



**Westlake**  
International School

**Parent/Student  
Handbook 2024**

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## SCHOOL VISION AND MISSION

Our **vision** is to transform minds and change lives in the pursuit of excellence as a responsive, relational and reflective school.

Our **mission** is to provide the B.E.S.T. education experience through:

1. **Boarding** that develops independence, integrity and emotional intelligence.
2. Excellent and holistic **Education**.
3. **Sports** that build determination and discipline.
4. Recognising and nurturing **Talents**.

## THREE PILLARS OF EXCELLENCE

**Westlake International School (WIS)** focuses on the **Three Pillars of Excellence** to achieve our goals:

### 1. Academic Approach

Active learning in the classrooms engages students to question and think critically. This is complemented by the *Framework for 21<sup>st</sup> Century Learning* where students apply critical thinking, creativity, communication and collaboration to achieve their learning potential and be prepared for living in the 21<sup>st</sup> century.

### 2. Character Building

The Westlake character attributes are developed through a formalised programme throughout our students' time with us. We believe in developing both moral and performance attributes: the former focuses on good moral values and the latter on wise management of life's challenges. Starting from 2019, we will focus on building the Cambridge learner attributes as described in the next page.

### 3. Community Partnership

Parents are our partners on this journey of providing the best opportunities for their children to become happy and successful people. WIS students learn the importance of meaningful community service, which in turn will develop their leadership and communication skills. Being mindful of the community also includes caring for both natural and built environments.

## CAMBRIDGE LEARNER ATTRIBUTES

Cambridge Assessment International Education (CAIE) uses 'Cambridge Learner Attributes' to refer to five highly desirable habits in learning, representing a combination of values, attitudes, motivation, empathy, knowledge and skills.

**Confident** in working with information and ideas – their own and those of others.

Cambridge learners are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.

**Responsible** for themselves, responsive to and respectful of others.

Cambridge learners take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.

**Reflective** as learners, developing their ability to learn.

Cambridge learners understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be life-long learners.

**Innovative** and equipped for new and future challenges.

Cambridge learners welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.

**Engaged** intellectually and socially, ready to make a difference.

Cambridge learners are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.

*\*Extracted from Education Brief 4: The Cambridge Learner and Teacher Attributes*

Westlake International School will adopt the Cambridge Learner Attributes as it incorporates the WIS character traits and focuses on learning including 21<sup>st</sup> century skills.

## KEY PERSONNEL OF THE SCHOOL

The Senior Leadership Team of the school consists of the following key personnel. They may be contacted via the school portal or by email:

No.	Name	Position	Email Address
1	Ms May King	Principal	mayking@westlakeschool.edu.my
2	Ms Denise Teoh	Deputy Director of Marketing, Admissions and Customer Experience	denise@westlakeschool.edu.my
3	Ms Choong Yao-Jin	Senior Academic Head: Teaching & Learning	yjchoong@westlakeschool.edu.my
4	Ms Livien Khor	Senior Academic Head: School Culture	livienkhor@westlakeschool.edu.my
5	Mr Emeric Hing	Senior Academic Head: Student Development	emeric@westlakeschool.edu.my

For matters related to student's well-being, kindly contact the following key personnel via the school portal or by email:

No.	Name	Position	Email Address
1	Mr Nicolaas Strating	Head of A Level	nicolaas@westlakeschool.edu.my
2	Mr Kong Cheok Tang	Head of Key Stage 4	ctkong@westlakeschool.edu.my
3	Ms Livien Khor	Head of Key Stage 3	livienkhor@westlakeschool.edu.my
4	Ms Surabhe Shandveloo	Key Stage 2 Coordinator	surabhe@westlakeschool.edu.my
5	Ms Maxmilliana Fidelis Jani	Key Stage 1 Coordinator	maxmilliana@westlakeschool.edu.my
6	Ms Ellen Wong	Head of Professional Development	ellenwong@westlakeschool.edu.my
7	Ms Jeya Sheela	Student Conduct Coordinator (Primary)	jeya@westlakeschool.edu.my

For examinations, learning or subject-specific matters, kindly contact the following key personnel via the school portal or by email:

No.	Name	Position	Email Address
1	Ms Chang Ming Ru	Head of Mathematics	mchang@westlakeschool.edu.my
2	Ms Loh Choy Mun	Head of Mandarin	cmloh@westlakeschool.edu.my
3	Ms Subhatra Anantha Rao	Head of Humanities	subhatra@westlakeschool.edu.my
4	Ms Wan Norazlinawati	Head of Malay & Islamic Studies	norazlinawati@westlakeschool.edu.my
5	Ms Choong Yao-Jin	Head of Science & Technology	yjchoong@westlakeschool.edu.my
6	Mr Samuel Ng	Secondary English Coordinator	samuel@westlakeschool.edu.my
7	Ms Kelly Yap	Primary English Coordinator	kelly@westlakeschool.edu.my
8	Ms Grace Kok	Arts & Music Coordinator	gracekok@westlakeschool.edu.my
9	Mr Tun Ahmad Afiq Farhan	Physical Education Coordinator	afiq@westlakeschool.edu.my
10	Mr Willson Loke	Examination Officer	willson@westlakeschool.edu.my



For matters related to general services, boarding house and enrolment, kindly contact the following key personnel via school portal or by email:

No.	Name	Position	Email Address
1	Ms Lim Ai Choo	Head of Human Resources	aclim@westlakeschool.edu.my
2	Ms Soo Chee Mun	Head of Finance	cmsoo@westlakeschool.edu.my
3	Mr Leroy Tan	Head of Boarding	leroy@westlakeschool.edu.my
4	Ms Alasandrie Theseira	Assistant Head of Boarding	sandrie@westlakeschool.edu.my
5	Ms Lim Jing Rong	Boarding House Coordinator	jrlim@westlakeschool.edu.my
6	Ms Noorizati Mustaffa	Transportation Coordinator	noorizati@westlakeschool.edu.my
7	Mr Lucas Liew	Assistant Head of Marketing & Admissions	lucas@westlakeschool.edu.my
8	Ms Janice Kong	Assistant Head of Customer Experience	janice@westlakeschool.edu.my

## ADMISSIONS OVERVIEW

Applications for admission to Westlake International School are accepted throughout the year but only for the respective terms. All applications for the respective terms must be done within the first two weeks from the commencement of the term. The school terms and holidays schedule for 2024 is shown in **Appendix 1**.

Application for admission at all levels requires the completion of the application form and submission of all the documents required in the application form. Admission is subject to the payment of the appropriate enrolment fees and deposits.

The school's admissions policies take into account the student's age, previous schooling, social development and academic abilities. Generally, the school does not consider advanced placement above a student's chronological age and result of entrance assessment as beneficial for the student's academic development or social well-being. Recommended chronological age level table is shown in **Appendix 2**.

Therefore, the placement of students will be according to chronological age, entrance assessment and interview. Only in exceptional circumstances are students placed in a year group outside their age range.

Placement of a child is determined by the results of the entrance assessment and interview. The results of the entrance assessment may be discussed with the child/parent/guardian. However, the entrance assessment paper will not be made available to them.

