

# Table of Contents

## Section (A): General Information

History of Pride ISM .....	4
A1. Our Mission .....	5
A2. Our Vision .....	5
A3. Our Philosophy and Objectives .....	5
A4. Our School's Values .....	6
A5. Student Support in Pride ISM .....	6
A 5.1 Pastoral Care and Counselling .....	6
A 5.2 English and Myanmar Language support.....	6
A6. School Library .....	6
Library Rules.....	7

## Section (B): Communication, Confidentiality and Feedback

B1. Teachers/School Communications .....	8
B2. Reporting.....	9
Parent-Teacher Conferences.....	9
B3. Curriculum Workshops and Pastoral Care.....	9
B4. Updating Your Contact Details .....	9
B5. Personal Data Protection.....	10
B6. Policy Change Notification.....	10
B7. Feedback and Complaints .....	10
B8. Confidentiality.....	10
B9. Surveys .....	11

## Section (C): School Environment, Attire and Facilities

C1. Learning Environment .....	12
C2. Attire.....	13
C 2.1 School Uniform .....	13
C 2.2 Attire During Physical Exercise .....	14

C3.	Personal Grooming and Adornments.....	14
C4.	Dress/Grooming Code.....	15
<b>Section (D): General Provisions and Policies</b>		
D1.	Conduct.....	16
	D 1.1 Classroom Conduct .....	17
	D 1.2 Late Coming .....	17
	D 1.3 Absenteeism and Truancy .....	17
	D 1.4 Respect for Property .....	18
D2.	Use of Electronic Devices and Internet Policy .....	18
	Use of Electronic Devices .....	18
	Use of Internet in School.....	19
	Responsible Use of Social Media.....	19
D3.	Code of Actions and Personal Possessions .....	20
D4.	Homework Policy .....	21
	Late Homework.....	22
D5.	Student Council .....	23
D6.	Rewards .....	23
D7.	Our House System .....	23
D8.	Assemblies .....	23
D9.	Educational Visits .....	23
D10.	Bullying.....	24
D11.	Safety and Security Policy .....	25
	D 11.1 Health Practices .....	25
	D 11.2 Fire and Other Emergency Procedures .....	26
	D 11.3 School Fire Safety & Fire Alarm Policy .....	26
	D 11.4 Safety Practices .....	28
	D 11.5 Pick-up and Drop-off Guidelines .....	29
D12.	Assessment Policy .....	30
	D 12.1 Assessment.....	31

D 12.2 Promotion to the next Year Level .....	32
D 12.3 Rules and Regulations for the Supplementary Examinations.....	32
D12.4 For Absences During CA and SA .....	34
D13. Admission Policy .....	34
D14. Tuition Fees Payment Policy .....	35
D15. Withdrawal Procedures .....	35
D16. Seat Deposit Programme .....	35
D17. Refund Policy .....	36
<b>Section (E): Curriculums</b>	
<b>E1. Early Years Foundation Stage Curriculum .....</b>	<b>36</b>
Prime areas of learning and their associated ELGs.....	37
Communication and Language Development .....	37
Physical Development .....	38
Personal, Social and Emotional Development .....	38
Specific areas of learning and their associated ELGs.....	39
Literacy .....	39
Mathematics .....	40
Understanding the World.....	41
Expressive Arts and Design.....	42
<b>E2. Primary Curriculum .....</b>	<b>43</b>
Key Stage 1 & 2 (Year 1 to 6).....	43
English .....	43
Mathematics .....	44
Science .....	44
History and Geography.....	45
Social Studies.....	45
Myanmar Language.....	46
Computing.....	46
Music.....	46

Art & Design .....	47
Physical Education .....	47
<b>E3. Secondary Curriculum .....</b>	<b>47</b>
Key Stage 3 (Year 7 to 9) .....	48
English .....	48
Mathematics .....	49
Science .....	49
Geography.....	50
History .....	50
Information and Communication Technology (ICT).....	51
Art & Design .....	51
Music.....	52
Physical Education .....	52
<b>Key Stage 4 (Year 10 &amp; 11).....</b>	<b>53</b>
English as a Second Language (Count-in speaking) (0511) .....	53
Computer Science (0478).....	53
ICT (0417) .....	54
Business Studies (0450).....	54
IGCSE Art and Design (0400) .....	55
Biology (0610)/Chemistry (0620) / Physics (0625) .....	55
Mathematics (0580).....	56
Mathematics – Additional (0606) .....	56
Accounting (0452) .....	56
Myanmar History and Geography .....	57
<b>Appendix</b>	
Description of Consequences.....	58
Offence Classification.....	59
Use of computer / Social media.....	61

# Section (A): General Information

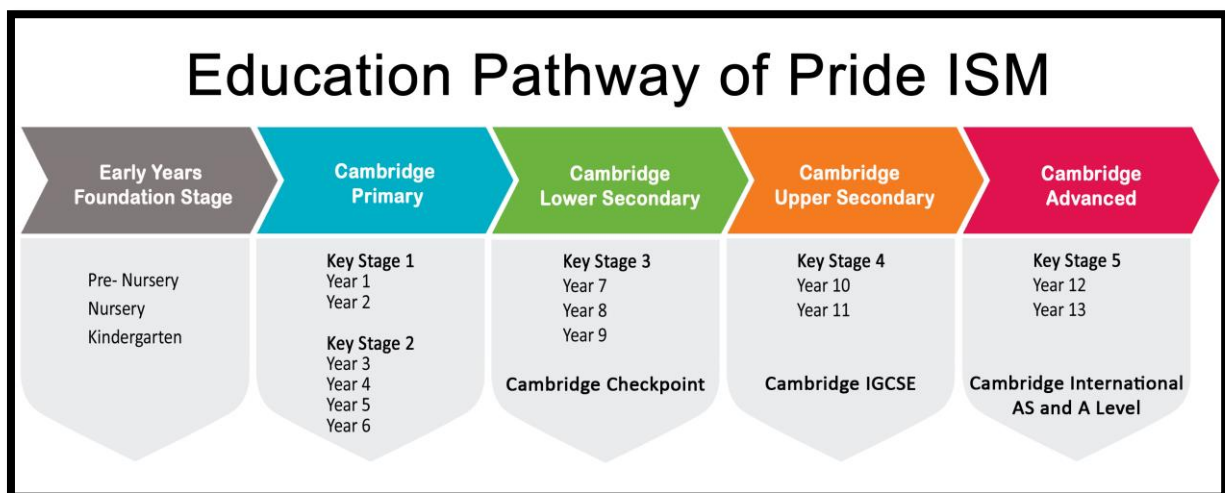
## History of Pride ISM

Pride ISM was inaugurated in Yangon in 2001-2002 and has a growing enrolment spread across three campuses: one for Early Years Foundation Stage; one for Primary and Secondary; and a sister campus in Mandalay inaugurated in March 2005 which provides a home for Nursery, Kindergarten, Primary and Secondary education.

In the beginning, Pride ISM mainly followed Singapore Government curriculum for most of the subjects together with local subjects such as Myanmar language, Myanmar History and Geography. Later, the school started to follow the UK National Curriculum from academic year 2014-15 in Secondary and 2015-16 in Primary as well as in Early Years Foundation Stage.

In October 2015, Pride ISM Yangon gained official recognition as a registered **Cambridge International School and Examinations Centre** for IGCSE and A Level. Progressively in February 2017, our sister school, Pride ISM Mandalay School, became a Cambridge International School and Examination Centre. Our Pride ISM Primary School in Yangon is also an official Cambridge Primary School from August 2017. We offer the Cambridge Checkpoint Examinations in Year 9, the International General Certificate of Secondary Education (IGCSE) in Year 11 and International AS/A Levels in Year 12 and 13.

Previously, until 2016-17, our academic year ran from early-June to mid-March. From the academic year 2017-18, we started to follow the British schools' calendar year by starting in mid-August and ending in end-June. The school provides 180 or so direct contact teaching days. Our class size is capped at a maximum of 26 although some classes may have lower number of students to allow new enrolment all year round.



## **A1. Our Mission**

Our mission is to enable each student to excel academically, personally and socially so that they become successful, self-assured, responsible and compassionate leaders of tomorrow both in Myanmar and across the world.

## **A2. Our Vision**

We aim to develop lifelong learners that accept responsibilities, promote teamwork, achieve excellence and inspire leadership for a better and more sustainable future.

## **A3. Our Philosophy and Objectives**

We put our students at the heart of everything we do. This means that we:

1. Aim to maximise student achievement in internationally recognised accreditation and qualifications.
2. Adopt and engage with world class, up-to-date learning methodologies and resources.
3. Ensure that our learning environment is safe, clean, modern, stimulating and comfortable.
4. Foster a sense of global mindedness, diversity and environmental awareness and instill a sense of self-discipline, responsibility, awareness and respect for others, locally and internationally.
5. Nurture each student's holistic pastoral development so that they become well-rounded and empathetic citizens of tomorrow.
6. Offer a broad, imaginative, exciting and evolving Extra-Curricular and Enrichment programme that enables leadership and confidence-building through participation and success.
7. Enable our students to make informed career choices and also meet the demanding challenges of universities and colleges across the world.
8. Develop and sustain a life-long love of learning and personal development.
9. Encourage all our learners to be proud of their school and to maintain their bond with it throughout their lives.
10. Understand, appreciate, respect and seek to uphold Myanmar history, culture, people and language.

## **A4. Our School's Values**

To develop our students holistically in their pastoral domain, our students are encouraged to exhibit the following values in their daily lives in school.

- Perseverance
- Respect
- Innovation
- Dignity
- Empathy

Our school's "Pupils' Development Committee" spearheads the projects and activities aimed at developing the above values for our students.

## **A5. Student Support in Pride ISM**

### **A 5.1 Pastoral Care and Counselling**

We highly value pastoral care and counselling, and focus on building good relationships that recognise the uniqueness of each individual. As a result, we incorporate strategies that support and guide each student in developing the school's values and the Cambridge learners' profile.

### **A 5.2 English and Myanmar Language support**

We provide support sessions for students with lower levels of English and/or Myanmar language. Our English as an Additional Language (EAL) and Myanmar as an Additional Language (MAL) sessions are structured programmes run in small groups (sometimes individual) designed to support and raise the language level of the students so they can integrate effectively back into their normal classes.

