

## **HANDBOOK FOR PARENTS, GUARDIANS AND STUDENTS**

Welcome to the High School Attached to Northeast Normal University (HSANNU) International Centre (henceforth referred to as 'The Centre')

This Handbook is designed to provide you with the basic information that you will need when you start at The Centre.

A Handbook cannot give a full account of the life of a centre. However, you will absorb much of what you need to know of The Centre in your first few weeks and the staff and the 'old' students are always willing to help you settle in quickly.

We wish you every success in your time here.

John Humphreys  
Centre Principal

## CONTENTS

1	Identity and mission statement	page	4
2	Philosophy and objectives	page	5
3	Facilities	page	7
4	Courses and curriculum	page	8
5	Entry to centre	page	10
6	Internal organisation and structure	page	11
7	Student Attendance - the Centre day and Centre year	page	12
8	Language	page	14
9	Homework	page	14
10	Reporting student progress	page	15
11	External examinations	page	16
12	Extra-curricular activities	page	16
13	Standards of behaviour	page	17
14	General Centre rules and classroom expectations	page	20
15	Emergency evacuation procedure	page	20
16	Miscellaneous practical matters	page	21

### Appendices

Appendix 1	ICT Policy	page	22
Appendix 2	Academic honesty policy	page	24
Appendix 3	TOEFL, SAT and IELTS test policy	page	28
Appendix 4	Note taking policy	page	30
Appendix 5	Meeting students needs policy	page	32
Appendix 6	Admissions policy	page	34

## **1. IDENTITY AND MISSION STATEMENT**

### **Identity**

The Centre is part of HSANNU. Its purpose is to prepare students for tertiary education outside of China through an English medium Western curricula programme. To achieve this The Centre offers Cambridge International Examinations (CIE) International General Certificate of Education (IGCSE) and International Baccalaureate (IB) Diploma Programme examinations. The education given to the students is intended not only to meet the needs of universities but to prepare well-rounded students who are global citizens and lifelong learners.

### **Mission statement:**

*“At the High School Attached to Northeast Normal University we work together to produce life-long scholars with questioning minds. Our students strive to increase their understanding of the world and ultimately become global citizens, as travellers on the road of life. Our future global citizens will inspire, encourage and provide the tools for positive world change and show empathy with the needs of those around them and their environment”*

## **2. PHILOSOPHY AND OBJECTIVES**

### **1.1 PHILOSOPHY**

Our philosophy of education is to offer the highest quality international education to students of wide ranging abilities and backgrounds. We value cultural diversity and seek to provide a caring, innovative and stimulating environment which realizes the full potential and celebrates the success of every student.

We believe The Centre will develop the child as a whole person, provide them with learning-to-learn skills and will prepare them to lead a successful life in an inter-cultural world. This Centre encourages the active involvement of parents and the wider community in the learning process.

We believe in developing students as high-level thinkers, with entrepreneurial and self-motivated research skills combined with the social skills needed to make them effective team players. In pursuit of our philosophy we aim to:

- provide high quality education, which enables all students to move onto the next phase in their education without disadvantage (objectives 1,2,3,5,6,7,8,9,10,16)
- develop students' understanding of, and respect for, other cultures and nationalities (objectives 2,3,6,7,8,16)
- provide an education and learning experience consistent with the values contained within the UN charter (objectives 2,3,6,7,8,16)
- develop in students an academic maturity and love for learning that makes them lifelong learners and ideal university students (objectives 1,2,3,5,6,7,8,9,10,14)
- develop students' self-confidence and range of social skills and behaviour in order to obtain personal satisfaction and fulfilment in each stage of development. (objectives 6,7,8,9,10,11,12,15,16,17)
- develop students' initiative and the ability to apply themselves to a wide range of educational, social and physical activities (objectives 9,11,12,17)
- promote a code of behaviour, which respects the needs and rights of others (objectives 14,15,16,17,20)
- ensure that parents are informed and involved in their child's education (objective 18)
- provide resources to enable staff to meet improvement targets (objectives 1,13)
- stand out as a beacon of educational excellence and act as an educational resource for Jilin and the region (objectives 1,2,3,5,19,20)

### **1.2 OBJECTIVES**

The objectives of HSANNU International Centre are:

1. to keep abreast of current international educational thinking and to ensure that teaching and learning methodology have a sound theoretical base

2. to create a social and learning environment which is international in its outlook, non-racist and non-sexist and which does not promote any religious or political creed

3. to develop an awareness of the educational needs of both the local and the international communities
4. to foster an understanding of the vital importance of the natural environment and the need for its preservation for future generations
5. to provide the opportunity to gain internationally recognised certification at the completion of PIB through the International General Certificate of Secondary Education, and of IB2, through the International Baccalaureate Diploma Programme
6. to promote effective written and oral communication in English
7. to promote effective communication in the students' own mother tongue
8. to develop skills of discernment, critical thinking, creativity and problem-solving
9. to develop the analytical and social skills needed to cope effectively with the demands of life in general and each student's chosen career in particular
10. to develop computation and scientific skills sufficient for life in a modern technological society
11. to promote physical well-being through a structured programme of activities
12. to provide a variety of recreational experiences
13. to provide a stable, attractive and functional environment within which the learning process can take place
14. to show care and concern for the students' health and welfare and to develop in them an understanding of the prerequisites of a healthy lifestyle
15. to develop an awareness of the damage to the body caused, for example, by drugs, smoking, communicable diseases and unhealthy habits
16. to develop judgment sufficient to recognise bias, prejudice and propaganda.
17. to support and counsel students in order that they may achieve vocations most suited to their interest and abilities
18. to maintain two-way communication between centre and home
19. to serve as a reference point for schools in the local region on International Education in order to enrich the standard of education in other schools within the local region

20. to act as an ambassador for and to promote Jilin and China at regional and international events

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### **3. FACILITIES**

- 3.1 Teaching facilities include ten classrooms each equipped with a data-projector or interactive whiteboard, three fully equipped laboratories, three specialist rooms for Art, a library(see 3.5, below), and an examination / assembly hall.
- 3.2 Sports facilities are shared with the main campus as are other specialist areas such as the theatre.
- 3.4 Boarding facilities are available to students.
- 3.5 The Library has access to newspapers and periodicals. It is also equipped with thirty computers. The computers are fully networked UNIX workstations and are available to the students during their study time

## 4. COURSES AND CURRICULUM

4.1 The Centre offers a three year International Curriculum Programme providing preparation for tertiary educational studies overseas. The courses are delivered exclusively in English with the exception of Chinese, which is delivered in Mandarin. The first year of studies, the Pre International Baccalaureate (PIB), prepares students for the academically rigorous International Baccalaureate Diploma Programme.