## LATE ADMISSION

The school allows late admission of the new students within two weeks from the commencement date of the start of term. Thereafter, the students can only register for the following term.

Considerations include: the student's age, previous schooling and school records, time of year of admission, English language proficiency, and achievements in other core subjects. Students transferring from school systems that do not operate on a similar calendar year as WIS will normally be required to repeat part of a given grade level.

## REINSTATEMENT

The school discourages acceleration to avoid students losing significant chunks of learning as well as prevent personal and social issues.

However, the school will consider the application for reinstatement to the appropriate age group by skipping a year. For example, a student aged 10 or 11 in Year 4, may request to reinstate to Year 6 in the following year.

All requests for reinstatement **MUST** be written and addressed to the Principal; received by **30 September**.

Applicants who meet the following criteria will be notified to pay the admin fee and sit for the reinstatement assessment:

- Age falls within the acceptable range for accelerated level
- Current level results (85% in 5 subjects including English, Maths, Science)
- Positive teachers' recommendation on learning attitude and aptitude, personal and social adaptability

Eligible candidates will take the GL Placement Test for the relevant year group to which reinstatement has been requested. This will be conducted after the End of Year Examinations.

Candidates will be informed of the results before school closes to prepare for the following year.

## SIBLING DISCOUNT

In appreciation of the trust and confidence shown to the school by our parents, the school provides sibling discounts to the siblings of the first child who enrolls at our school. The first child is defined as the child who is admitted at the highest level of study at the school.

Other than the first child who enrolls with payment of full fees, the brothers or sisters of this student will be given a discount of fifteen per cent (15%) on school fees. All siblings have to pay the full amount of one term deposit without discount.

## SPECIAL DISCOUNTS AND SCHOLARSHIPS

The school also provides discounts and scholarships to special groups of people who fall within certain categories. Further details are available at the front office.

Please note that only one fee discount type is applicable for a child at any one time.

## ADVANCE ANNUAL FEE PAYMENT REBATE

Parents who opt to pay the whole year's school fees at the beginning of Term 1 will be eligible for a 3% rebate.

## PAYMENT OF SCHOOL FEES

### FINANCE OFFICE OPERATING HOURS

Day	School Term		School Holidays	
	Open	Close	Open	Close
Monday – Thursday	7.30am	4.00pm	9.00am	4.30pm
Friday	7.30am	3.00pm	9.00am	3.00pm

Please note that we are closed on Public Holidays and weekends.

### PAYMENT OF FEES

Fees are to be paid in Malaysian Ringgit (MYR). All fees and the deposits must be paid before commencement of the term.

The school charges the following fees:

- Application fee (new students/re-registration of ex-students)
- Enrolment fee (new students/re-registration of ex-students)
- International Administration fee (new **foreign** students /re-registration of ex-students who are foreigners)
- Visa renewal fee (for **foreign** students requiring student visa)
- Term fee (as per the fees schedule in use)
- Boarding fee (for boarding students)

### OTHER CHARGES PAYABLE

Students are expected to pay the following charges in addition to the fees listed above:

- Textbooks, reference books, folders, files and planners
- School and sports uniform
- Examination Fees
  - IGCSE (Year 11)
  - A Level (Year 12 & Year 13)
- Extra-curricular Activity Fees
- School Sports Team Fee (dependent on selection)
- E-wallet (Viracle) prepaid value for:
  - Food at the cafeteria
  - Books and stationery at the bookshop
  - Library fines for overdue or lost books
- Student Development Camp Fee (applicable for Year 6 to Year 9 students only)
- Duke of Edinburgh Programme applicable for participating Year 8 to Year 13 students

### MODE OF PAYMENT

Payment to the school can be made by cheque, bank draft, direct credit from a bank account, online transfer or credit card (Visa and Mastercard only) at the school office. For detailed information, please refer to **Appendix 4**.

However, please take note that the school would not be responsible for any banking/service fees. Only the amount that Westlake International School actually receives would be credited into the respective parents' account.

#### SECURITY DEPOSIT AND WITHDRAWAL NOTICE

A security deposit amounting to **one-term fee** equivalent to the amount for the current year of study must be maintained throughout the duration of the student's study at the school and shall not be treated as fee payment or off-set for any payment. Parents will be required to pay the difference in deposit when their child progresses to the next level in their study which charges higher fees.

For example, if the child is currently in Year 6, the payment is RM5,000 per term, when the child moves to Year 7, the term fee will be RM7,180 per term. Therefore, the top-up in deposit required will be  $RM7,180 - RM5,000 = RM2,180$  when the child enters Year 7.

Parents are to take note that the deposit payable for ALL students will be the amount of **ONE FULL TERM's fees**.

For example, even though student X is entitled to 15% off term fees for Sibling Discount, he will have to pay 100% of term fees as deposit.

The deposit is only refundable at the point of graduation or withdrawal provided that there are no outstanding fees or payments and that the parents/guardian has provided **ONE FULL TERM's** written notice to the school. Such written notice shall be received by the school before the end of the preceding term. Failure to provide sufficient notice will result in the forfeiture of the deposit.

Please submit your withdrawal notice by the following dates:

- 5<sup>th</sup> January 2024 for students who intend to leave by End of Term 1, 2024
- 26<sup>th</sup> April 2024 for students who intend to leave by End of Term 2, 2024
- 16<sup>th</sup> August 2024 for students who intend to leave by End of Term 3, 2024

#### RE-REGISTRATION FOR THE NEXT SCHOOL YEAR

Fees for subsequent terms are to be paid on or before the commencement of each term. Students are not allowed to attend classes unless all fees have been duly paid.

#### REFUND POLICY

School fees and boarding fees are strictly **NOT REFUNDABLE**. The deposit will be refunded if all the requirements, including the one-term notice period, are met.

#### LATE PAYMENT

Fees and charges must be paid within the dates specified by the school. A 5% surcharge of term fees pro-rated daily will be incurred on fees which have not been paid by the due date indicated on the invoice.

The school reserves the right to disallow a student from entering a class or registering for exams, if any outstanding fees have not been paid. The school may also withhold any student reports or certificates until the outstanding amount is fully settled.

Students yet to have settled their accounts will be disallowed from returning in the following term. Their enrolment will be suspended for one term after which it shall be terminated.

#### PROCESSING FEE FOR IMMIGRATION SERVICE

For students holding a non-Malaysian passport, it is the duty of parents to comply with any visa / permit / other immigration requirements for their children to study at the school. Parents are liable and are to bear the processing fees charged by the school and any other incidental legislation costs as and when incurred.

#### STUDENTS ACCOUNTS

The school maintains an internal account for every Westlake International School student. The account acts as a bill that is sent to parents at the end of the term. Parents must ensure that all outstanding balances (debit balance) be settled within 7 days from the date of the statement. The school reserves the right to offset any fees/expenses that are rightfully incurred by a student against any available credit balance in the student account.

The student account must be settled in full before any student reports or certificates are released to a student.

#### SCHOOL HOURS

##### START OF SCHOOL DAY

The school gates open at 7:00am. However, parents are advised to send their children after 7:15am so that the children are not left unsupervised. There will be teachers on duty from 7:15am onwards.

Students may proceed to their respective classes upon arrival. Classes begin promptly at 7:40am.