## **A6. School Library**

Our libraries focus on providing supportive services and programme collaboration. Global information literacy and literature that reflect our multicultural school community are integral to active, authentic life-long learning and inquiry.

Our libraries provide a wide variety of resources that are appropriate for the range of age and language abilities of our students, mindful of the diverse, multicultural population and support the Cambridge curriculum that is taught in our classrooms. The library is a

changing and dynamic place and is an intrinsic part of the busy daily life of Pride ISM community.

Our Primary and Secondary School libraries are open during the normal school time during the school days.

### **Library Rules**

- Students can borrow books for a period of one week and renew borrowed books before they are due.
- Students are required to display ID cards at all times.
- All books must be returned on time.
- All library users must follow the library instructions.
- Reference books and materials are to be read in the library and are not to be checked out.
- Eating and drinking is not permitted in the library.
- Library will not be held responsible for the loss of any personal belonging of the users.
- Books can become lost or damaged (including water damage) despite students' and families' best efforts to take care of them. Part of being a responsible student is taking care of school property, and all books will be checked for damage by our staff when they are returned to the library. If a book is lost, incurs water damage or is damaged beyond repair, the person who signed out the book is responsible for paying the replacement charge. If payment has not been made, school reports and transcripts are held until it has been made. If the book is found and returned in original condition to the library, a refund will be issued in the following school year.



## Section (B): Communication, Confidentiality and Feedback

---

### B1. Teachers/School Communications

It is important to establish regular communications between form tutors or subject teachers with parents/guardians on student's well-being as well as on student's academic matters. Parents are also encouraged to have regular contact with teachers to facilitate necessary feedback. Parents/Guardians and students will also receive a range of communications directly from the school.

<b>Mode of Communication</b>	<b>When/How?</b>	<b>Why?</b>
Tele-conversation/phone calls	Any time during office hours (through School Reception)	Absences, lateness, early departure, pastoral matters, appointments, inquiry, urgent information updates.
Email/Letters	As per needed	Schedules, regular information update, invitations, newsletters/ bulletin.
Face-to-face (Scheduled)	Meet the Teacher Day	Orientation
	Parent-Teacher Conference	Release of results, parents-teachers' interactions.
Face-to-face (by Appointment)	As per needed (appointment through Admin Office)	Urgent consultation, disciplinary or academic matters.

## **B2. Reporting**

### **Parent-Teacher Conferences**

The purpose of the report cards(which is further detailed in Section D.12) is to encourage growth is to encourage growth, enhance learning and communicate information about student progress to the parents, the student, the next teacher and other schools. Student assessment is ongoing and varied. The report card is only one aspect of reporting on the progress of a student. It serves as a snapshot of a student's achievement at a particular point in time.

Report cards will be handed to the parents/guardians during Parent-Teacher Conferences. We strongly encourage parents to attend the conferences and participate actively in working together to improve your child's education. The school will be able to reproduce any lost or damaged report cards, providing there is sufficient reason and proof for the loss but it will contain a duplicate seal.';The school may charge a certain amount for the duplicate report card. Conference dates are available on the school calendar.

## **B3. Curriculum Workshops and Pastoral Care**

We plan to offer a range of parent workshops and seminars across the school year. These workshops examine key elements of our academic, enrichment and pastoral enhancements and a platform for discussion with teachers and management as well as an in-depth understanding of the school curriculum and ways to contribute and improve the school for the benefit of your children.

## **B4. Updating Your Contact Details**

Pride ISM uses a well-known School Management System to keep track of central information of students, parents, and assessment records as well as other analytical data. The contact information of parents/guardians is vital to ensure ongoing and prompt correspondence with families.

Please update your change of information with the school as soon as you can through our official forms, which are available at the respective receptions, so that applicable changes can be shared with all stakeholders.

## **B5. Personal Data Protection**

Pride ISM respects the privacy of its students, parents, staff, community members and visitors. Pride ISM collects some personal data for the purpose of supporting the operations of the school and the information will not be used for any other purpose without the consent of the stakeholders involved.

## **B6. Policy Change Notification**

Policies are guiding principles for everyone in our school to be aware of and to enable them to make informed decisions and obtain useful information. School policies are available on our school website. Any major updates to our policies will be accompanied by emails or official letters from the school.

## **B7. Feedback and Complaints**

We value your inputs to improve our school values and operations so that we can help your child to develop holistically. Feedback can be given to us in various ways. You may also call the school reception or email to make appointments so that we can have discussions. There is also a Feedback Box in all reception areas. An anonymous submission of a complaint may limit the school's ability to respond or take further action and will be taken as a "report only" complaint.

## **B8. Confidentiality**

Pride ISM, its teachers and staff may obtain, hold, use and communicate, on a "need-to-know" basis, confidential information which, in their opinion, is material to the safety and welfare of the student. The student consents to Pride ISM communicating with any other school which the student has attended, or currently attends or which the student should attend, about any matter concerning the student or about payment of fees – whether or not the information being passed on is also held in machine readable form. The confidentiality obligation of the school shall not apply to:

- (a) any information which becomes generally known to the public
- (b) any information which is, at the time of disclosure, legally in the possession of Pride ISM

- (c) any information which is required to be disclosed pursuant to any applicable legal requirement or legal process issued by any court or any competent government authority or rules or regulations or policies of any relevant regulatory body.

## **B9. Surveys**

The school also seeks feedback formally from students and parents via surveys. Each year, parents and students may be invited to participate in an annual survey. The purpose of these surveys is to gather feedback on academic programmes, sporting and arts programmes, extracurricular activities, campus facilities, teachers and staff, etc. This feedback is used in Pride ISM's ongoing improvement plans.

# Section (C): School Environment, Attire and Facilities

---

## C1. Learning Environment

We believe in a caring and safe environment that promotes a sense of belonging where the rights of everyone are recognised and respected.

All students deserve a clean, safe environment where they can expect to:

- Learn
- Be treated respectfully
- Access all school resources
- Expect their property to be respected
- Feel emotionally comfortable

All our students are expected to:

Respect themselves by

- Arriving on time to the school and classes
- Attending all classes
- Preparing properly for their learning
- Conducting themselves with dignity

Respect others by

- Following school rules
- Protecting the rights of others
- Maintaining honesty and trust
- Treating others respectfully
- Avoiding the use of inappropriate languages

Respect the property of others by:

- Handling with care and being responsible users
- Using school's property and IT resources appropriately

We do not anticipate any infringements, but anyone who may have difficulty in adhering to the above will be referred to the School Management and, when occasion demands, to the Head of Schools. Sanctions may include - but are not limited to - a verbal or written warning, loss of privileges or break time, a letter to parents, Parent-Head of Schools meeting and, ultimately, temporary or permanent exclusion.

## C2. Attire

### C 2.1 School Uniform

Proper dress and neat presentation project a positive outlook of the student and the school. As students are ambassadors of the school in our larger community, it is essential to be responsible to project this positive outlook with the proper attire.

- (a) With exception of school designated non-uniform days, all students are required to wear the full school uniform at all times during school hours and when on school visits. Teachers/school management will advise parents when, and if, exceptions are made.
- (b) The details of the school uniform are mentioned in the following table.

	<b>Monday &amp; Tuesday</b>	<b>Wednesday &amp; Thursday</b>	<b>Friday</b>
<b>EYFS</b>	Full School Uniform	PE Attire	Uniform or any acceptable dress
<b>Primary</b>	<b>Monday to Friday</b> Full School Uniform		
<b>Secondary</b>			

- (c) All students must wear approved school uniform attire as mentioned below.

	<b>Shirt</b>	<b>Trousers/skirt</b>	<b>Necktie</b>	<b>Footwear</b>
<b>EYFS</b>	Light blue shirt with school name	Dark blue long or short trousers	Dark blue with School logo	Black/mainly black shoes with black shoe lace and white sock

<b>Primary</b>	White Shirt with school name	Dark blue long trousers/skirt	Light blue with School logo	Black/mainly black shoes with black shoe lace and white sock
<b>Secondary</b>	White Shirt with school name	Dark blue long trousers/skirt	Dark blue with School logo	Black/mainly black shoes with black shoe lace and white sock

- (d) Students will not alter their school uniform in any way.
- (e) Long trousers for the boys should be long enough to cover up to the top of the shoes.
- (f) Skirts for the girls should be long enough to cover the knee while standing.
- (g) Other than approved school badges and logos, no other things must be attached to the school uniform.

### **C 2.2 Attire During Physical Exercise**

School PE/House attire or appropriate dress for physical exercise is to be worn during any PE lesson or physical activities. Students who are not wearing the appropriate dress or school PE/House attire during physical exercise will be barred from participating in the activity.

### **C3. Personal Grooming and Adornments**

Students must maintain an acceptable standard of personal grooming. It is strongly recommended that personal adornments should be minimal except for religious needs.

The following are **not permitted**:

- Hair that is dyed or highlighted more than slightly beyond their natural colour
- Visible jewellery other than:

- one ring
- a pair of ear studs (or) small earrings (girls only)
- Spiky, bouffant, heavily beaded, razor cut or line hairstyles revealing the scalp; boys with pony tails or hair that extends beyond the collar
- Boys with earrings
- Tattoos
- Wearing any contact lenses with special effect (cosmetic or costume lenses...)

All Pride ISM students should follow the following hair grooming guide.

- **For boys:**
  - Fringes should not be touching the eyebrows
  - At the sides, hair should not cover the ears
  - At the back, hair should not be touching the collar
- **For girls**
  - If the length of the hair is longer than shoulder length, it should be tied neatly at the back with a black or dark blue hair band

#### **C4. Dress/Grooming Code**

- Students who are not wearing the appropriate dresses/school uniform as mentioned in C2 and C3 will not be allowed to attend classes or participate in activities. They will be either sent home to change into appropriate dresses/school uniform or parents/guardian must arrange for them to change.
- Student's dress/grooming or adornments should not be a distraction to others' learning.
- Trousers, shorts and skirts should cover all undergarments and none of the undergarments should be visible.
- Shirts, trousers, shorts and skirts must not be altered to be too tight, too short, too baggy, draggy or tapered. They must wear the correct colour dress, similar to our school uniform, if the students are wearing clothes not sold from the school.
- Appropriate close-toed shoes must be worn with white socks. Students who have a medical reason to wear other footwear need to produce a request letter from parents/guardians or an official certificate from doctors/hospitals.