### 4.2 Pre-IB Programme

Students follow a broad based curriculum consisting of:

- Science: leading to Cambridge IGCSE Combined Science Examination (3 periods per week each of Biology, Chemistry and Physics)
- Mathematics: leading to Cambridge IGCSE Mathematics or Additional Mathematics Examination (8 periods per week)
- English: leading to Cambridge IGCSE English as a Second Language Examination (8 periods per week)
- Academic English – a programme developing research and study skills (an equivalent of 2 periods per week)
- History – a programme designed to give the students a background in History particularly source analysis that will help prepare them for the “Global Conversation” section of the College Board SAT examinations
- Humanities – Geography, Business and Economics (2 periods per week in each of the three areas)
- Art / Drama (an equivalent of 2 periods per week)
- Chinese: leading to the Cambridge IGCSE First Language Chinese Examination (5 periods per week)
- Physical Education (2 periods per week)
- Activities – a wide-ranging programme of co-curricular activities



### 4.3 IB Programme

The International Baccalaureate Diploma Programme is a two year course. Students in the first year (known as IB1) and the second year (known as IB2) study for an internationally recognised Bilingual Diploma offered by the International Baccalaureate Organisation (IBO).

They must study 6 subjects (one each from Groups 1 to 5, and additionally a further subject from one of these groups or a Group 6 subject). They must take 3 subjects (possibly 4 for exceptional candidates) at Higher Level (HL) and 3 at Standard Level (SL).

Currently (2014-2016) we offer:

Group 1 (Studies in Language and Literature): Chinese and English for suitable candidates

Group 2 (Language Acquisition): English B

Group 3 (Individuals and Societies ): Business Management, Economics, Geography and History

Group 4 (Science): Biology, Chemistry and Physics

Group 5 (Mathematics): Mathematical Studies and Mathematics

Group 6 (The Arts): Visual Arts

NB. Students may be allowed to study IB subjects online with Pamoja. Students who wish to do this will need to present a plan to the Centre Principal (CP) and IB Coordinator (IBC) if the CP and IBC approve the project and the parents are willing to cover the additional administration costs then the student will be assigned at supervisor for the Pamoja course.

Only certain subject combinations will be available due to timetabling constraints. All of the above subjects are offered at both SL and HL. However, when the number of students is small, this may be as a single combined group offering both SL and HL. SL classes encompass four periods per week whilst HL classes are six periods per week. Thus all students study for thirty periods per week on this 'hexagon' of subjects.

Additionally students are allocated four periods per week to incorporate a flexible approach to delivering the IB Core components of Theory of Knowledge (satisfying the requirement of 100 hours over the duration of the IB programme), the Extended Essay and administration of the Creativity, Action & Service (CAS) programme. Students must also meet the requirements of Creativity, Action & Service (for which two evening extra-curricular blocks will be available).

All students participate in the Centre's Physical Education programme.

Thus students will have individual private study periods outside of these timetabled teaching hours.

## **5. ENTRY TO THE CENTRE (see admissions policy for more details)**

### **5.1 Applications**

- The IB DP program is being advertised extensively throughout Jilin Province and the two neighbouring provinces, effectively covering the geographical region of Northeast China.
- Any student, nationally or internationally, who meets admission requirements, can apply to the school.
- The schools IB English department will create, administer and mark written and oral examinations commencing May/June of each year.
- The school will use a centre-based examination of similar style and content to the Zhong Kao. This will give students a provisional acceptance provided they achieve a Zhong Kao score of at least 540.
- The school will also use student academic records obtained at previous institutions and reserves the right to administer further examinations if necessary to make sure that applicants are suitable for the centre.
- A team made up of Centre Director, Centre Principal, IB DP Coordinator and representative IB staff will interview all students.
- Data from examinations and interviews will be analysed, collated and ranked and offers will be made.
- Offers are dependent upon other entry requirements being met; tuition payment, dormitory registration and military training.
- Non-Chinese nationals are welcome to apply to the centre and are exempt from the military training requirement.
- Some students may be admitted to the programme through channels not given above.

### **5.2 Entry tests**

Once completed application forms are received, a date for entry testing is set.

### **5.3 Entry to classes**

When admitted, students are given timetables and allocated to tutor groups. Most students will join Pre-IB although it is possible for academically able students who have the required level of education to join the IB programme. Students will not be permitted to join the second year of the IB programme unless they are transferring from another IB Centre.

## **6. INTERNAL ORGANISATION OF THE CENTRE**

6.1 The centre normally takes students in the age range 15 to 19 years.

### **6.2 The Tutor System**

All students belong to a registration group of up to 30 students. Every school day begins with a short meeting of this group at 07.30 for monitoring attendance and dissemination of information. **(Students should be in school by 07:25)**

### **6.3 Year Groups**

All students in a year group are under the supervision of a Head of Year who is responsible for their pastoral care; this includes maintaining discipline and communicating the classroom teacher and the management team.