Covid-19 SOP: Students are encouraged to wash and sanitise their hands frequently. Students are also encouraged to put their masks on in the school compound.

##### NORMAL SCHOOL HOURS

Year Level	Early Years	Year 1 – Year 2	Year 3 – Year 11	Year 12 – Year 13
<b>Monday</b>	7:40am to 1:00pm	7:40am to 3:00pm	7:40am to 3:00pm	7:40am to 4:20pm
<b>Tuesday</b>				
<b>Wednesday</b>			7:40am to 4:20pm (CCA Days)	
<b>Thursday</b>			7:40am to 3:00pm	

<b>Friday</b>	7:40am to 1:00pm	7:40am to 3:00pm
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Students who need additional study support will be required to stay back after school for special guidance in core subjects (English, Mathematics and Science).

There is no supervision for students after school. Therefore, students should plan to leave the school at dismissal time unless participating in a scheduled after-school club or activity under direct teacher supervision.

Students from Year 3 to A Level may stay back to use the school library until the library closes at **4.30pm**. Students from Early Years – Year 2 are expected to leave the school premises after dismissal.

#### MORNING BREAK & LUNCH BREAK

<b>Year Level</b>	<b>Morning Break (20 minutes)</b>	<b>Lunch Break (40 minutes)</b>
Key Stage 1 & Key Stage 2	8:40am to 9:00am 9:20am to 9:40am (Friday)	11:40am to 12:20pm*
Key Stage 3	9:20am to 9:40am 10:00am to 10:20am (Friday)	12:20pm to 1:00pm*
Key Stage 4	10:00am to 10:20am 10:40am to 11:00am (Friday)	1:00pm to 1:40pm*

*\*Except on Fridays (May be subject to change)*

Please note that the student ID tag also serves as an e-purse. Students are required to use the card for purchases in school. Failure to produce the card may result in a student not being able to have meals in school. Students are not permitted to use their peers' e-purse to make purchases.

#### PUNCTUALITY

It is important that students observe punctuality at school. Latecomers disrupt classroom activities and may result in a student missing critical learning opportunities and affecting his/her grades.

Gates will be locked at 7:40am. Latecomers are required to enter the school compound via the front office and fill in the latecomers arrival log. Students who are frequently late will be subjected to disciplinary action.

#### ABSENT FROM SCHOOL

If a child is unable to attend school due to illness, parents/guardians are expected to send a message to the class teacher via the **Parent Portal** by 7:40am. When the child returns, a medical certificate (MC) is expected with absenteeism explanation. For major illness, communicable disease, or injury, the doctor's note should state that the student is well enough to return to class as well as noting if there are any physical restrictions.

If a child is unable to attend school due to other unexpected non-medical circumstances, parents/guardians are expected to send a message to the class teacher via **Parent Portal** by 7:40am.

For planned absences, parents/guardians are required to send a message via **Parent Portal** to the relevant Key Stage Head and class teachers so that the school may be informed and arrangements may be made for missed work.

If a student is reported absent without reason for 2 consecutive days, the school will attempt to contact parents via **Parent Portal**/phone call to substantiate the absence on the third day. If the school is unable to contact the parent/guardian and there is a prolonged absence from school, the school will consider the child as withdrawn and the deposit forfeited at the end of the respective term.

#### ABSENT FROM CLASS

Students are not allowed to leave their classes during school hours without permission from their teachers. Students should notify and get a written note from their teacher when they need to leave the class for any reason, such as using the restrooms or going to the sickbay.

Truancy from class is subjected to disciplinary action.

#### ABSENT FROM AN EXAMINATION DUE TO ILLNESS

If a child is unable to attend an examination due to illness, injury or other unavoidable circumstances, parents/guardians must inform the school, preferably in writing or by email, at the earliest point so that the school can help or advise you accordingly.

Provided that acceptable evidence of 'good cause' for such absence (e.g. a medical note) is presented, then students will be granted a right to re-sit. This applies to mid-year examinations, end of year examinations and trial examinations.

Absence from examinations due to non-critical reasons like vacations **will not be accepted**.

Absence or late-coming for IGCSE and A Level examinations are governed by the examination guidelines from Cambridge Assessment International Education (CAIE). As a registered CAIE Examination Center, the school has to abide by the set examination rules and regulations. Students will be briefed on these upon registration for respective CAIE examinations.

#### LEAVING SCHOOL CAMPUS DURING SCHOOL HOURS

Students are not allowed to leave the school campus during school hours on a school day without permission from the Principal.

Students will only be allowed to leave school with parents, or a verified adult who produces a letter of authorisation from the student's parents. Similarly, no student is permitted to leave an off-campus school-sponsored event without permission from the teacher in charge.

Prior to leaving campus, the parent or verified adult is to give at least 24 hours notice to the class teacher via **Parent Portal** or complete an Exit Form at the reception counter in the case of emergency. Once the Exit Form is verified by the Student Services Department, the form should be given to the guard at the exit gate. The student is only allowed to exit if accompanied by the parent or verified guardian.

## STUDENT CONDUCT

Developing students' character traits such as respect, responsibility, integrity, and kindness is our central pillar and student conduct reflects these character values of WIS. To support character development, WIS has categorised student conduct into expected, acceptable and unacceptable behaviours as follows:

Expected student behaviour:

- Behave in an orderly, safe and sensible manner
- Show respect to members of staff and each other
- Arrive on time to lessons, complete assignments on time
- Bring equipment appropriate for the lesson
- Keep mobile phones in their lockers (locked) during school hours.
- Make it possible for all students to learn in class
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Acceptable student behaviour:

- Make honest mistakes and work towards correction
- Using a laptop or mobile phone during a lesson with the teacher's permission
- Give opinions or feedback to others, including teachers and staff, in a respectful tone
- Follow reasonable instructions given by the teacher
- Appropriate contact with peers and staff (e.g. handshake, high five)

Unacceptable student behaviour:

- Blatant disrespect in the form of lying, cheating, mocking
- Serious misbehaviours as outlined in the following pages
- Using a laptop or mobile phone without the permission of the supervising teacher
- Malicious accusations against peers and staff
- Inappropriate contact with peers and staff

## STUDENT MANAGEMENT AND WELL-BEING POLICY

The WIS Student Management and Well-Being Policy outlines how students are expected to behave and helps create a consistent environment. WIS uses the **Restorative Justice** approach when managing student behaviour.



**Restorative Justice** is an approach to discipline where the focus is on **collaborative problem solving** between affected parties with the intention that harm caused by the misbehaviour can be repaired.

- This approach provides ways to effectively address complex school issues related to behaviour.
- It offers a supportive environment that can improve learning.
- It improves safety by preventing future harm.
- It offers alternatives and effective actions to prevent suspension and expulsion.
- It allows for instances and severity of misbehaviours to be recorded to assess student progress.

Students are required to comply with the regulations of the school listed in the Parent/Student Handbook, Student Management and Well-Being Policy, as well as other school policies and practices. Failure to do so may be grounds for warning and disciplinary action from the school.

The WIS Student Management and Well-Being Policy outlines misbehaviours into stages of increasing severity, which warrant varying degrees of consequences.