- While headphones are allowed to be brought into the secondary school, they should not be visible or worn in classes or any academic settings.
- If any of the physical activities involves water, dark or black coloured dress should be worn.
- Girls' hair style should not interfere with learning and excessive make up or lipstick is not allowed.
- Decorative facial piercing is not allowed for both boys and girls. Exceptions to the grooming code may be made at the principal's discretion for religious or cultural reasons.

[Please see the Appendix for the Description of Consequences and Offense Classification on Page \(59\)](#)

## **Section (D): General Provisions and Policies**

---

### **D1. Conduct**

A school's reputation depends heavily on the behaviour of its students. We aim to be the premier school in Myanmar and seek to uphold the highest standards of personal conduct.

Students are reminded to conduct themselves in a decent and polite disposition and be respectful to each other and to all Pride ISM staff including teachers, receptionists, attendants, canteen and security staff at all times. Any conflict should be reported in the first instance to the respective personnel.

Pride ISM students must abide by the rules and regulations of the school at all times when they are in the school premises.

Students are also required to follow the new school rule/s taken out from time to time at different situations, as the security and safety of the students is Pride ISM's top priority. Therefore, parents/guardians understanding and cooperation is greatly required in this matter.

## **D 1.1 Classroom Conduct**

**Students are expected at all times to:**

- Register with the *form tutors/year leaders* when arriving late for school
- Rise when the teacher enters the classroom
- Remain quiet and respectful when the teacher or another student is speaking
- Raise their hands before speaking or otherwise follow the directions of their teachers for methods of classroom behaviour.

And are expected never to:

- Skip classes  
Skipping classes leads to a loss of trust and will be recorded.
- Leave the classroom without permission of their teacher
- Throw any object
- Create noisy or disrespectful environment in class at all times.

## **D 1.2 Late Coming**

- All students arriving 10 minutes later than the start of the school day will receive a 'Late Card' upon their arrival.
- Late students may only enter their classroom with a 'Late Card'.
- Students who have received a 'Late Card' and are late for more than 5 times will not be allowed to attend the class until the second period.
- Persistently late students will be required to attend mandatory counselling and a Parent-Principal Conference.

## **D 1.3 Absenteeism and Truancy**

- Parents and guardians are requested as a matter of politeness to notify the school on the morning of the child's day of absence especially in the case of an emergency.
- Notes regarding absenteeism or lateness will be corroborated by contact with the parent or guardian.
- If a student is absent without valid reasons for more than 25% collectively in an academic year, he or she will not be allowed to take end-of-term examinations.

## **D 1.4 Respect for Property**

- Students must respect school property. They are responsible for any damage made by them and must pay for the cost. If payment has not been made for the damages, school reports and transcripts are held until it has been made.
- Students are not to interfere with or remove any property belonging to others.
- Large sum of money and valuables should not be brought to the school.
- During sport or other physical activities, students should leave valuables with a responsible person or in their own lockers.
- The school is neither responsible nor liable for the damage or loss of any personal items.

[\*Please see the Appendix for the Description of Consequences and Offense Classification on Page \(59\)\*](#)

## **D2. Use of Electronic Devices and Internet Policy**

### **Use of Electronic Devices**

- Students are not allowed to use mobile phones in the classroom areas at any time for any reason unless specific permission is given by the school management.
- Wearing 'Smart Watch', or any watch that has same function as a mobile phone is not allowed in school.
- Students are required to place all communication and electronic devices including computers (unless part of the lesson directed by the teacher), mobile devices, smart devices or any recording devices in their lockers in the school campus during the school day or, in the case of EYFS and Primary students, at the school office.
- Calculators are permitted in classrooms for teaching and learning purpose.
- Non-compliance will result in confiscation by the management for a specific period depending on the frequency of violation by the student.
- Any communication or electronic device brought into the school is the responsibility of the student themselves. If any such device is lost or broken, the school has no liability towards them.

## **Use of Internet in School**

- Students are not normally allowed to connect to the Internet when they are connected to school's student network. Hefty downloads and transferring of large files can severely restrict others' ability to get on with their work. A responsible IT personnel or a teacher should supervise any transferring or downloading of large files.
- Students are instructed to restrict their use of Internet to academic and ethical purposes; access to email and networking sets is only encouraged in relation to the pursuit of academic outcomes such as the use of the educational websites and forums available.
- Students may bring their own laptops to the premises for the teaching and learning purpose. Students are requested to restrict their use to learning related purposes. The school is not responsible for the safe keeping and safeguarding of these devices.

## **Responsible Use of Social Media**

With modern technology and more tolerant social conditions, the world can now communicate with itself exchanging and sharing news, ideas, observations and comments instantly and openly, largely without censure. Free speech is vital for individual, national and world-wide development, enabling the free-flow of ideas and opinions. We hope that it involves fairness, objectivity and honesty.

The keywords in our mission statement that relate to social media are of course *responsible and compassionate*.

All of us in the Pride family need to be mindful that our most precious asset is our reputation, and belonging to a top school benefits everyone, now and in the future. Negative, unfair, inaccurate and unwarranted slurs casually broadcast in the community not only damage the school but every single student in it. Such postings will also be considered if or when the school is asked to provide references or testimonials.

We believe passionately in free speech, which for us means talking to, rather than about each other. In the interests of fairness, honesty, openness and good will, we will always insist that comments and opinions are made personally to whomever they are directed, rather than electronically.

Our doors are always open and all parents and students are welcome to call or email us at any time. If you would like to speak to any member of staff, an appointment must be made through the school reception first. We also have an active student council which is an appropriate forum for making suggestions, many of which are implemented.

[Please see the Appendix for the Description of Consequences and Offense Classification on Page \(59\)](#)

### **D3. Code of Actions and Personal Possessions**

**The following is never acceptable on the school premises:**

- Smoking and vaping
- Possession of cigarettes, e-cigarettes, alcohol, drugs, pornography, weapons, matches, fueled lighters or any other personally, physically and mentally harmful substances
- Consumption of prescribed medicines without written notice and permission given in advance by a parent or guardian
- Gambling
- Forgery
- Cheating in exams and/or tests
- Any activities related to gangsterism
- Fighting, harassment, bullying, teasing or abuse, either physically or verbally
- Theft and shoplifting
- Arson
- False Fire Alarm
- Sexual Misconduct
- Use of abusive and foul language or gestures
- Eating anywhere other than the designated canteen, except in the classroom on special occasions under teachers' supervision and permission such as birthdays or other celebrations. Students should never eat in the office, reception area , computer labs or hallways
- Possession and consumption of chewing gum

- Performing any form of affectionate embrace, contact, kissing, holding hands or being intimate
- Leaving the campus during school hours for any reason without confirmed written permission given in advance by a teacher, a parent or a guardian or unless accompanied by a parent or a guardian
- Damage to school property (which will lead to individual liability)
- Students are not allowed to drive a vehicle or motorbike in the school's premises

[Please see the Appendix for the Description of Consequences and Offense Classification on Page \(59\)](#)

## **D4. Homework Policy**

All available evidence suggests that the completion of regularly set homework is an integral contributor to academic success. It provides an opportunity to practice skills, reinforcing learning and to prepare for and succeeding in examinations.

### **We believe that homework:**

- Reinforces and supports a child's in-school experience through related out-of-class activity
- Promotes self-discipline, organisation skills and effective study habits
- Encourages independent, life-long learning
- Invites parental involvement and insight into their child's development and learning

### **Students are responsible for:**

- Maintaining a homework routine
- Completing and submitting assignments on time and to the best of their ability
- Catching up on homework when absent
- Following up on any additional or supplementary work set

### **Teachers are responsible for:**

- Providing a range of relevant and meaningful assignments and tasks during the school year
- Allocating sufficient time for homework completion
- Adjusting expectations when necessary to meet individual needs
- Providing accurate, detailed, and constructive feedback

- Setting assignments that students can achieve
- Notifying parents of non-completion of homework
- Ensuring that assignments are recorded

**Parents can help by:**

- Enabling their child/children to develop a homework routine
- Regularly checking their child’s homework
- Encouraging effort, achievement and a positive attitude towards homework

**Here is our approximate guide to homework expectations:**

<u>Section</u>	<u>Year Level</u>	<u>For each subject</u>
<b>Primary</b>	Year 1 & 2 (Key Stage 1)	30 minutes per week
	Year 3 ~ 6 (Key Stage 2)	45 minutes per week
<b>Secondary</b>	Year 7 ~ 9 (Key Stage 3)	75 minutes per week
	Year 10 ~ 12 (Key Stage 4 & 5)	90 minutes per week

*It is highly recommended that every child should spend some time for learning spelling and reading every day.*

**Late Homework**

- Homework may or may not be part of a student’s Continuous Assessment, but in all cases failure to complete homework regularly and on time and with the appropriate quality can have a serious impact on a student’s performance.
- An extension to the homework submission date may only be granted in exceptional circumstances and would normally be requested no later than 24 hours prior to the due date.
- Work not submitted due to illness should be handed-in the next day when the child is in school.
- Persistent non-completion (e.g. less than 80% submission) will be a disciplinary matter requiring the attention of the coordinators, Heads of Departments or Vice Principal. Sanctions available include loss of break time, contacting parents, mandatory homework completion sessions and a lower report card grade for that subject and for effort.

## **D5. Student Council**

We have two Student Councils, Primary and Secondary, which are made up of a selection of students who represent the student body and help guide the school. The students vote for a President, a Vice-President, a Secretary, a Treasurer, and a Social Activity Coordinator for each Student Council. They also elect two class representatives. These students meet with the school management to discuss important issues. The student councils will help make decisions on term themes, resources needed, term activities and competitions, extra-curricular clubs and help solve any problems the students have. This is an effective way to create an excellent staff-student relationship and improve the learning and school experience of the students.

## **D6. Rewards**

We understand that children need positive praise and encouragement to help them learn. We encourage our students through verbal praise, awarding stickers, presenting certificates and awarding House Points.

## **D7. Our House System**

All our Primary and Secondary students are in a House Team. There are four teams: **Griffin, Phoenix, Anzu, and Pegasus**. The children work to gain house points through excellent behaviour and work. The team with the most points at the end of the term achieves a prize which is chosen by the School Council. Individual certificates are also presented to the child throughout the year who achieves certain levels.

## **D8. Assemblies**

Regular assemblies are held in schools. These include whole school assemblies, class assemblies and informational ones. Assemblies help to develop presentation, leadership and social skills.