### **6.4 Management of Students**

Centre Director (CD): working within the management of the Main School, the Centre Director has overall responsibility for The Centre

Centre Principal (CP): responsible for the day to day running of The Centre, management of the curriculum and overall responsibility for student management

IB Coordinator (IBCO): responsible for the delivery of the IB Programme and managing the students within it, alongside the CP

Heads of Year (HOY): responsible for the day to day discipline of students and a point of contact with parents

## 7. STUDENT ATTENDANCE - THE CENTRE DAY AND THE CENTRE YEAR

### 7.1 General Principles

In order for teachers to be able to prepare students effectively for external examinations, we require attendance! Students are therefore expected to attend all school sessions during term-time and should restrict other commitments to weekends and holiday time wherever possible. We recognise that other activities are a valuable complement to our curriculum. Students will have the opportunity to attend school sponsored events that support these goals.

### 7.2 The Centre Day

07:20	-	07:20	Staff briefing
<b>07:30</b>	-	<b>07:35</b>	<b>Student registration</b>
07:35	-	07:40	Movement to classes
<b>07:40</b>	-	<b>08:20</b>	<b>Period 1</b>
<b>08:20</b>	-	<b>09:00</b>	<b>Period 2</b>
09:00	-	09:10	First break
<b>09:10</b>	-	<b>09:50</b>	<b>Period 3</b>
<b>09:50</b>	-	<b>10:30</b>	<b>Period 4</b>
10:30	-	10:40	Second break
<b>10:40</b>	-	<b>11:20</b>	<b>Period 5</b>
<b>11:20</b>	-	<b>12:00</b>	<b>Period 6</b>
12:00	-	13:10	Lunch
<b>13:10</b>	-	<b>13:50</b>	<b>Period 7</b>
<b>13:50</b>	-	<b>14:30</b>	<b>Period 8</b>
14:30	-	14:40	Third break
<b>14:40</b>	-	<b>15:20</b>	<b>Period 9</b>
<b>15:20</b>	-	<b>16:00</b>	<b>Period 10</b>
16:00	-	16:30	Recess
<b>16:30</b>	-	<b>18:00</b>	<b>Supervised study</b>
16:30 – 18.00			Supervised study / activities
18:00			Non-boarding students return home
18:00 – 19:30			Boarding students have dinner
19:30 – 21:00			Evening supervised study session for boarders

### 7.3 Late Arrival

Any student arriving after morning registration has ended (07:35) must sign in late with their Head of Year before going to class. This is essential to maintain accurate records in the event of emergency evacuation. Late arrival prior to 09:00 will count as present. Students who arrive late for registration on a regular basis may be placed on a Late Report requiring them to attend from 07:15 for 4 consecutive days.

### 7.4 Absence through illness and other unforeseen circumstances

Boarding students who are ill should seek the authorisation of the Boarding Parent before contacting their Head of Year. A parent of a non-boarding student who is absent through illness should contact the Head of Year by phone call prior to 07:30 and confirm this in a text message. If a student is taken ill during the school day they should seek permission from their Head of Year to return to the dormitory or be collected by a parent. Parents are required to inform the student's Head of Year as soon as possible of any unforeseen circumstances which prevent attendance. It is the responsibility of students to catch up with any work they miss through absence and to take the initiative in seeking any support from their teachers regarding work missed.

### 7.5 Authorisation of absence for other reasons.

In the event of a student requiring time off for non-medical reasons, students **must** seek prior authorisation by completing a 'Request for Authorisation of Absence' form. This should wherever possible be done at least three school days in advance of the proposed absence. Under no circumstances should students make commitments or bookings for travel arrangements prior to this authorisation.

### 7.6 Monitoring of Attendance

Attendance (including any occurrences of both authorised and unauthorised absence) may be recorded on reports and school transcripts. Action may be taken if attendance levels become a concern. This may mean that students will be considered as a) no longer attending the centre and b) external candidates who will not be supported in their university application process by The Centre. The IBO enforce strict guidelines on the number of taught hours recommended for courses. As a result, we require a minimum 90% attendance level across the year i.e. up to 20 days authorised absence per year for justifiable reasons. Special consideration may be given in cases of long-term absence supported by medical certification.

## 7.7 The Centre Year:

The centre year commences in late August and consists of two semesters:

Semester 1: Late August to mid-January

Semester 2: Mid-February to early July

We endeavour to publish a calendar of events at the start of the year. However, these are not always within our control and are subject to change.

## **8. LANGUAGE**

8.1 The medium of instruction at the Centre is English. Students are obliged to speak English at all times and they must use English in class. Students need to develop the ability to express themselves fluently in academic English. Only in Chinese classes are students allowed to use Chinese.

- The medium of instruction of The Centre is English and both students and teaching staff are expected to use English at all times for any official purpose (meetings, lessons etc).
- English must be used within the classroom both by class teachers and students (with the exception of non-English language classes). It is permissible for teachers to allow students to use Chinese in a controlled manner (for example explaining a definition to the rest of the class), however, English must remain the means of instruction and communication.
- Staff is encouraged to reward students who make a concerted effort to use and improve their English. However, students who habitually fail to use English will have sanctions applied to them and may have their parents invited to school to discuss the problem.
- Students are expected to read in English and parents should ensure that their child spends at least two hours a week on their own personal reading.
- Students are expected to have notes on their classes; these notes should be in English, although annotations in Chinese are acceptable. Notes could be in electronic form, but must be regularly backed up (this could be on the school network or as paper hard copy)
- Although the medium of instruction at the centre is English and the success of students in the programme will be determined by their ability to express themselves and their ideas in English, we also recognise the importance of Chinese. The centre expects student to continue studying Chinese and also recognises its importance both to the students and success of the Diploma Programme at the centre.

## **9. HOMEWORK**

9.1 Pre-IB students will be given regular homework and a homework timetable. Students are expected to complete homework to the best of their ability and on time. Failure to complete homework will be monitored and parents may be invited to discuss the issue if it is a problem.

IB students will be set homework by their class teacher as required. However, the nature of the IB programme in which learners are expected to be independent, and the rigorous nature of the programme, will mean that all students will need to work autonomously outside school hours if they are to be successful.