	Description	Possible Consequences
Stage 0 - 1	Minor offences that do not cause harm to others. Issues are resolved by teachers and students which involve notifying class teacher and Lead Teacher/ Coordinator of Student Conduct.  e.g. disturbing the class, speaking out of turn, not following instructions, misuse of device, incomplete work, lateness, improper personal presentation, truancy, bystander in bullying incidents	<ul style="list-style-type: none"> <li>• Verbal reminder/ reprimand</li> <li>• Change of seating</li> <li>• Confiscate device</li> <li>• Detention</li> <li>• Record in Conduct Tracker</li> <li>• Behavioural report</li> </ul>
Stage 2	Moderate offences with risk of causing harm or distress to self or others. Issues are resolved by Lead Teacher/ Coordinator of Student Conduct and students which involve notifying class teacher, Key Stage Head, parents and/or boarding house parents.  e.g. Continued stage 1 behaviour, vandalism, petty theft, leaving school premises without permission, dangerous horseplay, hurtful or offensive language, cheating on exams, threats, inappropriate physical contact / Public Display of Affection (PDA), enabler in bullying incidents	<ul style="list-style-type: none"> <li>• Apology letter</li> <li>• Counselling</li> <li>• In-school suspension</li> <li>• Meeting with parents</li> <li>• Confiscate device</li> <li>• Compensation for damages</li> <li>• Community service</li> <li>• Behavioural report</li> </ul>
Stage 3	Major offences resulting in harm to self or others. Student Conduct Committee to deliberate on the consequences.  e.g. Continued stage 2 behaviour, hitting, fighting, grand theft, possession / use of alcohol / cigarettes / controlled substance / blades, racial / religious persecution, major inappropriate contact/PDA, perpetrator in bullying incidents	<ul style="list-style-type: none"> <li>• Banned from school team</li> <li>• Banned on field trips</li> <li>• Counselling</li> <li>• In-school suspension</li> <li>• Meeting with parents</li> <li>• Warning letters</li> </ul>

Stage 4 - 5	<p>Very serious or criminal offences which may involve law enforcement.</p> <p>e.g. Continued stage 3 behaviour, malicious physical assault, grand theft, possession /use of illegal drugs or weapons, sexual harassment or assault</p>	<ul style="list-style-type: none"> <li>● Suspension</li> <li>● Consideration for or immediate expulsion</li> </ul>
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*\*Note: The behaviours and consequences are examples used to discern the severity of any offence. The Principal reserves the right to include any inappropriate behaviour into this policy at any given time, as necessary.*

All WIS teachers uphold the Student Management and Well-Being Policy. Students involved in misbehaviour may be required to write an Incident Report and be interviewed by a teacher or staff.

For serious cases, the WIS Student Conduct Committee will convene to discuss the matter after gathering all required information and evidence. Outcomes of the investigation will be conveyed to students involved, parents, class teacher and boarding house parent (for boarders only).

If there are any concerns regarding the consequences, parents may appeal by writing to the school.

## RESPECT FOR OTHERS

Acceptable personal conduct involves showing proper respect toward others regardless of race, language, age and gender.

Students are expected to respect others, be courteous, helpful, and considerate of school's property and empathetic to other people's feelings at all times.

All staff, whether teachers, boarding house parents, administrative supports, and security staffs should be treated with respect by students.

Swearing or vulgar expressions in any language will not be permitted. Students must use polite language and respect the rights of other students.

## WHAT IS BULLYING

Bullying is a repeated aggressive behaviour which uses negative words / actions with the intention of hurting another person. Bullying involves a pattern of behaviour repeated over time and an imbalance of power or strength. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional - being unfriendly, ostracism, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## ANTI-BULLYING STAND

WIS promotes an atmosphere of mutual respect among students. Bullying of any kind is unacceptable at our school. This policy applies to bullying and cyberbullying by any student whether it occurs inside or outside of the school, and includes the boarding facility.

Bullying is considered a serious offence which will not be tolerated and appropriate discipline actions will be taken which may result in expulsion. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to inform a teacher.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy:

- Students and staff can report incidents of bullying using the Incident Report form and passing it to the Lead Teacher / Coordinator of Student Conduct.
- Parents can report incidents of bullying through email, phone, or a visit to the school or they can contact the student's class teacher.
- After the Lead Teacher / Coordinator of Student Conduct receives the case, an investigation will be carried out to assess the intent, number of occurrences, and severity of the offences. Witnesses will be asked to write their account, CCTV may be checked, and messages may be checked especially in cases of cyberbullying.
- The students involved (Perpetrator, Enabler, Bystander & Victim) will be reconciled through conversations to promote mutual understanding. Counselling is also recommended.
- Character Education (CE) Teachers will conduct school-wide anti-bullying campaigns with the students.
- Scheduled Professional Learning Communities (PLCs) / Newsletters to help teachers identify if bullying is occurring.

## CLASSROOM BEHAVIOUR

Classrooms are set up to promote collaborative learning. The same classroom expectations are applied in every lesson. Students are required to talk quietly and politely at all times. Disruptive behaviour will not be tolerated. Students are to listen actively and participate in class lessons. All individuals in class are expected to respect each other.

Students are to meet deadlines for homework and assignments. All written work is to be neat, legible and reflect the pride of producing good work.

Students share the responsibility of keeping the classrooms and the school neat and clean.

Westlake International School believes that the time spent in class is crucial in a student's learning and development. Therefore, students are expected to arrive on time and be prepared for daily classes. They are encouraged to get enough sleep to be fully alert during class. If a student does fall asleep during class, the teacher will wake him/her and warn the student to stay awake and may ask him/her to stand.

## TRAFFIC LIGHTS SYSTEM (PRIMARY SCHOOL)

Each class will have a traffic lights chart to visually monitor individual student behaviour. Our goal is to have all students end the lesson on green. If a student misbehaves after a warning has been given, the teacher may move the student's name to amber (warning). Persistent misbehaviour may result in the student's name being moved to red, where further consequences will be issued (e.g. reflection in the Quiet Corner). The student and teacher will meet at the end of the lesson to discuss a mutual strategy to return the student to green.

## QUIET CORNER (PRIMARY SCHOOL)

Students who are persistently disruptive may be asked to sit in the Quiet Corner in the classroom and to fill in a Back-on-Track Action Plan (BoTAP). The purpose of the BoTAP is to help the students reflect on their actions and to suggest ways to get back on track with their learning. Once the teacher has read and approved the BoTAP, the student may rejoin the rest of the class.

For serious offences where there is a risk of physical or emotional harm, a student may be referred instead to the Reflection Room in the nearest staff room, where they will complete a Reflection Form or Incident Report. This will be followed by further consequences as per the discipline policy.

## SCHOOL UNIFORM AND PHYSICAL EDUCATION (PE) ATTIRE

Students are expected to wear WIS uniform whenever they are on the school campus. During special events, students are allowed to be out of their regular uniform provided the school has given permission for students to do so.

Students are required to tuck in their shirts throughout the schooling hours to look neat and presentable.

For Muslim students, girls are allowed to wear navy blue long pants or skirts as well as black or white head covering (tudung).