## **D9. Educational Visits**

Educational visits are a vital part of a child's development in both their academic and social life. Our educational visits start at EYFS and continue right through Year 11. The visits may range from day visits to longer residential visits. We have developed the visits



to be educational designed to fit into their curriculum and not just excursions. Every effort should be made from parents to allow all the students to attend the visits. Most trips will involve some cost to parents and all trips will need parental permission.

## D10. Bullying

Bullying is direct or indirect physical or psychological intimidation that typically occurs to create a pattern of harassment or abuse.

Bullying of any kind is unacceptable and everyone in the Pride ISM family has a responsibility to prevent it. We give the assurance that all forms of bullying that occur on our school grounds will be dealt with promptly and effectively.

Some specific examples of bullying are shown in the table below.

	<b>DIRECT</b>	<b>INDIRECT</b>
<b>Verbal</b>	<ul style="list-style-type: none"> <li>• Verbal insults</li> <li>• Racial or ethnic based comments</li> <li>• Sexual harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Persuading another person to criticize or insult someone</li> <li>• Spreading malicious rumours</li> <li>• Anonymous phone calls, emails and text messages</li> <li>• Threatening and obscene gesture</li> </ul>
<b>Social or emotional</b>	<ul style="list-style-type: none"> <li>• Using guilt '<i>you won't be my friend if...</i>'</li> <li>• Manipulation</li> <li>• Being unfriendly</li> <li>• Forming tight groups or cliques against someone</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberately turning away or averting one's gaze to ignore someone</li> <li>• Rolling eyes</li> <li>• Persuading people to exclude someone</li> </ul>

	DIRECT	INDIRECT
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Striking or hitting</li> <li>• Throwing objects</li> <li>• Using a weapon</li> <li>• Removing and hiding belongings</li> </ul>	<ul style="list-style-type: none"> <li>• Persuading another person to assault someone</li> </ul>

Everybody has the right to be treated with respect and no one deserves to be a victim of bullying.

If you witness any form of bullying or are a victim of bullying yourself, you must inform your form tutor, level coordinator, disciplinary officer, School Principal or Head of Schools IMMEDIATELY. The bully will be dealt according to the “**Code of Conduct and School Rules**” mentioned in the [Appendix](#).

## **D11. Safety and Security Policy**

### **D 11.1 Health Practices**

#### **When to keep your child home**

Do not send your child to school when he/she is ill. A sick child does not enjoy school and endangers the health of other children and staff. If your child cannot fully participate in regular school activities, please keep him/her at home.

#### **Children with the following may not attend school:**

Chicken pox	Measles	Fever greater than 100 degrees
Lice	Rubella	Diarrhea or vomiting
Mumps	Severe coughing	Rash
Scarlet fever	Scabies	Sore throat
Pink eye or conjunctivitis		

#### **Symptoms observed while at school or in the event of a serious incident, injury or illness:**

- If the child requires the services of a doctor, the child will be taken to the School Clinic. In the event of a serious incident, injury or illness, the child will be sent to the nearest hospital.
- In all cases, parents will be informed. If the parent is not available, we will begin calling other emergency contacts listed on your child’s application form.

## **D 11.2 Fire and Other Emergency Procedures**

- Fire drills and earthquake drills are held twice a year at the beginning of each school year and once in the second term.
- If the alarm is sounded, children follow the procedure set out by the school for both a fire drill and earthquakes. All activities should cease and the students are escorted towards the door and then out to stand safely at the **Fire Assembly Point**.
- Teachers and Staff check all areas before they leave the place to make sure that no child is left behind.
- A receptionist will pick up all registers, parents' contact numbers, telephone and convey them to the Assembly Point where the children, staff and teachers are counted.
- If necessary, the fire brigades are called.
- All Academic and non-academic staff are familiar with the fire evacuation procedure.
- Arrangements are made to monitor the condition of all fire prevention equipment regularly. This includes the visual inspection of fire extinguishers. There is a **no-smoking** policy at Pride ISM, which is strictly abided by.
- In the case of any extraordinary events happening while the children are in school. The children will follow the emergency procedure above and will be kept in a safe area. Parents will be notified and requested to pick their children up when it is safe to do so. The children will be supervised until that happens.

## **D 11.3 School Fire Safety & Fire Alarm Policy**

Our priority is to minimise the risk to life and reduce injury by maintaining the physical fire safety integrity of the School in ensuring that staff, students, visitors, and contractors working on site do not add to the fire risk.

We conduct regular fire risk assessments to identify potential hazards. We have also installed fire detection and alarm systems in our buildings in accordance with local regulations. All the fire alarms are tested regularly to ensure that they are audible and

visible throughout the school. There is adequate firefighting equipment (e.g., fire extinguishers) at strategic locations.

Additionally, we promote a culture of fire safety awareness and preparedness. Our students and staff are well acquainted with our clear and comprehensive fire evacuation plan (with designated safe assembly points and roll-call systems), and regular fire drills are conducted to ensure the safe evacuation of our buildings if a fire breaks out.

### **False Fire Alarm Usage**

The misuse of fire alarms, whether intentional or accidental, result in severe consequences for the safety and wellbeing of our students, staff, and visitors. It disrupts the learning environment, diverts emergency services, and can lead to complacency in genuine emergencies. A false fire alarm is defined as follows: The intentional or accidental activation of a fire alarm system when no fire or emergency situation is present.

False fire alarms are a serious offence and Pride ISM enforces strict measures to ensure that fire alarms are used appropriately and effectively in genuine emergencies. The following outlines the consequences for any individual found responsible for triggering a false fire alarm:

- **Disciplinary Action:** Any student, staff member, or visitor found responsible for intentionally activating a false fire alarm will face disciplinary action in accordance with the school's code of conduct. This may include suspension, expulsion, or termination of employment. In case of student involvement, parents or guardians will be notified and involved in addressing the behaviour. Moreover, a record of the offense will be documented in their file, which may impact their academic and extracurricular opportunities.
- **Financial Penalties:** Individuals responsible for a false fire alarm may be held liable for any costs incurred due to the false alarm, including emergency services response. Additionally, they may be held financially responsible for any damages to school property resulting from the false alarm, such as damage to the fire alarm system, evacuation equipment, or other school facilities.

- Legal Action: The school reserves the right to pursue legal action against individuals who activate a false fire alarm.
- Educational Programmes: Students who activate false fire alarms may be required to participate in mandatory fire safety education programmes to understand the seriousness and potential consequences of such actions.

False fire alarms disrupt the learning environment, create unnecessary panic, and divert emergency resources. Clear signs are posted near fire alarms to remind individuals of the consequences of false fire alarm usage. Our School has a zero-tolerance policy for such actions to ensure the safety and security of all our students and staff. (Approved by Uncle U Aung Oo and Ko Wai Yan Moe)

### **D 11.4 Safety Practices**

For the safety of our children, we keep records of:

#### **Adults**

- The police clearance certificate of criminal records for all academic and non-academic staff
- Names and addresses of all staff on the premises who work with the children or who have substantial access to them
- Names and addresses of teachers and all members of the management committee
- All records relating to the staff's employment with the setting, including application forms, references, results of checks undertaken etc.

#### **Safety**

- Systems are in place for the safe arrival and departure of children.
- Arrival and departure times of all adults and staff are recorded.
- Our systems prevent children from leaving our premises unnoticed.
- If there is an occasion when a parent, legal guardian or an authorised person cannot collect the child, the parent must personally call the school or write a letter of authorisation to indicate the detail of the nominated person who will collect the child. The child will not be released from the school until proper authorisation has been received.

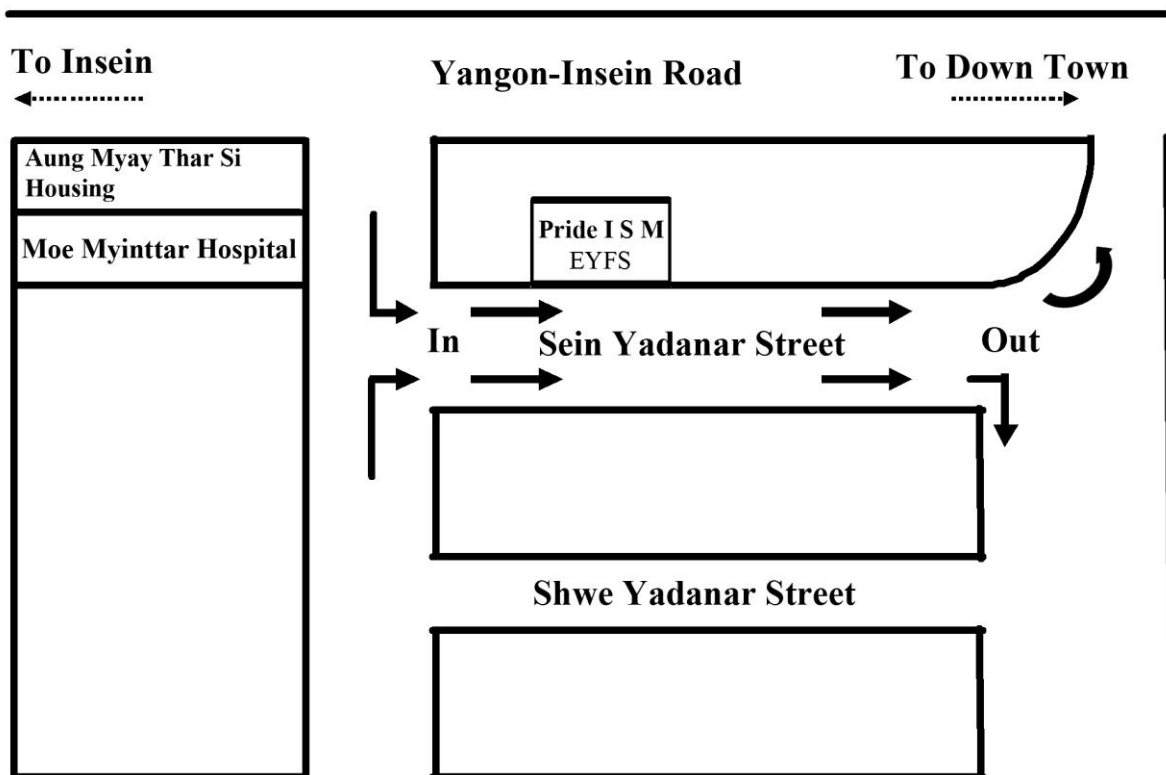
***CCTV cameras are installed in nearly all of the areas at School for the children's safety.***

