School Board acting as a whole in a regular or special meeting.
6. All parents of students are members of the Woodford International School Association. Their rights are expressed by electing a School Board at the Annual General Meeting. In addition, meetings are usually held at 6:00 p.m. on the first Wednesday of each month in the main administration building on the campus. Any parent may request a subject be placed on the agenda of the Board meeting by submitting the request in writing to the School Board Chair.



## 5.8 ORGANISATIONAL CHART



### Primary Principal

Cherolyn Tasa (cherolyn.tasa@wis.edu.sb)  
All issues pertaining to primary pastoral and administration.



### PYP Coordinator

Paola Osorio (paola.osorio@wis.edu.sb)  
All issues pertaining to primary curriculum, PYP accreditation and PYP communication



### High School Principal

Alex Haro (alex.haro@wis.edu.sb)  
All issues pertaining to Years 9 to 12 including pastoral, discipline, curriculum careers and timetabling.



### Middle School Principal

Ryan Matopodzi (ryan.matopodzi@wis.edu.sb)  
All issues pertaining to Years 6 to 8 including pastoral, discipline, curriculum careers and timetabling. All ECAs



### Assistant Head (Operations)

Barbara Vollrath  
Daily school events, enrolments, health and safety, maintenance and ancillary staff



### Assistant Head (IT and School Development)

Rakesh Pandey  
Information technology, school examination centre, systems management and college entry



### Business Manager

Michael Wyatt (michael.wyatt@wis.edu.sb)  
All school business, non-staff contracts and financial management



### Financial controller

Margaret Tetepe (margareth.tetepe@wis.edu.sb)  
All budget matters including fee queries and invoices.



### Head of School

Anthony Baron (headofschool@wis.edu.sb)  
All policy issues and management queries.  
Access to the School Board.

## **6. EMERGENCY PROCEDURES**

### **6.1 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 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.

### **6.2 FIRE EVACUATION PROCEDURES**

1. In the event of fire, the school bell is rung continuously.
2. All students must immediately move from the classroom in a quiet and orderly fashion. Students not in their own class or on errands are to join the closest class before moving to the oval.
3. On arrival at the eastern end of the oval, each homeroom teacher will call his or her class roll. Any students who arrived with another class should immediately make their way to their homeroom teacher.
4. All students are to wait in silence.
5. The Head of School will advise when it is safe to return to classes.

### **6.3 EARTHQUAKE PROCEDURE**

1. In the event of an earthquake teachers will advise students to crouch under desks.
2. Wait in the classroom under the desk for a few minutes after the movement ceases.
3. If evacuation is necessary, the school bell will ring continuously – students are to wait for further evacuation procedure instructions from the teacher.

### **6.4 TSUNAMI PROCEDURE**

1. In the event of a tsunami warning, the school bell will be rung in short bursts.
2. At the direction of the teacher, students must immediately move from the classroom in an orderly fashion. Students not in their own class or on errands are to join the closest class before moving to the gate.
3. Teachers will walk with their class to the SINU hill behind the school.
4. Once up the hill, students are to move to their homeroom teacher who will take the roll.

### **6.5 CIVIL UNREST**

1. The alarm will sound two short and one long bell.
2. Teachers are to lock doors and students are to keep calm.
3. The Head of School will advise when it is safe to resume normal activities and a whistle blast will be heard signalling such.
4. In the event that the signal for an evacuation follows an alarm for civil unrest it is to be ignored.

### **6.6 LOCKDOWN**

1. The alarm will sound two short and two long bells.
2. Teachers will lock doors and students are to keep calm – preferably sitting on floor, lights off and curtains (where fitted) drawn.
3. The Head of School will advise when it is safe to resume normal activities and a whistle blast will be heard signalling such.
4. In the event that the signal for any other type of evacuation follows an alarm for lockdown it is to be ignored.

### **6.7 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.

## **6.8 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. For more serious injuries or illness, the child should be accompanied to 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.

## **6.9 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 sick bay 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 is a bed 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.

## **6.10 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.

# **7. ENROLMENT POLICY AND CLASS PLACEMENT**

## **7.1 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.

## **7.2 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 following the review of placement tests, interview and observations of performance over the first couple of 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

### **7.3 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 after consultation with the Leadership Team.