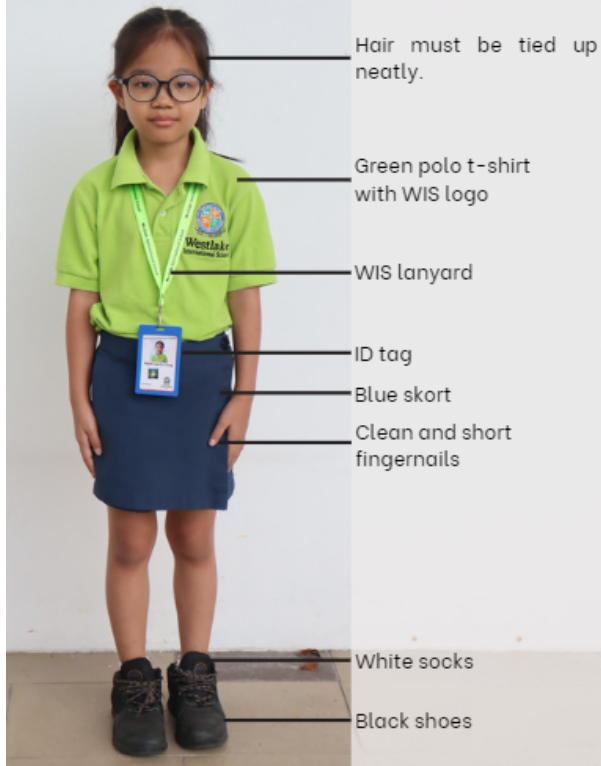
Students who are in a Physical Education (PE) class are required to wear their Sports House T-shirt and WIS PE shorts or track bottoms with sports shoes.

Students are allowed to be in their PE attire throughout the schooling hours, on days where they have PE lessons and also during Friday House Sports. However, all students are required to be in their school uniform for Tuesday Assembly; they are then to change into their PE attire should they have PE lessons.

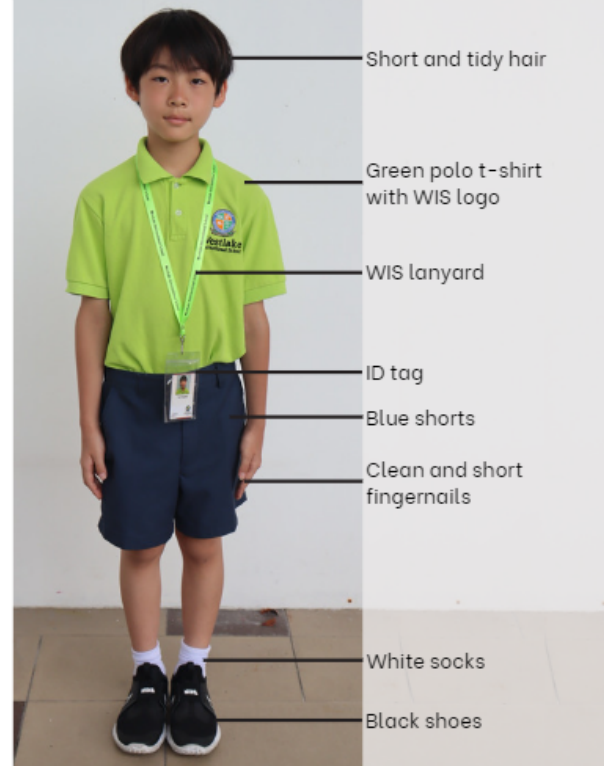
Students are encouraged to own about three sets of WIS uniforms and two sets of PE attire to be used on alternate days.

**Students must wear their WIS student ID tag with their lanyards at all times** when they are in school. The ID tags must be visible at all times for identification purpose. Students who do not wear their WIS student ID tag will be subjected to disciplinary action and he or she will not be allowed to participate in any of the examinations in the school.

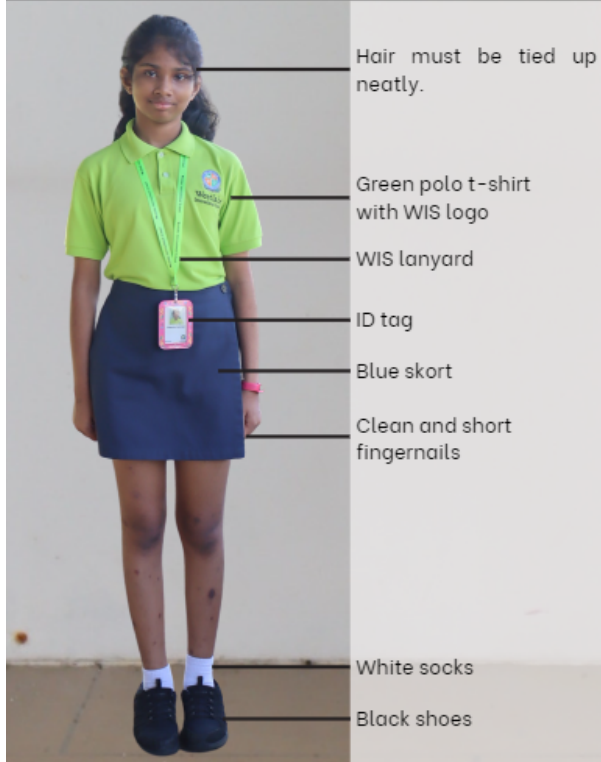
### Dress Code for Junior (Female)



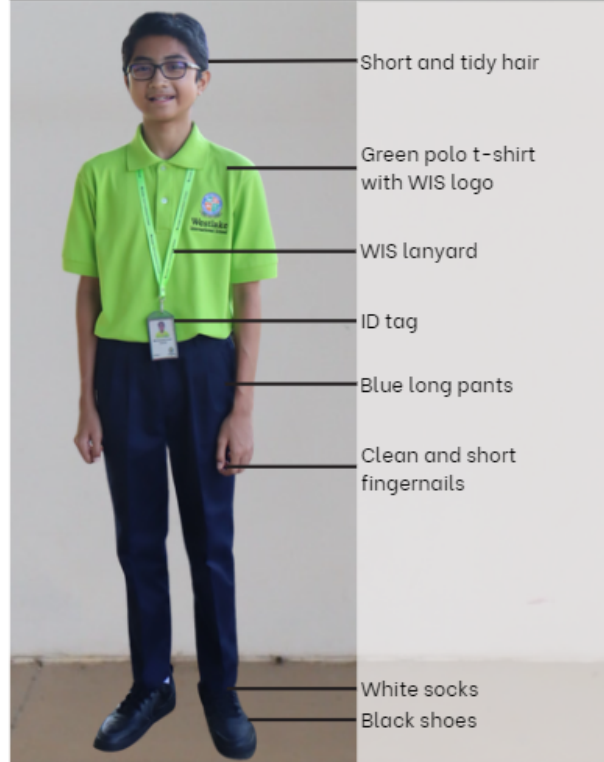
### Dress Code for Junior (Male)