## D 11.5 Pick-up and Drop-off Guidelines

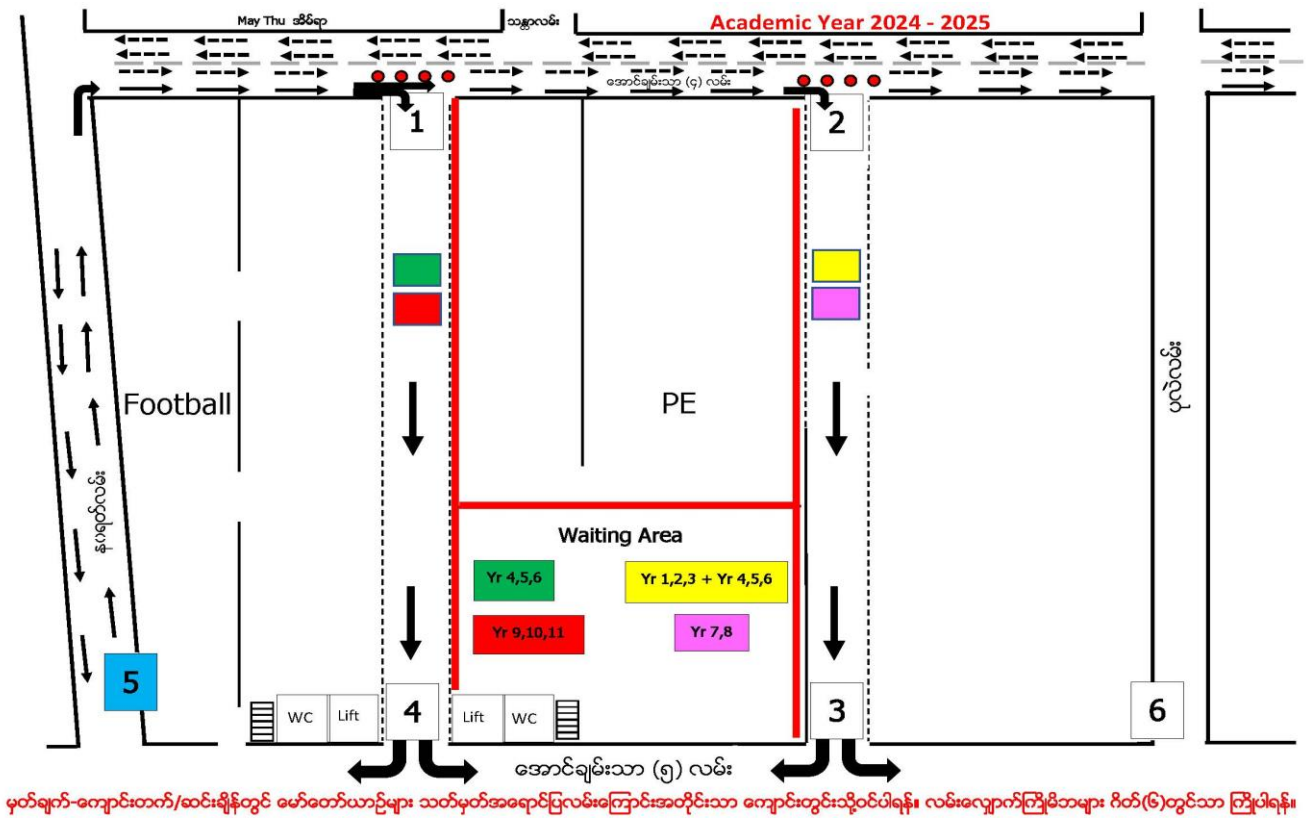
To ensure the safety and security of our students and to avoid traffic congestion, parents/guardians must follow the guidelines mentioned below:

- Comply with the instructions from security guards and other personnel
- Placards should be clearly displayed on the car
- Drivers shall drive in the orderly manner without overtaking
- Enter and exit through the signed gates
- Drivers shall drive slowly and not pass or attempt to pass another car moving in the same lane while they are in the school compound.
- Our staff will be there to assist the children get into the car. Therefore, no drivers shall leave the car as it can slow down the process and may block the traffic.

Anyone who does not follow the guidelines mentioned above may be given a verbal warning or banned from the school compound by the management.



**Route: EYFS Students**



**Route: Primary or Secondary Students**

**D12. Assessment Policy**

Pride ISM closely monitors students' academic progress through various forms of assessments. Our assessments include both Continuous Assessment (CA) and Summative Assessment (SA) in nature. Continuous Assessment (CA) consists of daily formative assessments, class tests, projects, group works, presentations, class works and home works. Summative Assessments (SA) consist of end-of-term (or) end-of-year examinations. The overall grade for the term as well as end of the year is contributed by combinations of both CA and SA marks.

By nature, Continuous Assessments (CA) are used to continuously assess students' progress and to give feedback to both teachers and students so that they will be able to correct any mistakes or change lesson plans. Therefore, CAs are conducted very frequently and in short notice. However, as there are a number of CAs in each term, percentage contribution of each CA on the final grade is minimal.

## **D 12.1 Assessment**

Continuous Assessments (CAs) are made for Core and Foundation subjects, from Year 1 to Year 9, but Summative Assessments (SAs) are made for Core Subjects (English, Mathematics , Science for Primary School - Year 3 to 6, plus ICT for Secondary School- Year 7 to 9).

For Year 10 and above levels, Continuous Assessments (CAs) are made for all subjects except for IGCSE Art and Design but Summative Assessments (SAs) are made ONLY for selected subjects by students.

There is no Summative Assessment (SA) for Year 1 and Year 2.

Frequent and regular Continuous Assessments (CAs) will include a range of modern, relevant assessment methods such in-class tests, student presentations and observations of tasks performance against assessment criteria designed to give students, teachers and parents a clearer picture of each child's progress and areas of development. Regular assessments help students to gain more confidence in themselves.

CAs are the way to help students prepare successfully for IGCSE.

Summative Assessments (SAs) take place at the end of Term 1 and Term 3. The assessments are based on **Cambridge International Education (CIE)**.

The weightage for the CAs and SAs is as follows.

### **Year 1 & 2**

<b>TERM</b>	<b>CA</b>	<b>Weightage %</b>
Term 1	CA1	40
Term 2 & 3	CA2 & CA3	60
<b>Overall 100</b>		

### **Year 3 to Year 6**

<b>TERM</b>	<b>CA/SA</b>	<b>Weightage %</b>	
Term 1	CA1 SA1	30 <u>70</u> 100	40
Term 2 & 3	CA2 & CA3 SA2	30 <u>70</u> 100	60
<b>Overall 100</b>			



### Year 7 to Year 10

TERM	CA/SA	Weightage %	
Term 1	CA1 SA1	30 <hr style="width: 50px; margin: 0 auto;"/> 70 100	40
Term 2 & 3	CA2 & CA3 SA2	30 <hr style="width: 50px; margin: 0 auto;"/> 70 100	60
<b>Overall 100</b>			

### Year 11

TERM	CA/SA	Weightage %	
Term 1	CA1 SA1	30 <hr style="width: 50px; margin: 0 auto;"/> 70 100	100
Mock Exam	SA2	100	100
<b>Overall 100</b>			

**The Criteria for Overall Grades is as follows:**

<b>90 – 100</b>	<b>A*</b>	<b>80 – 89</b>	<b>A</b>	<b>70 – 79</b>	<b>B</b>
<b>60 – 69</b>	<b>C</b>	<b>50 – 59</b>	<b>D</b>	<b>40 – 49</b>	<b>E</b>
<b>30 – 39</b>	<b>F</b>	<b>20 – 29</b>	<b>G</b>	<b>0 – 19</b>	<b>U</b>

### **D 12.2 Promotion to the next Year Level (Primary & Secondary- Year 3 to Year 9**

To be promoted to the next year level, students must have performed satisfactorily in each of the Core Subjects (English, Maths, Science for Primary School, plus ICT for Secondary School), achieving at least Grade “D” and above in the overall final average.

### **D 12.3 Rules and Regulations Regarding the Supplementary Examinations**

The student must take the supplementary exams if he/she fails 1 or 2 subjects of the core subjects (English, Maths, Science for Primary School, plus ICT for Secondary School). The student will not be allowed to sit for the supplementary exams if he/she fails 3 or more core subjects regardless of the circumstances.

## Primary School

Fails 3 core subjects	No supplementary exam. The student is required to repeat the year.	
Fails 2 core subjects	Required to take supplementary exam.	<p>If the student fails both supplementary exams, he/she is required to repeat the year.</p> <p>If the student fails one supplementary exam, he/she will be considered for promotion based on previous academic records and exam board discussion.</p>
Fails 1 core subject	Required to take supplementary exam.	If the student fails, he/she will be considered for promotion based on previous academic records and exam board discussion.

## Secondary School (Years 7 to 9 only)

Fails 3 or more subjects	No supplementary exam. The student is required to repeat the year.	
Fails 2 subjects	Required to take supplementary exam.	<p>If the student fails both supplementary exams, he/she is required to repeat the year.</p> <p>If the student fails one supplementary exam, he/she will be considered for promotion based on previous academic records and exam board discussion.</p>

Fails 1 subject	Required to take supplementary exam.	If the student fails, he/she will be considered for promotion based on previous academic records and exam board discussion.
-----------------	--------------------------------------	---

The Supplementary Exam will be conducted four weeks after the academic year is over. If a student does not appear for the supplementary exam, no further exams will be (re)scheduled.

Repeating a year may also occur as a result of prolonged absence or complete inability to cope with the work.

#### **D12.4 For Absences During CA and SA**

Subject teachers will re-arrange an alternative CA (written) within the allowable time frame if the valid leave form is submitted in advance. If the nature of CA does not allow to arrange an alternative CA (such as group presentation), the students may either be given valid reason absent (VR) or zero mark for the component he or she did not participate. The school may consider alternative CA request in case by case basis and has the right to reject any alternative CA for certain situation.

As the dedicated days for the end-of-term examinations are pre-announced in school calendar, the school will not re-arrange alternative examination for any circumstances (except for hospitalization, serious illness or participating in any events/competitions representing our school or our country).