## 10. REPORTING ON STUDENTS' PROGRESS

### Reports and Grades Transcripts

There are four formal assessment and grading points each academic year. Grade transcripts are issued to monitor progress. In addition to these, all students have one formal parents' evening.

The schedule of assessment and reporting is:

Period \ Year group	PIB	IB1	IB2
<b>Mid-Semester 1</b>	Assessment Grading point Parent-Teacher Meeting	Assessment Grading point Written report Parent-Teacher Meeting	Assessment Exam* Grading point
<b>End of Semester 1</b>	Exam* Written report*	Exam* Grading point	
<b>Mid-Semester 2</b>	Trial (AQM) Exam Grading point Written report Parent-Teacher Meeting	Assessment Grading point	Trial Exam* Grading point Written report Parent teacher meeting
<b>End of Semester 2</b>	CIE IGCSE exams + humanities exam	End of Year Exam* Grading point* Written report Parent-Teacher Meeting	IB exams
<b>July/August</b>	CIE IGCSE results		IB results

\* Cumulative based on all work covered.

Written reports record grades for both attainment and attitude to learning.

During PIB, achievement grades are reported on a scale of A\* to E based on IGCSE grades, plus F representing a failing grade in that subject. In IB, achievement grades are reported on a scale of 1 to 7 based on IB subject grades.

The attitude to learning grades are: E (Excellent), G (Good), S (Some cause for concern), U (Unsatisfactory).

The Parent-Teacher meetings give an opportunity for extended dialogue between parents, students and teachers to follow up on issues related to student performance highlighted in the grade transcripts. Participation by all parents is strongly encouraged and meetings with teachers outside of this schedule are always welcome.



## **11. EXTERNAL EXAMINATIONS**

### **11.1 International General Certificate of Secondary Education (IGCSE):**

a) Pre-IB register for IGCSE examinations which take place in May/June. The level of the students' examination, Core or Extended, will be determined by the teachers at the Centre. Parents/guardians who have any concerns about the level of the examination their child has been entered for, may make an appointment with the Centre Principal.

### **11.2 International Baccalaureate (IB):**

This is an international curriculum leading to a Diploma which is a recognised university entrance qualification in virtually all countries of the world. Please seek information from the centre if you have any particular concern.

### **11.3 SAT and TOEFL/IELTS**

The Centre recognises the importance of SAT, TOEFL and IELTS examinations for College and University applications. The Group 2 Language Acquisition subject study of the English B courses at both Standard and Higher Level will provide support for language development and thus help prepare for TOEFL and IELTS examinations. The Centre also provides classes for TOEFL, IELTS and SAT during the normal curriculum timetable. These take place alongside the IB Diploma Programme course of study which remains the main pedagogical priority of the Centre.

See Appendix 3 for full details of the Centre's SAT, TOEFL and IELTS Test Policy.

## **12. EXTRA-CURRICULA ACTIVITIES**

The Centre recognises the importance of a diverse and wide-ranging programme of events and activities. Activities are run on four days each week and involve clubs and activities run by both staff and students. These vary from semester to semester and year to year depending on the expertise and interests of staff and students. All students are actively encouraged to develop interests through these activities and these can contribute to the IB CAS requirements.

## 13. STANDARDS OF BEHAVIOUR

### 13.1 Core Values

At the heart of this is a set of core values which we believe are appropriate for contributing to a successful learning environment.

As responsible and valued citizens within our community, we expect each student to pursue these values in the following ways:

- contribute to the overall effort of a group and maintain a **positive attitude**
- demonstrate **responsible** behaviour towards others, resources and the environment.
- **respect** self, while actively respecting others and demonstrating **tolerance** of differences
- **act honestly** in an academic setting and show **integrity**, holding strong to personal beliefs and ideals whilst being prepared to reflect on, and review these in light of reasoned criticism
- be **aware of global issues** and demonstrate effective interpersonal **communication** skills
- contribute to the **service** of others and demonstrate **leadership** skills
- strive for **excellence** and to be a role model to others and be the best they can be.

Furthermore, as an authorised International Baccalaureate (IB) school, we expect that students will demonstrate the attributes encompassed by the IB Learner Profile and strive to be:

- Inquirers
- Caring
- Principled
- Risk-takers
- Communicators
- Thinkers
- Knowledgeable
- Open-minded
- Reflective
- Balanced

## 13.2 Expected behaviour

Students are expected to:

- a) maintain the highest standards of behaviour in themselves and towards others with conduct based on respect for other people and their property at all times
- b) understand that they are responsible for their actions and that inappropriate behaviour will not be tolerated
- c) abide by school and Board of Education rules and policies
- d) attend school regularly, seek permission for any foreseeable absence and inform the school about any unforeseen absence such as illness
- e) be prepared for class by bringing appropriate equipment and completing daily assignments etc.
- f) behave in a responsible and appropriate manner during all school functions held on or off school grounds and while on school excursions they should consider themselves ambassadors for the Centre and be responsible for maintaining its good name
- g) respect diversity and differences among all people
- h) follow any reasonable instruction given to them by any employee of HSANNU
- i) be part of a mutually supportive and collegiate community and assist other students in their learning

When a student's behaviour is consistently below the standard expected, parents/guardians are invited to discuss the problems with the appropriate person, for example, Head of Year or Centre Principal. If behaviour fails to improve, further sanctions are applied.

Serious deviation from acceptable behaviour, such as any criminal activity, racism, sexually inappropriate or intimidating behaviour, vandalism, bullying, drug abuse, smoking, or bringing weapons, alcohol, or any other dangerous or offensive materials to The Centre could result in suspension or permanent exclusion from The Centre.