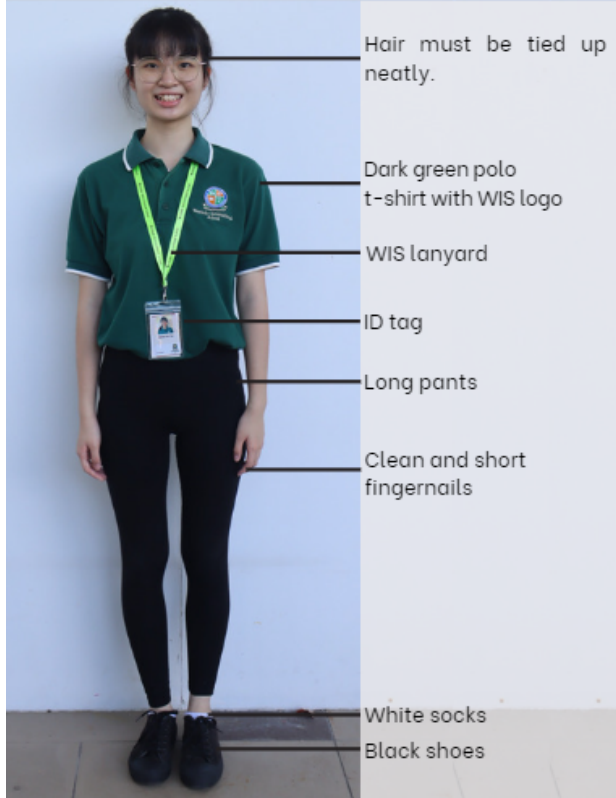
### Dress Code for Senior (Female)



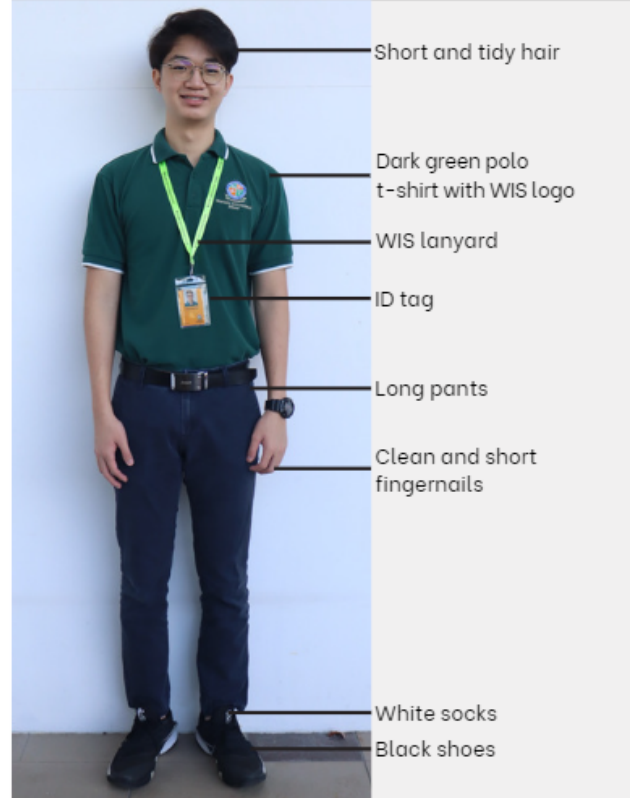
### Dress Code for Senior (Male)



### Dress Code for A Level (Female)



### Dress Code for A Level (Male)



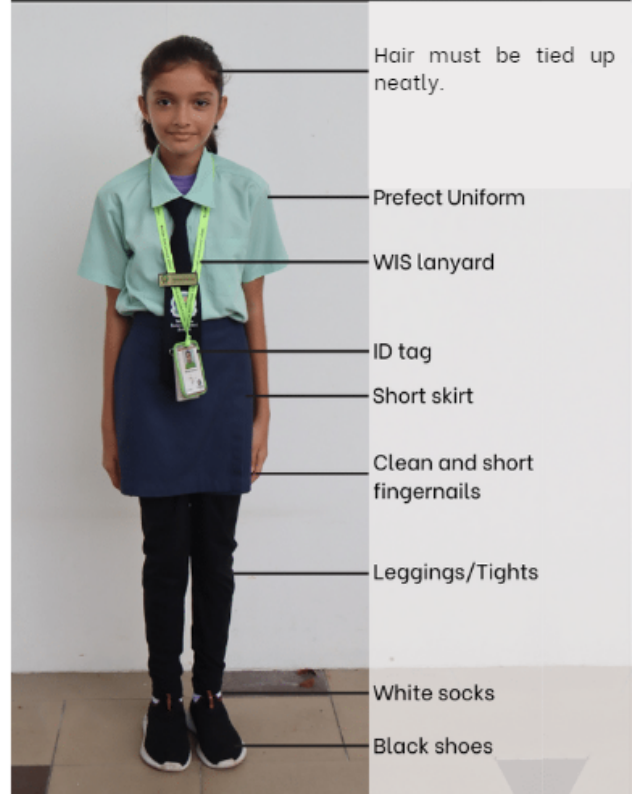
### Dress Code for Muslim (Female)\*

\*Headscarf is optional for female Muslim students.



### Dress Code for Muslim (Female)\*

\*Headscarf is optional for female Muslim students.



## FOOTWEAR

Students are required to wear appropriate black school shoes and white socks covering at least their ankles except during PE lessons in which sports shoes are allowed. Footwear must be worn at all times in the school except for designated areas.

Students who are not in the appropriate footwear must produce a valid medical letter, failing which they will be considered in violation of the school dress code. Students without proper covered shoes will be banned from sports to prevent accidents and injuries.

## MODESTY, NEATNESS AND CLEANLINESS

WIS students are encouraged to be presentable at all times in their dressing and grooming. Students are expected to dress modestly and decently. Worn out, stained or frayed clothing may not be worn to school.

Students are expected to keep themselves neat and well-groomed. Hairstyles should be neat at all times and students are not allowed to have hair colour that is unnatural or dyed. Girls with long hair will be expected to have their hair tied up neatly when in school to avoid any accidents in the science labs and during physical activities. Ribbon, clip or band colours permitted are black, white, blue or green. Boys are expected to keep decent short hairstyles. Hair should be above their eyebrows, ears and collars.

Cleanliness is important for good health and appearance. Students show positive attitudes toward themselves and the school by looking good. Students are not allowed to wear any form of jewellery to school except for religious purposes (e.g. bangle for the Sikhs). Girls are allowed to wear small stud earrings or loop earrings up to 1cm in diameter. Students are not allowed to wear any form of make-up in school.

Students are expected to keep their fingernails short and clean to ensure good health and safety of students especially during sports.

## VIOLATIONS OF PERSONAL APPEARANCE

Students who violate the dress code regarding personal appearance will be subject to disciplinary action, which may include purchasing a new uniform item or calling the parents to bring an appropriate uniform item to school.

In cases in which a boarding student violates the dress code, the student will be asked to go back to the boarding house and change into an appropriate uniform.

## USE OF ELECTRONIC DEVICES

Westlake International School aims to instil discipline in the usage of electronic devices such as laptops and mobile phones, especially during school hours. This policy is in place to guide students in using their devices responsibly. The minimum age requirement for most social media applications is Year 7 and this is to ensure the safety and security of the users. The school recommends that only students in Year 7 or above be given their own smartphones. A basic, call and SMS enabled phone would be a reasonable option for those younger students.