### **D13. Admission Policy**

Admission to Pride ISM for all levels except for Pre-Nursery and Nursery is based on **Entrance Examination** . The entrance examination includes English and Maths Tests. Once the Application Form has been submitted and the Entrance Examination form is filled, the applicant will sit for the Entrance Examination according to the date and time given.

The results will be available within 5 working days. If the applicant passes both the tests for that entry level, enrolment has to be made within 5 working days after receiving a letter of acceptance from the school.

(For more information, please find at our school website: [www.pismmyanmar.com](http://www.pismmyanmar.com))

## **D14. Tuition Fees Payment Policy**

Students who passed the Entry Test and has completed the admission process must pay the payable fee in full within 7 days.

The current (continuing) students who re-enroll for the new academic year, must pay the school fee and others in full within the given date.

The 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> installment of the tuition fees must be paid within the given date.

For any payment not made within the given payment period, the student will **neither be permitted** into the class **nor allowed** to take any examinations until the tuition fee is paid.

The school will not issue report cards and/or recommendation letters until all outstanding payments are settled.

**Fees once paid are non-transferable and non-adjustable.**

## **D15. Withdrawal Procedures**

Parents are expected to contact the reception 30 days in advance of their intention to withdraw their child/children.

Students are required to submit a completed **'Withdrawal Form'** as a condition of withdrawal. Reports, certificates or recommendations to future institutions will not be issued to any students whose fees remain unpaid in full or in part.

## **D16. Seat Deposit Programme**

Our Seat Deposit Programme is for the assurance of our returning students to secure a seat for the next academic year.

The deposit payment will be credited against the 1st instalment of your child's tuition fees and is non-refundable and non-transferable.

## **D17. Refund Policy**

While Registration and other fees once paid are non-refundable under any circumstances, refunds of the tuition fees will be made as indicated below, if a student withdraws or leaves school:

- A *NOTIFICATION OF WITHDRAWAL* in writing to the School 30 days in advance is necessary for all refunds before they take into effect. A student who fails to present *NOTIFICATION OF WITHDRAWAL* in writing will not be eligible for any refund and the tuition fee for upcoming term is payable.
- If a student has paid for the whole year and plans to withdraw during a term, the fees paid for the upcoming terms will be refunded.
- If a student withdraws during a term, the balance of the fees paid for the term will not be refunded.
- Students are expected to adhere and support all the rules and regulations as set forth by School. If a student fails to abide by the rules and regulations and is asked to leave the School during the term, the school may approve a refund of a prorated amount of the tuition fees for the term on which the student will not be permitted to attend. Students who choose to leave, but are not requested by the school to do so, will not be eligible for his refund.

**Fees once paid are non-transferable and non-adjustable.**

## **Section (E): Curriculums**

---

### **E1. Early Years Foundation Stage Curriculum**

We follow the Early Years Foundation which is the Statutory Framework for Early Years Foundation Stage (EYFS) that sets standards for an integrated approach to the learning, development and care of children from birth to 5 years old.

There are seven areas of learning and development, three prime areas and four specific areas:

### **Three Prime Areas:**

- Communication and Language Development
- Physical Development
- Personal, Social and Emotional Development

### **Four Specific Areas:**

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

In each area, there are Early Learning Goals (ELGs) which state what it is expected that children will know and be able to do by the end of the Reception/Kindergarten of their education.

### **Prime areas of learning and their associated ELGs**

#### **Communication and Language Development**

Circle time provides the children with the opportunity to interact with each other as a group which will develop social-emotional skills and build friendships. By sharing emotions and responses during circle time, we can develop sensitivity towards others and begin to learn about the value of and need for trust, honesty, support and reliability. This also involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves. During this time, children will also learn about the calendar, weather and sing songs, play games, read stories and learn about each other.

#### **ELG 01** Listening, Attention and Understanding

- Children listen attentively to stories and respond with relevant comments, questions or actions
- They give their attention to what others say and respond appropriately, while engaged in another activity
- They follow instructions and answer questions about their experiences

## **ELG 02 Speaking**

- Children express themselves effectively, showing awareness of listeners' needs
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future
- They develop their own narratives and explanations by connecting ideas or event

## **Physical Development**

We plan varied activities both indoors and outdoors which help children to develop their co-ordination, physical control, movement, awareness of space and manipulative skills. This involves providing opportunities for children to be active and interactive, to understand the importance of physical activity and to make healthy choices in relation to food.

## **ELG 03 Gross Motor Skills**

- Children show good control and co-ordination in large and small movements
- They move confidently in a range of ways, safely negotiating space
- They move energetically to stay active

## **ELG 04 Fine Motor Skills**

- Children hold a pencil effectively for fluent writing
- They use small tools such as scissors, paint brushes, and cutlery
- They begin to show accuracy and care when drawing

## **Personal, Social and Emotional Development**

The goal for children of all ages is to promote positive self-esteem and competence. All children are encouraged to be independent according to their individual development and teachers encourage them to problem solve, accept and appreciate diversity and negotiate when in conflict with others. Teachers will assist children in areas of practical life, self-help and personal development through activities that encourage new skills.

### **ELG 05 Self-Regulation**

- Children are confident about trying new activities, and say why they like some activities more than others
- They are confident speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities
- They say when they do or do not need help

### **ELG 06 Managing Self**

- Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable
- They work as part of a group or class, and understand and follow the rules
- They adjust their behaviour to different situations, and take changes of routine in their stride

### **ELG 07 Building Relationships**

- Children play co-operatively, taking turns with others
- They take account of one another's ideas about how to organise their activity
- They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children

## **Specific areas of learning and their associated ELGs**

### Literacy

Nursery children take part in daily '**Letters and Sounds**' high-quality phonics sessions. In Nursery, Phase 1 phonics is introduced through small focused groups and activities. Here they will become tuned into sounds around them and learn to use them. Children carry out rhyming activities using objects and songs. When children enter Reception/Kindergarten class, they will be taught Phase 2 and Phase 3 in Principle and Practices of High-Quality Phonics every day. These are fun sessions which involve lots of speaking, listening and games, where the emphasis is on children's active participation.



As children progress, they learn to use their phonic knowledge for reading and writing activities in guided sessions and in their independent play and work.

### **ELG 08** Comprehension

- Children use their own words to express their understanding of stories
- They anticipate, where appropriate, key events in stories
- They use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, and during role-play

### **ELG 09** Word Reading

- Children read and understand simple sentences, and they use phonic knowledge to decode regular words and read them aloud accurately
- They also read some common irregular words
- They demonstrate understanding when talking with others about what they have read

### **ELG 10** Writing

- Children use their phonic knowledge to write words in ways which match their spoken sounds
- They also write some irregular common words
- They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible

## **Mathematics**

Mathematics skills focus on number recognition, sorting, counting, sequencing, shapes, patterns, measurement, charts and addition by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about them.

### **ELG 11** Numbers

- Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number
- Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer

- They solve problems, including doubling, halving and sharing

### **ELG 12 Numerical Patterns**

- Children verbally count beyond 20, recognising the pattern of the counting system
- They recognise, create and describe patterns
- They explore the characteristics of everyday objects and shapes and use mathematical language to describe patterns and grouping

### **Understanding the World**

Our Thematic-Based Approach Learning Programme has general monthly themes that are designed to promote developmental skills and to enrich all children's understanding of their world. The themes have educational, social, cultural, and emotional values. Children will have opportunities to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts usually focused on the theme and also explore and find out about their environment, technology, people and places that have significance in their lives.

### **ELG 13 People, Culture and Communities**

- Children talk about past and present events in their own lives and in the lives of family members
- They know that other children do not always enjoy the same things, and are sensitive to this
- They know about similarities and differences between themselves and others, and among families, communities and traditions

### **ELG 14 The Natural World**

- Children know about similarities and differences in relation to places, objects, materials and living things
- They talk about the features of their own immediate environment and how environments might vary from one another
- They make observations of animals and plants and explain why some things occur, and talk about changes

## **ELG 15** Past and Present

- Children discuss the lives of those around them as well as their own roles in society
- They understand some similarities and differences between the past and the present based on their own experiences and what they have read in class
- They learn about the past by encountering settings, characters, and events in books read in class and through storytelling

## Expressive Arts and Design

The majority of our projects are focused on the holidays and theme units. This involves supporting children to explore and play with a wide range of media and materials. Children will have opportunities to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role play activities.

## **ELG 16** Creating with Materials

- Children experiment with colour, design, texture, form, and function while using and exploring a variety of materials, tools, and techniques in a safe manner
- They share their creations and explain their process
- They use props and materials to create characters for narratives and stories

## **ELG 17** Being Imaginative and Expressive

- Children create, adapt, and recount stories with peers and teachers
- They sing songs, rhymes, poems, and stories that are performed and moved in time with music.

## **E2. Primary Curriculum**

### **Key Stage 1 & 2 (Year 1 to 6)**

In our Primary School we use the **Cambridge Primary Curriculum** for the core subjects of English, Mathematics and Science. By offering Cambridge Primary, we provide a broad and balanced education for our young learners, helping them to thrive throughout their schooling, work and life. The English National Curriculum is the foundation for other subjects such as Geography, History, Music, Art, Physical Education, Computing and PSHE (Personal, Social and Health Education).

### **English**

The Primary English is based on **Cambridge Primary English Curriculum** which promotes an enquiry-based approach to learning, to develop learners' confidence, creativity and intellectual engagement. It provides a comprehensive set of progressive learning objectives for English.

Divided into six stages, the curriculum covers knowledge, skills and understanding in the three strands; **Reading, Writing and Speaking & Listening.**

- **Literature** is taught to enable students to understand the story and the characters and also to understand the standard language used in the text, through the author's craft.
- **Poems** are introduced to appreciate them and comprehend the central idea.
- Learning the **Letter Sounds** through phonics is not only a very effective way of teaching and learning but also it is fun for children.
- **Handwriting** lessons provide students to develop a clear and systematic way of writing.
- **Oxford Reading Tree** remains the core of the reading programme and is used along with reading materials from other resources.
- We also include the **Oxford Reading Buddy** scheme, a digital reading service that makes reading more interactive, motivating, and engaging.

## Mathematics

In **Key Stage 1**, Mathematics covers the strands of Geometry (shape, position and direction), Number, Problem Solving, Statistics and Measurement. There is an emphasis on discovery and understanding as well as the language of numbers and problem-solving. Formal processes such as addition, subtraction, multiplication and division are introduced through the use of concrete materials.