### 13.3 Managing Behaviour

1. The behaviour policy is based on the idea of development and mutual respect. It is understood that students are young people and will make mistakes and need correcting; this is part of their education. Students will, in line with the philosophy and objectives of The Centre and the IB learner profile, develop into adults who both respect themselves and others. The administration will therefore endeavour to correct and educate students rather than punish.
2. The role of the class teacher and the Head of Year will be to instil a sense of responsibility and respect into students and to be responsible for the day-to-day discipline of students in their care. The class teachers may use reasonable sanctions, such as detention, to correct and instruct students, but should always explain to students what is expected of them and why their behaviour merits sanctions.
3. Class teachers will liaise with the Head of Year regarding any issues concerning their students' behaviour. Ultimate responsibility for discipline and sanctions rests with the senior management.
4. Minor offences will be logged by teachers on the minor offences form and reviewed by Heads of Year.
5. Where a concern about student behaviour needs to be communicated to a parent and a record of it kept in a student's file, the Student Discipline Report form will be used.
6. If the Centre Principal believes that a student's behaviour is a significant cause for concern, parents/guardians will be invited to discuss the problems with the appropriate member of staff. If behaviour fails to improve, further sanctions are applied, for example, putting the student on report or suspension.
7. Serious deviation from acceptable behaviour, such as any criminal activity, smoking, racism, vandalism, bullying, drug abuse, or bringing drugs, weapons, alcohol, or any other dangerous or offensive materials to the Centre could result in suspension or expulsion from The Centre.

## **14. GENERAL CENTRE RULES AND CLASSROOM EXPECTATIONS**

### 14.1 General Rules

- a) Under no circumstances are students or staff allowed to smoke in school premises, or during travel to and from school.
- b) Chewing gum is not allowed in The Centre.
- c) Parents are asked to dissuade students from wearing jewellery to school. If worn at all, it should not be visible, and any decision regarding the appropriateness of items will be made by The Centre.
- d) Students are not allowed to leave the premises without permission.

### 14.2 Classroom Expectations

The following rules and classroom expectations have been agreed as a baseline set to ensure consistency across The Centre.

- a) Attend and be punctual for all classes.
- b) Come prepared with the resources needed.
- c) Turn off phones, keep them out of sight and do not use them unless given permission by the teacher. It is a serious offence to photograph or video classes without the permission of the teacher.
- d) Remain attentive and actively participate in lessons.
- e) Speak English at all times.
- f) Only use laptops when requested to do so.

## **15. EMERGENCY EVACUATION PROCEDURE**

In the event of the school being forced to close due to unforeseen circumstances, the following procedures will be instituted:

- 15.1 Under no circumstances will any student be allowed to leave the premises unaccompanied if the situation is deemed unsafe. Students will only be permitted to leave with the knowledge of the Centre.
- 15.2 Students will assemble in their registration rooms.
- 15.3 Parents/guardians will be contacted if possible and informed of the situation

## 16. MISCELLANEOUS PRACTICAL MATTERS

### 16.1 Accidents:

- a) It is important that the school has a daytime telephone number for each parent/guardian in case they need to be contacted urgently.
- b) As explained on the application form, if we are unable to contact the parent/guardian in the event of a child having an accident, the school will seek such medical treatment as is deemed necessary.

### 16.2 Uniform

All students must obtain a Centre uniform before joining classes. The Uniform consists of a tracksuit and is obtainable from the Main Campus. Students must wear their uniform in a presentable manner at all times during the school day.

### 16.3 Equipment

Items needed for lessons:

- 1 Pens - blue/black
- 1 Pencil and sharpener
- 1 Eraser
- 1 Tube Pritt (small)
- 1 Sellotape (small)
- 1 Pair of scissors (small)
- 1 Packet of at least 12 coloured pencils (not crayons please)
- 1 Pencil case for the above items
- 1 Ruler 30cm
- 1 Calculator
- 1 Pocket English dictionary
- Mathematics instruments

## Appendix 1

### ICT POLICY

#### Network Use

1. The Computers in the Library and the wifi in certain parts of The Centre allow students to login and use the internet. Students are required to login so that they can use the facilities of the network such as file storage, access to educational resources and school email.
2. Under no circumstances should a student log in to the school's network using account information belonging to another student and/or staff member. Hacking the account information of other students or staff members will be considered as gross misconduct and in breach of both ICT policy and the academic honesty policy.
3. Each student is responsible for any activity on the school's network and Internet generated by their username. To avoid unauthorized activity, it is important that students log off at the end of each session.
4. Student work should be backed up regularly. Students have access to the file server (which is a very safe storage environment). However, the school cannot take responsibility for students' work and it is suggested that students also backup their work on their own storage media.
5. Students using MS Windows must have an up-to-date antivirus programme, Students using OSX are urged to have an up-to-date antivirus programme, Linux users may like to consider using an antivirus programme if they wish to share files with Windows or Mac users.
6. Any attempt to hack the school network to get access to unauthorised areas, access to unfiltered internet etc will be considered as serious misconduct and any attempt to obtain root access will be considered gross misconduct.

#### Internet Use

1. Access to the Internet, as provided by the school, is for educational purposes only.
2. Students are not permitted to access social networking sites (eg QQ), chat rooms (eg MSN, Messenger), non-school e-mail accounts (eg Hotmail, Yahoo) unless directed by their class teacher.
3. Inappropriate use of the Internet will result in the withdrawal of laptop use and access to ICT facilities within the school. The student's parent/guardian will be contacted in such instances.
4. Attempted access to unfiltered internet etc will be considered as serious misconduct

#### E-mail Use

1. Staff must use the school email system to contact students; student are not allowed to contact staff on their personal email.
2. Students must only communicate with their teacher for educational purposes.
3. E-mails should not be checked during class unless directed by the class teacher.
4. E-mail messages should be signed off with the sender's full name e.g. Jane Smith

## Laptop Computers

Within The Centre, laptops must be considered as and used as a tool to facilitate learning. Laptop use during school time must be focused entirely on learning within the curriculum framework of our centre.