As required by the school's Technology Learning Plan, all secondary students will be required to come to school with a touchscreen device paired with a digital pen. This is because digital annotation replicates natural writing, a method proven to enhance comprehension during learning compared to text typing.

Smartphones will not be considered acceptable or appropriate devices for learning.

Students are required to keep their devices locked in their lockers when not in use. The school will not be responsible for any loss of electronic devices. Laptops or tablets are only for educational learning purposes. Using devices for gaming, video-watching, accessing social media and / or other non-educational platforms are strictly prohibited during school hours. Disciplinary action will be taken on those who fail to comply with the electronic device use policy.

Handphones and earphones / earbuds are only allowed to be used after dismissal. Any student using a handphone, earphones / earbuds during school hours will have the device(s) confiscated for three school days. Subsequent offences will result in a longer period of confiscation.

## ACADEMIC HONESTY

Westlake International School expects honesty in the actions of all members of the school community.

Students are expected to produce their own work. They must not pass off another's work as their own. The work submitted to a teacher should be the student's own work or should be correctly referenced.

### **Examples of academic dishonesty:**

- Cheating on tests and exams, for example by copying, talking or sharing work
- Copying homework or giving permission for another person to copy one's own work
- Plagiarism (Taking another person's ideas, from the Internet or otherwise, and claiming them as one's own)

### **Consequences**

Should a student be found to have been dishonest in exams, tests and individual assignments, the student will be given a zero score. Parents will be informed of the dishonest act.

The teacher will make a comment on the homework of students who copy homework or give permission for another person to copy his/her own work. No marks will be awarded for copied work.

Plagiarised work will be rejected and must be correctly done. The teacher will explain to the student about the seriousness of claiming other people's ideas as their own without acknowledging the source. The student will be advised on how to avoid plagiarism in future work assignments.

It is the responsibility of parents to encourage academic honesty in their children.



## LANGUAGE POLICY

Westlake International School offers the Cambridge curriculum which uses English as the medium of instruction. As English is recognised as an international language of communication and commerce, it would be of great advantage to our students to use only English as a language of daily communication while they are in the school campus.

WIS believes that mastering any language is something that is not only useful but enriching and fulfilling. Apart from the language policy put in place to encourage the speaking of English, there are English language events organised throughout the year for students to hone as well as showcase their linguistic abilities. The objectives are to motivate students to improve in their use of the language as well as to create a love for English.

Students and staff are therefore **expected to speak English language at all times** within the school buildings and on the school grounds. Although we acknowledge and appreciate that students face great challenges when speaking in a language other than their mother tongue, we believe the best way to learn English is to immerse ourselves in an English-speaking environment. This is especially true for second language speakers (ESL) who are new to the school.

If a student, who is capable of conversing in English, repeatedly chooses to ignore the teacher's requests to use the English language within the school buildings and school grounds, the student will impair efforts to build an English-speaking environment.

Other languages such as Chinese and Malay should be spoken only during class time when the students are studying these languages or language-related events. This rule applies to students who are involved in learning other foreign languages.

## CURRICULUM AND INSTRUCTION

The school's curriculum is broad, balanced, interesting, and adheres to the requirements of Cambridge Assessment International Education (CAIE). The CAIE syllabus provides guidance for English, Mathematics, Science, Global Perspectives, Art, Physical Education, and Music.

Provisions are made for the learning of Malay as a Foreign Language (MFoL) in accordance with the requirements of the Ministry of Education Malaysia. In addition, we offer the learning of Mandarin as an additional language at First Language, Second Language or Foreign Language levels.

To provide students with an enriched experience, whilst equipping them with 21<sup>st</sup> Century skills, the school has embedded Character and Career Education, and Coding, Programming and Robotics (CodeIT) into our curriculum offering.

## PRE-PRIMARY

### Early Years

The Early Years is a one-year foundation stage based on the Cambridge Early Years programme, which gives young learners the best start in life, helping them to meet key early milestones and thrive in and outside of school.

The areas of learning are:

- Communication, Language and Literacy
- Mathematics
- Understanding the World
- Physical Development
- Personal, Social and Emotional Development, and
- Creative Expression.

The Early Years programme is a play-based curriculum, which allows children to explore and learn in an environment that is secure and safe, yet challenging. Children learn in self-contained classrooms with most subjects being taught by their homeroom teacher.

Children are assessed at regular intervals using classroom observations against the intended learning outcomes.

## PRIMARY

### Key Stage 1

In Years 1 and 2, the instructional programme is based on the Cambridge Primary Curriculum for the core subjects of English, Mathematics and Science. In addition, students develop key skills in the areas of Mandarin, Malay, Physical Education, Music, Art, Character Education and CodeIT.

The focus of learning in Key Stage 1 is on developing core competencies that will allow success in the upper primary level. Classroom instruction is designed to be interactive and student-centred, promoting communication and creative thinking.

Children are assessed at regular intervals using structured formative assessments against the intended learning outcomes outlined in the Cambridge Primary Curriculum.

### Key Stage 2

From Year 3 to Year 6, the instruction continues using the Cambridge Primary Curriculum, and expands to include Global Perspectives.

Children are assessed at regular intervals using structured formative assessments against the intended learning outcomes outlined in the Cambridge Primary Curriculum.

The use of the GL Progress Tests for English, Mathematics and Science provides detailed information of specific areas of progress for each child in different areas of the syllabus. This is a diagnostic assessment tool which provides an indicator of students' strengths and areas for improvement.

## SECONDARY

### Key Stage 3

Years 7, 8 and 9 cover the crucial lower secondary years leading into IGCSE. At Key Stage 3, the curriculum adheres to the Cambridge Secondary 1 learning outcomes for the subjects of English, Mathematics, Science and Global Perspectives. In addition, students will take Mandarin, Malay, Physical Education, Music, Art, CodeIT, Character, Career and Coaching.

Students will access the online learning platform Google Classroom via their device. This is part of the school strategy towards developing 21<sup>st</sup> century skills.

Formative assessments at Key Stage 3 are rigorous and conducted at regular intervals to ensure that students' progress is monitored.

In Years 7 and 8, the GL Progress Tests for English, Mathematics and Science provides detailed information about specific areas of progress for each child in different areas of the syllabus.

In Year 9, students are required to take the CAT4 assessment. This diagnostic assessment tool, together with assessment results, provide guidance for selection of IGCSE subjects in Year 10.

#### **Key Stage 4**

In Years 10 and 11, students prepare for Cambridge International General Certificate of Secondary Education (IGCSE) examinations. This two-year course is rigorous and requires committed study for each subject selected.

The following subjects are compulsory for IGCSE :

- English as a First Language or English as a Second Language
- Mathematics
- Malay as a Foreign Language (for Malaysian students)
  - *The IGCSE examination for this subject is completed in Year 10.*

Students will select a maximum of 5 other subjects from the following list to complete their IGCSE course:

- Additional Mathematics
- Biology
- Chemistry
- Physics
- Accounting
- Business Studies
- Economics
- Geography
- Art and Design
- ICT
- Travel and Tourism
- Mandarin as a Foreign Language, or Mandarin as a Second Language, or Chinese First Language
  - The IGCSE Examination for this subject is completed in Year 10

In addition, Character, Career and Coaching is embedded into the curriculum.