In **Key Stage 2**, The main strands in the Mathematics curriculum are:

- **Shape and space** – investigating properties of 2D and 3D shapes, tessellation, transformations and symmetry
- **Measurement** – capacity, length, mass and time metric units - km to m etc. estimation and selecting the correct equipment for measuring
- **Number** – including various techniques for multiplication and division, fractions, decimals and percentages, probability, place value to millions and rounding to nearest relevant value
- **Data handling** – making tables, drawing and interpreting graphs
- **Problem solving** – two and three step problems, using and applying all the skills children have learnt through the other strands of the Mathematics curriculum

Concepts are taught through investigation and practical hands-on activities. Real-life problems give students the opportunity to use what they have learnt to solve problems.

## Science

Children learn and use scientific enquiry to explore life processes, physical processes and materials. Topics, which are introduced in Year 1 and developed further in Year 2, include Living things such as Plants, Animals and Humans, Everyday Materials and Seasonal Changes.

The focus of Science is developing confidence and interest in scientific knowledge and environmental awareness.

Science lessons from Year 3 to 6 involve students researching or investigating to find answers to questions they have posed. The themes for learning science include **Biology** (Plants, Living things and their environment, Humans and Animals), **Chemistry**

(Material properties, Material changes, States of matter), **Physics** (Force, Forms of Energy, The Earth and beyond).

## **History and Geography**

In History and Geography, students develop knowledge and understanding of the world, both past and present. Through well-planned topics, students attain knowledge of local and international places.

The **History** curriculum is taught largely through historical enquiry, where students are taught to devise suitable questions about change, cause, similarity & difference, and significance from a historical perspective. Through a well-developed history curriculum, students attain a chronologically secure knowledge and understanding of Myanmar and world history.

The **Geography** curriculum focuses on extending students' knowledge and understanding of their local area and the wider world, whilst developing geographical skills and applying these to fieldwork. Students study environmental and locational characteristics, looking at both physical and human geography. Physical geography includes zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Topics studied in human geography are types of settlement and land use, economic activities including trade links and the distribution of natural resources such as energy, food, minerals and water.

## **Social Studies**

From Years 1 to 5, we offer Social Studies in the Myanmar language.

This is concerned with the study of social relationship and the functioning of the society. It aims to train students for informed, responsible participation in a diverse society.

## **Myanmar Language**

All students study Myanmar Language every week. The focus is on Reading, Writing, Listening and Speaking. Students learn traditional games, rhymes, poems etc. They learn about Myanmar culture, including many ethnic groups and their differences.

## **Computing**

Well-resourced computer rooms help every student develop IT skills. In **Key Stage 1**, lessons are designed specifically to teach skills in word processing, preparing presentations and using graphics. Students learn to create programs by using algorithms to obtain solutions with visual programming languages. In addition, they learn to debug their programs by finding errors and correcting them. Students are also taught e-safety and they learn to use the Internet effectively and safely.

In **Key Stage 2**, students are taught how to use block programming languages such as Scratch and MSW Logo. They also learn how to design computer games and extending into sequencing, selection and repetition to create reusable scripts. Students are also taught to understand computer networks including the Internet and how they can provide multiple services, such as the World Wide Web, alongside the opportunities they offer for communication and collaboration. Students continue to use word processing, presentations and spreadsheet applications to apply to the research they conduct for their topics. Students are also taught e-safety and learn to use the Internet effectively and safely, making informed choices about the validity of the web pages they access and the legitimacy of the information they gather.

## **Music**

Music is taught for performance and enjoyment. The students listen to and respond to music. They sing songs and play instruments to include a wide range of music. Students develop skills in music theory and singing. They participate in regular class assemblies and in the annual prize giving ceremony.

The students sing and play instruments with increasing confidence. In Key Stage 2, they are introduced to playing the recorder. As their skills in playing improve, they have the option of learning to play other types instruments namely, Guitar, Violin, Ukulele, Piano, Boom Whackers and other percussion instruments.

### **Art & Design**

Students explore using many different styles, media and materials to create a range of different art and craft projects. The focus is on enjoyment and creativity through manipulation of a wide variety of styles, media and materials.

They develop their creativity and imagination through producing increasingly more complex artwork. There is a strong focus on sketching and drawing and developing depth using shading.

In **Key Stage 2**, the focus is on the development of technical understanding, enabling students to design and make functional, appealing products using recycled materials. They also have the opportunity to study famous artists and their techniques.

### **Physical Education**

In **Key Stage 1**, students play games to develop social skills such as taking turns, following rules and teamwork, to encourage regular physical activity as part of a healthy lifestyle.

In **Key Stage 2**, sports skills, including gymnastic and athletic skills are developed, going from basic ball skills to using the skills learnt playing football, handball, softball and basketball. Students also develop skills in badminton, table tennis and karate.

## **E3. Secondary Curriculum**

The curriculum in secondary school is naturally a smooth transition from primary curriculum with some addition of subjects and skill-based learning. We follow Cambridge Curriculum for Secondary as core curriculum and the whole course is split into 3 stages: **Key Stage 3** (Year 7, 8 and 9), **Key Stage 4** (Year 10 and 11) and **Key Stage 5** (Year 12 and 13).



## **Key Stage 3 (Year 7 to 9)**

### **English**

Our English Curriculum reflects the importance of all the skills reading, writing, listening and speaking. Spoken language in students' development is very important across the whole curriculum – cognitively, socially and linguistically. Speaking underpins the development of students' confidence. Students will be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.

We continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. Students will also be exposed to write formal and academic essays as well as writing imaginatively.

Students will be taught to

- develop an appreciation and love for reading, and read increasingly challenging materials independently,
- understand increasingly challenging texts,
- read critically,
- speak confidently and effectively,
- write accurately, fluently, effectively and at length for pleasure and information,
- make notes, draft and write, including using information provided by others,
- consolidate and build on their knowledge of grammar and vocabulary

In **Key Stage 4**, we offer English as a Second Language based on students' abilities and their requirements. Moreover, in our **Key Stage 5**, we offer English Language up to Year 12 (Cambridge AS Level).

## **Mathematics**

Mathematics is an interconnected subject in which students need to be able to move fluently between representations of mathematical ideas. Our programme of study for **Key Stage 3** includes distinct domains such as Number, Algebra, Geometry, Measurement, Probability and Statistics. Moreover, our curriculum builds on **Key Stage 2** fundamentals and develop connections across mathematical ideas to promote fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. Our pace of curriculum is similar for everyone and builds a solid foundation for Key Stage 4.

In **Key Stage 4**, we offer two subjects of Mathematics: Mathematics (0580) and Additional Mathematics (0606). All students prepare for Cambridge IGCSE Examinations, and all lessons are based on Cambridge Curriculums. In **Key Stage 5**, we offer Mathematics (9709) for Cambridge International Advanced Level Examinations.

## **Science**

Our high-quality science education provides the foundations for understanding the world through the specific disciplines of Biology, Chemistry and Physics. The principal focus of science in our **Key Stage 3** programme is to develop a deeper understanding of a range of scientific ideas in the above subjects. Students will learn the connections between these subject areas and become aware of some of the big ideas underpinning scientific knowledge and understanding.

Our science curriculum develops our students to understand that science is about working objectively, modifying explanations to take account of new evidence and ideas and subjecting results to peer review. Students will develop a deeper understanding of factors to be taken into account when collecting, recording and processing data. Students will also develop their use of scientific vocabulary, including the use of scientific nomenclature and units and mathematical representations.

We offer the following subjects in Cambridge IGCSE at **Key Stage 4**.

- Biology (0610)
- Chemistry (0620)
- Physics (0625)

In **Key Stage 5**, we offer Physics (9702) and Chemistry (9701) for Cambridge International Advanced Level Examinations.

## **Geography**

Our **Key Stage 3** curriculum consolidates and extends their knowledge of Myanmar and other major countries and their physical and human features. Students will understand how geographical processes interact to create distinctive human and physical landscapes that change over time. Students will develop greater competence in using geographical knowledge, approaches and concepts such as models and theories and geographical skills in analysing and interpreting different data sources.

Students will be taught

- locational knowledge
- place knowledge
- human and physical geography
- geographical skills and fieldwork

## **History**

Our **Key Stage 3** curriculum deepens students' chronologically secure knowledge and understanding British, Myanmar and world history, so that it provides a well-informed context for wider learning. Our curriculum enables students to

- identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arc of time
- use historical terms and concepts in increasingly sophisticated ways
- pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response

- understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

### **Information and Communication Technology (ICT)**

Our ICT curriculum provides high-quality computing education to equip students to use computational thinking and creativity to understand and change the world. In our **Key Stage 3**, we focus on the core part of computing, computer science, in which students are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on the knowledge and understanding obtained in Key Stage 2, students will be equipped to use information technology to create programs, systems and a range of content. The curriculum also ensures that students become digitally literate – able to use, and express themselves and develop their ideas through ICT – at a level suitable for the future workplace and as active participants in a digital world.

Our **Key Stage 4** curriculum offers two IGCSE subjects, ICT (0417) and Computer Science (0478). In our **Key Stage 5**, Information Technology (9626) is offered to students who want to continue to study IT in their higher education.

### **Myanmar Language**

Knowing the rich background of one's mother tongue language is crucial for every individual. In our Myanmar Language programme for Key Stage 3 & 4, students learn poems, prose and detailed language skills so that they are well equipped to compose, read and understand the Myanmar Language.

### **Art & Design**

In our **Key Stage 3** Art and Design programme, students are developed on their creativity and ideas to increase proficiency in their execution. Students will develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Students are taught:

- To use techniques to record their observations in sketchbooks, journals and other medias
- To increase their proficiency in handling of different materials (e.g. clay)
- To analyse and evaluate their own work and that of others
- About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

We also offer Art & Design subject (0400) for Cambridge IGCSE in our **Key Stage 4** in our effort to equip students with diverse design and creativity skills.

### **Music**

Our **Key Stage 3** Music programme helps our students to develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions.

Students will be taught to

- Play and perform confidently in a range of solo and ensemble contexts using their voice/instrument musically, fluently
- Improvise and compose
- Use staff and other relevant notations appropriately and accurately
- Listen with increasing discrimination to a wide range of music from great composers and musicians
- Develop a deeper understanding of the music that they perform and to which they listen, and its history

### **Physical Education**

Build on physical development and skills learned in Key Stage 2, we help our students to be more competent, confident and expert in their techniques, and apply them across different sports and physical activities. Students will also understand what make a performance effective and how to apply these principles to their own and others' work.