1. Students are not permitted to play games, music, videos or open messenger programs (e.g. QQ) in class unless directed by their class teacher.
2. Students are not permitted to use the web camera in the laptop at school unless directed to do so by their class teacher.
3. Images displayed on computers must be appropriate and acceptable for community standards.
4. Laptops must be closed when not directly in use for prescribed learning activities.
5. Laptop lids should be closed when the teacher is talking to the class.
6. Laptops require a suitable Office application such as Libre Office or Microsoft Office.
7. Backing up files, and keeping draft copies and rough working notes is essential for assessment. Computer problems are not a reasonable excuse for late submission of assessments.
8. Students must ensure that the laptop, carry bag and accessories, such as the AC adaptor and power cord, are clearly named at all times.

## Miscellaneous IT Policies

- Copyright: students are not to make or use illegal copies of software programmes. If students do not wish to buy proprietary software, it is suggested that they use Open source alternatives. Any information students retrieve from the Internet or other network sources should be acknowledged or cited in their work and where necessary, the author's permission obtained for usage.
- All communications made using the ICT facilities should be in keeping with moral and ethical conduct/expectations. When using electronic communication, including email, student behaviour should be in keeping with acceptable school behaviour.
- The school reserves the right to investigate student use of the facilities, including e-mail and the Internet, should a problem be suspected.
- From time to time, it may be necessary for the school to review this policy and we reserve the right to amend this policy at any time.



## Appendix 2

### ACADEMIC HONESTY POLICY

#### Rationale & Underpinning Principles

- Academic honesty is a critical component of the teaching/learning cycle within the IB Diploma Programme where action is based on inquiry and reflection.
- Our centre is committed to academic honesty and will ensure that all staff (teaching, non-teaching & counselling), students and parents in the international programs are aware of what academic honesty is and what the consequences are for being dishonest / misconduct.
- Academic honesty can be achieved by recognizing areas that may lead to problems and, ultimately, dishonesty. This will be achieved by a clearly defined programme introducing relevant issues and regularly reinforced by staff in class and other opportunities such as assemblies.
- Additionally, students should be made aware of the benefits of using and including appropriately referenced research in their work and that this can be achieved by appropriate citations and referencing techniques.
- As an IB school we must strive to demonstrate the attributes of the IB Learner Profile. In particular here this means being principled (acting with integrity and honesty, with a strong sense of fairness and justice). Without this none of the other attributes can be validated.
- Ultimately, students are responsible for adhering to academic honesty principles.

#### What is Academic Misconduct

The following list covers some of the common areas of concern academic misconduct:

- *Plagiarism: “the representation of the ideas or work of another person as the candidate’s own”.*
- *Collusion: “supporting malpractice by another candidate as in allowing one’s work to be copied or submitted for assessment by another”.*
- *Duplication of work: “the presentation of the same work for different assessment components and/or diploma requirements”.*
- Examination malpractice: communicating with another student during an exam, bringing unauthorized material into an exam room regardless of whether there is any intent to gain unfair advantage.
- Falsifying data: creating or altering data with the intent to deceive the reader.

{ Italicised text represents definitions from the IB }

#### Plagiarism

Plagiarism at any level, intentional or otherwise, is by far the most common form of academic dishonesty and is a serious academic offence that has equally serious consequences. In academic writing, plagiarism is considered as taking any idea or any language from someone else without adequately acknowledging and crediting that source in the paper. It does not matter whether the source is a published author, another student, parents, teachers, a Web site without a clear author, a Web site that sells academic papers, or any other person. Taking credit for anyone else's work is stealing, and it is unacceptable in all academic situations whether it is done intentionally or by accident. When there is a failure to cite sources, or when they are cited inadequately, plagiarism has been committed, an offence that is taken extremely seriously.

As with other forms of academic misconduct, plagiarism encompasses a spectrum of malpractice. Plagiarism includes but is not limited to:

- Purchasing papers written by others
- Copying from other students
- Copying word for word from other sources
- Use of 'cut and paste'
- Failure to cite sources correctly

### How to Avoid Plagiarism

Students are encouraged to help, share, and research together, but there is a difference between helping and sharing versus borrowing/stealing someone else's ideas, concepts, information, and words. It is easy to avoid plagiarism. Students should:

- always put ideas, concepts, insights, explanations, language, etc. into their own words.
- not change direct quotations and neither should these be taken out of context.
- use accurate in-text citations showing where they found their ideas, information, concepts, words, graphs, tables etc. (how to correctly cite your sources will be taught by your teachers in all subjects).
- understand that commonly known facts do not need to be cited (example: Beijing is the capital of China).

### Evidence of Academic Honesty

There is a need to appreciate that research and writing are processes and not products. To this end:

- Students should keep all of their draft notes, sources of information, photocopies/printed paper, rough data, bookmarked websites, etc. as evidence of the processes they used to produce their assessment item.
- staff should, as good practice, ensure that they monitor this evidence of ongoing progress of extended tasks.

- Staff will check first complete drafts and final submissions of all assessed IB work through the online plagiarism checker ‘Turnitin’, to which the centre subscribes.

### Reporting Suspected Academic Misconduct Issues

Academic honesty is a whole school concern and is encompassed in the ideals of the IB. As such, all members of the school have the obligation to report suspicions of academic misconduct. Any person suspecting academic misconduct should report the matter to the appropriate person for investigation. For exam related incidents this would be to the Exams Officer and Centre Principal. For other circumstances, this would be the subject teacher. In all cases, the matter will be investigated in a discreet and non-judgmental manner with the intent of tracing possible evidence of misconduct. Staff should report concerns using the ‘HSANNU suspected academic misconduct report’ form.

The student will be informed of the concerns and given the right to respond. If it cannot be clearly shown that academic misconduct has occurred, then the student will be found innocent of academic misconduct and no record will be kept of the incident. If evidence is found of academic malpractice the following processes will be followed:

- Incident recorded on the Conduct Log
- Parents informed/invited to discuss the matter
- Possible referral to the Academic Awards Committee

If the misconduct took place in an exam under the jurisdiction of CIE or IB then the designated procedures outlined by these organisations will be followed.

### Academic Awards Committee

The centre will set up an Academic Awards Committee at the start of each year to review serious incidents of academic misconduct in significant assessed work or repeated minor offences. The purpose of this committee is to provide an impartial and considered response to academic misconduct issues and endeavour to find a consistent approach to consequences and sanctions. The committee will consist of the Centre Principal (ex officio) as Chair and two members of the teaching staff. The committee will convene as required to review cases where investigation has found a student responsible for academic misconduct.

They will make recommendations to the Centre Principal and Centre Director.

It should be appreciated that academic misconduct encompasses a wide spectrum of offenses.

These may be either intentional or inadvertent. In considering the scale of seriousness of an offence the following will be taken into consideration:

- Year group of the student
- Nature of the misconduct
- Intent
- Response to the allegation (acceptance/remorse etc.)

- Past record
- Nature of the work concerned (internal or external exam/IA etc.)

Whilst intent is considered here, it is essential to note that academic misconduct can occur even though there has been no intent. Furthermore, CIE and IB will likely treat academic misconduct cases identically regardless of intent.

Any recommended action will consider the impact of the sanctions on the student.

Guidelines for action relating to academic misconduct on IB assessed work

If the misconduct relates to IB assessed work (IA / TOK Essay / Extended Essay etc) then the following courses of action should be considered for work from a completed first draft. Students who do not submit a completed first draft because they missed the deadline will forfeit the opportunity to review and revise poorly cited work.

If the misconduct is deemed to be the result of poor practice rather than intentional, then guidance will be given to address the matter for the final draft.

If intent is proven or a final submission contains academic misconduct issues, then the work in its existing state will be rejected. Possible responses include:

- Resubmission of the work with all unacceptable sections removed entirely.
- A completely new work undertaken and submitted.
- Refusal to accept the work and recommended withdrawal from the subject
- Acceptance of the work and submission to IB with notice of suspected Academic misconduct

The General Regulations: Diploma Programme identifies clearly in Article 13: Award of the IB Diploma that “any candidate receiving a penalty for academic misconduct from the Final Award Committee” will not be awarded an IB Diploma. Article 20: Candidates suspected of academic misconduct clearly defines its procedures in such cases.

Programme of Academic Honesty Awareness

As part of its ongoing guidance of students, the centre will have a comprehensive range of scheduled learning experiences to underpin the policy.

### Appendix 3

#### HSANNU TOEFL, SAT and IELTS TEST POLICY

The Centre sees the IB Diploma Programme as central to the process of University and College applications and the performance and progress of students on these courses will be a major factor in determining success in the application process. The IB courses will develop knowledge, understanding and skills relevant to the SAT tests. However, the Centre will not be an examination centre for SAT (or TOEFL and IELTS exams). These remain the responsibility of students and should be planned and undertaken alongside the IB Diploma Programme course of study without having a negative impact on this.

Students who have already achieved a TOEFL score of 80 or above will be permitted to take SAT tests during the January session of IB1; it is not recommended that any student will take SAT before this time. Generally the test dates will fall during the Spring Festival holidays thus allowing final preparations to be carried out outside of school. Thus, no additional study leave for SAT preparation for this test session will be granted. If necessary (depending on holiday dates), IB classes will be closed for students for up to two days immediately prior to the SAT exams to allow for focused study and travel to the chosen test location.

Given that most students will want to take the SAT test(s) during the second semester of IB1, The Centre will allow students to enter for the May sitting. To support this, IB classes will be closed for five days immediately prior to the SAT exams to allow students additional focused study and travel to the chosen test location. This should coincide with the extended May Day holiday. If necessary (depending on holiday dates), IB classes will be closed for students for up to two days immediately prior to the SAT exams to allow for focused study and travel to the chosen test location. Students not taking SAT tests at this time can use this period to work on their IB Extended Essay.

With the end of year exams playing such an important role in the students' applications for Higher Education places, the period after these May SAT tests will be required for students to focus on their school end of year exams. As a result, no students will be permitted to enter for SAT tests in June. By using each time period to focus on only one set of examinations, we hope that neither set of results will be compromised.

Many students will want to take an additional sitting of SAT tests during IB2. To this end, the school recommends the October test dates. This will allow students to spend dedicated time on preparation during the summer vacation. Again, this should coincide with the extended Autumn Festival including the National Day celebrations. If necessary (depending on holiday dates), IB classes will be closed for students for up to two days immediately prior to the SAT exams to allow for focused study and travel to the chosen test location.

Entry for the November test date is discouraged. It falls too close to the previous date to allow any realistic prospect of improved scores. For those involved in Early Application

(EA) or Early Decision (ED) for U.S. colleges, this date will be too late anyway to be used in applications.

Entry for the December tests is permitted. However, since this will probably only involve a minority of students, classes will remain open for IB students. Additional study leave beyond necessary travel time will not be granted.

Entry for the January SAT tests will be too late to impact on college applications and would only be considered in exceptional circumstances.

*It is the responsibility of students to ensure that they register in a timely manner to ensure that they are allocated test places. Students who fail to do this will not be given special dispensation to apply for SAT tests outside of the permitted dates.*

## Summary

### REVISED SAT ENTRY PROPOSALS

<b>Test Date</b>	<b>IB1</b>	<b>IB2</b>
October 2013	Discouraged (too early to be of benefit)	Recommended for SAT I or SAT II (preceded by 5 days holiday leave for all students)
November 2013	Discouraged (too early to be of benefit)	Recommended for SAT I (re-sit) or SAT II (no additional leave except for travel)
December 2013	Discouraged (too early to be of benefit)	Not permitted
January 2014	Only for candidates with TOEFL of 80+ (preceded by 5 days holiday for all students)	Last chance (preceded by 5 days study leave for all)
May 2014	Recommended for SAT I (preceded by 5 days holiday for all students)	Not permitted (too late to be of benefit)
June 2014	Not permitted (school examinations)	Not permitted (too late to be of benefit)

#### **Appendix 4**      **NOTE TAKING POLICY**

- Students are expected to have notes on their classes; these notes should be in English, although annotations in Chinese are acceptable. Notes could be in electronic form but must be regularly backed up either electronically or as a hard copy.
- Student notes, if on paper should be either kept in a file or an exercise book. The file or exercise book must be organized, so that all the notes of a particular subject are kept together, so that they can be usefully referred to. It is not permissible to make notes in a textbook or as loose notes held within a textbook, (although it is permissible to annotate a textbook). Electronic notes should also be sensibly organised, for example within a directory structure. Electronic notes must be regularly backed up.
- Student notes should be available for class use or inspection.