Students are taught to

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games

- Develop their technique and improve their performance in other competitive sports such as athletics.
- Take part in competitive sports and activities outside school through community links or sports club

### **Key Stage 4 (Year 10 & 11)**

Our Key Stage 4 prepares our students for Cambridge IGCSE examination and we will be offering the following subjects and some of them in the near future.

#### **English as a Second Language (Count-in speaking) (0511)**

English as a Second Language offers learners the opportunity to gain lifelong skills and knowledge including:

- better communicative ability in English
- improved ability to understand English in a range of everyday situations and in a variety of social registers and styles
- greater awareness of the nature of language and language-learning skills
- wider international perspective.

#### **Computer Science (0478)**

Computer Science learners study the principles and practices of computing and gain confidence in computational thinking and programming. They learn to program by writing computer code and they develop their understanding of the main principles of problem-solving using computers.

Students apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. They also develop a range of technical skills, as well as the ability to test effectively and to evaluate computing solutions.

The subject helps learners appreciate current and emerging computing technologies and the benefits of their use. They learn to recognise the ethical issues and potential risks when using computers.

It is an ideal foundation for further study in Computer Science. Understanding the principles of Computer Science provides learners with the underpinning knowledge required for many other subjects in science and engineering, and the skills learnt can also be used in everyday life.

### **ICT (0417)**

Information and Communication Technology encourages learners to develop lifelong skills including:

- understanding and using applications
- using Information and Communication Technology (ICT) to solve problems
- analysing, designing, implementing, testing and evaluating ICT systems, ensuring that they are fit for purpose
- understanding the implications of technology in society, including social, economic and ethical uses
- awareness of the ways ICT can help in home, learning and work environments.

### **Business Studies (0450)**

Business Studies is accepted by universities and employers as proof of an understanding of business concepts and techniques across a range of different types of businesses.

Learners will be able to:

- understand different forms of business organisations, the environments in which businesses operate and business functions such as marketing, operations and finance
- appreciate the role of people in business success.

They will also gain lifelong skills, including:

- the ability to calculate and interpret business data
- communication skills needed to support arguments with reasons
- the ability to analyse business situations and reach decisions or judgements.

## **IGCSE Art and Design (0400)**

Art & Design encourages a range of skills, stimulates aesthetic awareness, knowledge and critical understanding of art, and provides opportunities for learners to develop a range of skills. Crucially, a personal and independent perspective is encouraged at all times. The syllabus is designed to accommodate a wide range of abilities, materials and resources, and allows the different skills of the teaching staff to be fully used.

The syllabus appeals to learners who wish to explore practical work through a range of two- and/or three-dimensional processes and include new media and technologies in addition to traditional media and processes.

The syllabus helps equip learners with lifelong skills including:

- confidence and enthusiasm as they develop technical skills in two- and/or three-dimensional form and composition
- the ability to identify and solve problems in visual and tactile forms
- the ability to develop ideas from initial attempts to outcomes.

## **Biology (0610)/Chemistry (0620) / Physics (0625)**

Science based subjects such as Biology, Chemistry and Physics enable learners to:

- increase their understanding of the technological world
- take an informed interest in scientific matters
- recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- develop an interest in, and care for, the environment
- better understand the influences and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- develop an understanding of the scientific skills essential for both further study and everyday life.



### **Mathematics (0580)**

Mathematics supports learners in building competency, confidence and fluency in their use of techniques and mathematical understanding. This subject helps learners to develop a feel for quantity, patterns and relationships. Learners will develop their reasoning, problem-solving and analytical skills in a variety of abstract and real-life contexts.

Mathematics provides a strong foundation of mathematical knowledge both for students studying mathematics at a higher level and those who will require mathematics to support skills in other subjects. The subject is also tiered to allow all students to achieve and progress in their mathematical studies.

### **Mathematics – Additional (0606)**

Additional Mathematics supports learners in building competency, confidence and fluency in their use of techniques and mathematical understanding.

This subject helps learners to develop a feel for quantity, patterns and relationships. Learners will develop their reasoning, problem-solving and analytical skills in a variety of contexts.

It also provides a strong foundation of mathematical knowledge both for students studying mathematics at a higher level and those who will require mathematics to support skills in other subjects. It is designed to stretch the most able students and provides a smooth transition to Cambridge AS & A Level Mathematics.

### **Accounting (0452)**

Accounting is accepted by universities and employers as proof of an understanding of the theory and concepts of accounting, and the ways in which accounting is used in a variety of modern economic and business contexts.

Learners focus on the skills of recording, reporting, presenting and interpreting financial information; these form an ideal foundation for further study, and for a future career within the profession.

The syllabus is structured so that learners attain both practical skills and theoretical knowledge.

### **Myanmar History and Geography**

The History curriculum is taught largely through historical enquiry, where students are taught to devise suitable questions about change, cause, similarity & difference, and significance from a historical perspective. Through a well-developed history curriculum, students attain a chronologically secure knowledge and understanding of Myanmar history.

The Geography curriculum focuses on extending students' knowledge and understanding of their local area whilst developing geographical skills and applying these to fieldwork. Students study environmental and locational characteristics, looking at both physical and human geography.

# APPENDIX

---

## Description of Consequences

### LEVEL 1

- Acknowledgement of misbehaviour
- Proper apology made to affected parties
- Warning will be given
- Punishment may include detention after school / during breaks or PE periods
- Counselling by Form Teacher/ ECA Teacher / Subject Teacher

### LEVEL 2

- Level 1 consequences
- Acknowledgement of misbehaviour and proper apology made
- Warning will be given
- Punishment may include detention after school / in school suspension
- STEER form
- Deprivation of privileges
- Parent(s) to see Year leader / Form Teacher / Subject Teachers
- Counselling by Form Teacher / HOD / Year leader / VP

### LEVEL 3

- Level 1 & 2 Consequences
- Parent(s) to see Principal/VP / HOD / Year Head
- Signing of behavioural contract
- Punishment may include suspension (temporary or extended)/expulsion
- Counselling by School Counsellor
- Referral to external agencies/Police, where necessary

## Offence Classification

<b>Category of Offence</b>	<b>Types of Offences</b>	<b>Consequence Level</b>		
		<b>1<sup>st</sup> Offence</b>	<b>2<sup>nd</sup> Offence</b>	<b>Consecutive Offence</b>
<b>Attendance</b>	Truancy	1	2	3
	Skipping lessons	1	2	3
	Skipping school related activities/events & leaving school without permission	1	2	3
<b>Attire &amp; Grooming</b>	Improper hairstyle/length/colour	1	2	3
	Any contact lenses with special effect (cosmetic or costume lenses...)	1	2	3
	Nose Piercing	1	2	3
	Multiple ear piercing	1	2	3
	Male ear piercing	1	2	3
	Extensive jewellery & ornaments	1	2	3
	Tattoo	1	2	3
	Alteration of school uniform	1	2	3
	Coloured shoes / Track shoes (outside physical activities)	1	2	3
	Sandals (without valid medical reason) / Slippers	1	2	3
	<b>Electronic/ Recording &amp; Communication Devices</b>	Personal mobile devices turned on in the school premises without teachers' permission	2	3
<b>Basic Class Rules</b>	Misbehaving during lessons	1	2	3
	Inattentive during lessons (Sleeping)	1	2	3

<b>Category of Offence</b>	<b>Types of Offences</b>	<b>Consequence Level</b>		
		<b>1<sup>st</sup> Offence</b>	<b>2<sup>nd</sup> Offence</b>	<b>Consecutive Offence</b>
	Leaving the class without permission	1	2	3
	Not submitting/attempting assignments	1	2	3
<b>Serious Offences</b>	Open defiance and rudeness	2	3	-
	Cheating in exams/tests	2	3	-
	Forgery	2	3	-
	Assault & fighting	2	3	-
	Gambling	2	3	-
	Gangsterism (extortion, threatening, bullying, cyberbullying)	2	3	-
	Theft/Shoplifting/ Trespassing	2	3	-
	Possession of weapons or weapon-like objects	2	3	-
	Possession of offensive and illegal materials	2	3	-
	Vandalism	2	3	-
	Arson	2	3	-
	False Fire Alarm Usage	2	3	-
	Smoking (possess/use/ distribute etc)	2	3	-
	Display of affection	1	2	-
	Illicit materials (e.g. drugs, pornographic materials)	2	3	-
Sexual misconduct	2	3	-	

## Use of computer / Social media

<i>Offences</i>	<i>Consequences</i>
<ul style="list-style-type: none"> <li>• Sending or displaying offensive messages or pictures</li> <li>• Using obscene language</li> <li>• Using another person's password</li> <li>• Employing the network for commercial purpose</li> </ul>	<ul style="list-style-type: none"> <li>• STEER form will be issued</li> <li>• Parents will be informed</li> <li>• Compulsory counselling for pupil</li> <li>• Pupil's privilege to use the computer suspended</li> </ul>
<ul style="list-style-type: none"> <li>• Violating copyright laws</li> <li>• Harassing, insulting or attacking others</li> </ul>	<ul style="list-style-type: none"> <li>• STEER Form would be issued</li> <li>• Parents would be informed</li> <li>• Compulsory counselling for pupil</li> </ul>
<ul style="list-style-type: none"> <li>• Damaging computers, computer systems, computer networks or computer accessories</li> </ul>	<ul style="list-style-type: none"> <li>• STEER Form would be issued</li> <li>• Parents would be informed</li> <li>• Police informed (to be decided by P/VP)</li> <li>• Cost of repair to be recovered from pupil's parents/guardian.</li> <li>• Pupil's privilege to use the computer suspended</li> </ul>
<ul style="list-style-type: none"> <li>• Trespassing into another person's folders, work or files</li> </ul>	<ul style="list-style-type: none"> <li>• STEER Form would be issued</li> <li>• Parents would be informed</li> <li>• Zero mark for assignment / project</li> </ul>
<ul style="list-style-type: none"> <li>• Intentionally wasting limited resources</li> </ul>	<ul style="list-style-type: none"> <li>• STEER Form would be issued</li> <li>• Parents would be informed</li> <li>• Cost to be incurred by pupil</li> </ul>