## Appendix 5

### MEETING STUDENTS ACADEMIC NEEDS

Students should be taught in such away as to make sure that the curriculum is accessible and that it is sufficiently challenging. This will involve selection, placing students into the appropriate courses and differentiation. In PIB, the centre will ensure that it meets student academic needs by:

- Ensuring the centre only takes students who are capable of accessing the curriculum. To establish this centre will not take students with a Zhong Kao below 540, or have failed to achieve the necessary proficiency in English, as determined by the entrance exam.
- The teachers are expected to use suitable differentiation in lessons and should consider whether whole class teaching is appropriate. Teachers should consider scaffolding the learning of weaker students and provide suitable extension work for the more able students.
- The centre will also consider setting students in IGCSE classes in the PIB year so that they take the most appropriate examination (Core or Extended)
- The centre will help students to find suitable educational psychologist where specific learning difficulties are suspected. (see Special Needs)
- The centre will attempt to make access arrangements with the exam boards.

In The IB Programme the centre will ensure it meets students' academic needs by:

- Ensuring student are only allowed to take IB classes that they have a reasonable chance of success. For example, students will not be allowed to take HL Mathematics unless they have a grade A\* or A in IGCSE Additional Mathematics.
- Student potential for success will take precedence in IB subject selection over desired future career preference.
- The teachers are expected to use suitable differentiation in lessons and should consider whether whole class teaching is appropriate. Teachers should consider scaffolding the learning of weaker students and provide suitable extension work for the more able students.
- The centre will consider the separation of SL and HL classes so as to best meet student need. However, if combined classes are needed, the teacher will ensure that the lessons meet the needs of both HL and SL students.
- The centre will consider special courses such as first language English (A2) and Further Maths for the most gifted students.
- The mentoring system will be used to advance student learning by encouraging them to meet their own personal targets



## Special Needs

### Background

- The pre IB student intake is determined by an academic entry test and individual interviews.
- This cohort will become the IB group in their second year.
- The cohort is a strong academic group of students.
- Almost all students will be studying in a second language (English).
- Almost all students have Chinese as a first language.
- There will be a range of abilities within a narrow academic spectrum.
- Any special needs should ideally be identified prior to the commencement of the pre-IB Programme.

### Policy

The aim of the policy is to ensure the needs of all students in the cohort are met and that any special needs are planned and catered for during their time in the centre. Students will be monitored and if special needs are suspected parents will be informed so that appropriate remedial action can be taken. Parents who believe their child may have special needs are asked to inform the school so that the child's needs can be met as efficiently as possible.

### BOARDING

Unfortunately, the boarding house is not equipped to deal with students with physical disabilities a solution to moderate or temporary may be possible. It is essential that any disabilities are discussed before a student starts boarding and students will be refused from boarding if we cannot meet their needs.

## ADMISSION POLICY

- Any student, regardless of nationality, who meets admissions requirements, can apply to the school.
- The centre administers its own entrance test in order to judge the academic potential of students. Students with high rankings from the main school may be exempt from this taking test.
- The centre will allow entry of national students on the basis Zhong Kao score or an examination set by the centre based on Zhong Kao
- The school will also use student academic records obtained at previous institutions and reserves the right to administer further examinations if necessary to make sure that applicants are suitable for the centre.
- A team made up of the Centre Director, Centre Principal, IB DP Coordinator and representative IB staff member will interview all students.
- Data from examinations and interviews will be analysed, collated and ranked and offers will be made.
- Offers are dependent upon other entry requirements being met; tuition payment, dormitory registration and military training (for national students).
- Non-Chinese nationals are welcome to apply to The Centre and are exempt from the military training requirement.
- Some students may be admitted to the programme through channels not mentioned above.
- Students will only be allowed in the programme if their application indicates they have a reasonable possibility of success in the IB programme – note all students entered into the programme are expected to move from the pre-IB programme to the full diploma only in unusual circumstances will students be move to a certificate programme

### ENTRY TO CLASSES

When admitted, students are given timetables and allocated to tutor groups. Most students will join Pre-IB (PIB) although it is possible for academically able students who have the required level of education to join the IB programme. Students will not be permitted to join the second year of the IB programme unless they are transferring from another IB Centre.

### CASUAL APPLICATIONS

Any applications for places outside the normal recruitment period will be managed by the CD and CP.

### ENTRY INTO IB CLASSES

- Students will only be allowed to move from Pri-IB (PIB) to the Diploma programme on successful completion of PIB, the minimum standard expected is that students should achieve at least CCD in English (2<sup>nd</sup> language) Maths and Combined Science IGCSE this is interpreted flexibly i.e. CDC or DCC would be equally acceptable.
- Students are interviewed by the CP and IBC to help place them in classes students are also advised by the counselling team. Students are allowed to take any combination of subjects that the timetable will allow and that they have a reasonable chance of success. For example students will not usually be allowed to take HL maths unless they have an A in IGCSE Maths.
- The subject that are available is listed in the Parent and Student Handbook (4.3) and the Staff Handbook (5.3)

## LANGUAGES

Most students entering the programme will be first language Chinese speakers and PIB will be their first experience of being taught in English; therefore for most students Chinese A and English B will be the most appropriate language combination. However, students with different needs will be supported. Students may take self-taught languages, and the centre will assign a supervisor and if possible find further support. Students may also use Pamoja online courses. Chinese students who have the English skills necessary to be successful at English A2 will be supported with a supervisor, support for A2 English classes and may also use Pamoja online courses