#### **Key Stage 5 (A Level)**

The A Level programme is an 18-month programme starting in January, or a 24-month programme starting in August. It is a 'staged' course with the Advanced Subsidiary (AS) examinations taken first, and then completed with the final A Level examinations in May of the following year.

A range of subjects is offered at A Level, subject to students' ability and aptitude. Please refer to the A Level Prospectus for further information.

## CO-CURRICULAR ACTIVITIES

The school provides a wide range of Co-Curricular Activities (CCA) for students from Year 3 to A Level as part of our commitment to a holistic and balanced education. The CCA provision at school comprises two parts, both of which are compulsory.

House Sports run on Fridays from 8:00am to 9:20am. Students will rotate through practising 20 different sports according to their houses. This would lead to participation in Sports Day and the House Cup Challenge.

Clubs and Societies meet on Wednesdays from 3:15pm to 4:20pm. Students will be briefed about the CCA's available for 2024, and will be given the opportunity to register for a society of their choice.

## SCHOOL SPORTS TEAM & SPORTS DEVELOPMENT PROGRAMME

There are 6 school sports teams (Football, Netball, Basketball, Badminton, Dodgeball and Swimming) which are open to all students. Selection for the teams will be via Talent ID sessions. Selected students will have to attend the scheduled training sessions, participate in competitions, and uphold good conduct. In addition, there are 3 Junior Sports Development programmes (Football, Netball and Swimming) which are open to any students keen to build their skills.

## INSTRUCTION

Our instructional approach is guided by the *Framework for 21<sup>st</sup> Century Learning*. The focus of teaching and learning is on producing students who are skilled collaborators and communicators; inventive thinkers and problem solvers; self-directed and self-regulated learners; and skilled users of a wide range of fit for purpose technologies.

Classroom learning sequences are designed with a particular focus on developing the four core 21<sup>st</sup> Century skills of:

- Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication

This allows for rich, authentic, student-centred learning experiences with seamless integration of ICT literacy across all levels. The core subjects of English, Mathematics and Science are each taught using a specific pedagogical approach which merges the 21<sup>st</sup> Century Skills with rigorous content knowledge.

SUBJECT	PEDAGOGY
English	<ul style="list-style-type: none"><li>● Process Writing</li><li>● Guided Reading</li></ul>
Mathematics	Problem Solving Processes
Science	Inquiry-Based Learning

## ACADEMIC SUPPORT

### REMEDIATION & INTERVENTION

**Remedial support** is provided for students who are falling behind in their understanding and application of knowledge, ideas and concepts taught in class. Depending on student needs, this may come in a variety of forms including scaffolded homework practice, targeted revision and after-school small group teaching.

**Intervention support** is provided for students who have significant gaps in their knowledge which is hindering their academic progress. Intervention usually takes the form of Peer Tutoring or after-school small group teaching.

The decision to provide Remedial or Intervention support is made by analysing students' results and based on the recommendations of teachers.

### ENGLISH PROFICIENCY PROGRAMME (E-PROP)

The school is committed to supporting pupils for whom English is not their first language. As students receive their instruction mainly in English, reasonable achievement expectations must be met to protect both the child and the learning environment. These programmes are recommended to specific students at the point of enrolment after considering English placement test results. An additional fee is applicable for these programmes.

#### E-PROP STRUCTURE

Levels	Year 1 to Year 6	Year 7 to Year 9
Focus	Support for Mainstream English as a First Language (EFL)	Support and focuses on skills that are required for Mainstream English as a Second Language (ESL) leading up to IGCSE
Promotion	Fully independent in Mainstream EFL	Fully independent in Mainstream ESL
Promotion Assessment	Mainstream Summative Assessments	
Schedule	Takes place during school hours during English lessons (Pertains to schedule of the level and class)	
Promotion Criteria	Average 50% and above on Summative Assessments	

## CHARACTER, CAREER & COACHING

The Character, Career and Coaching programme supports the school curriculum to enhance the holistic development of the individual student, enabling him or her to lead a more fulfilling life. The programmes are designed to include Life Skills aligned to the 7 Habits framework and personal-social development.

### **1) Career Coaching**

- Career counselling is provided for those who are unsure or confused about career goals. We assist students in understanding their options to make decisions on educational and career directions.

### **2) Character Developmental Programme**

- A developmental guidance programme (workshop, training or camp) with the purpose to systematically assist students develop the skills they need to enhance their personal, social, educational, and career development.

### **3) Cognitive and Psychological Assessment**

- Cognitive Ability Test (CAT)
- Learning Styles Assessment
- Personality Assessment
- Interest & Vocational Assessment

## **GUIDANCE & COUNSELLING PROGRAMMES & SERVICES**

The school supports students well-being and inclusion through guidance, counselling and learning support. The unit develops services and programmes for the personal, social and educational development of all students. Examples of services that we provide are Personal Counselling, Academic Coaching, Group Counselling and Special Needs Screening.

### **1) Personal Counselling**

- It entails a one-to-one meeting with a counsellor at school. Personal counselling provides a respectful, supportive and confidential environment, where students can openly talk about their concerns and feelings.
  - Self-discovery
  - Peer relationship
  - Boy-girl relationship
  - Emotional management
  - Self-esteem
  - School transition
  - Loss and grief etc.

### **2) Academic Coaching**

- In academic coaching, we assist students in identifying any areas of difficulties and develop strategies to improve study performance.
  - Study skills
  - Note-taking skills
  - Time management
  - Goals setting

### 3) Group Counselling

- A small counselling group which is moderated by a counsellor. Group members get together for a planned session. Joining a counselling group enables students to learn more about themselves through the eyes of others, share experiences, as well as listen and give support to other members.
  - o School transition
  - o Interpersonal skills
  - o Self-discovery
  - o Emotional management learning group etc.

#### GRADING PRACTICES

Assessment is crucial as a measure of students' progress. This includes a combination of Formative and Summative assessments. As a school that adopts the Cambridge Assessment International Education curriculum, we also adopt the standard grade boundaries as set by Cambridge. The table below shows the percentage of uniform mark range for each grade.

GRADE	MARK RANGE
A*	90 - 100
A	80 - 89
B	70 - 79
C	60 - 69
D	50 - 59
E	40 - 49
F	30 - 39
U	Below 29

#### PROGRESS REPORT

Students' progress reports are recorded **twice** a year and will be given out before or during Parent-Teacher Meeting (PTM) to facilitate a fruitful discussion to support students' progress in school.

#### ASSESSMENTS

Assessments are an integral and important part of tracking students' progress. Formative assessments in the form of Progress Checks will be conducted throughout the year. In addition, Key Stages 2 and up will have scheduled Summative assessments as below:

Year Level	Mid-Year Assessments	Trial Examinations	End-of-Year Assessments
Key Stage 1	No examinations		
Key Stage 2	Mid-Year Summative Assessment		End-of-Year Summative Assessment
Key Stage 3			
Key Stage 4	Year 10: Mid-Year Examinations	Year 11 : Trial 1 & Trial 2	Year 10: End-of-Year Examinations
Key Stage 5	Year 12: Mid-Year Examinations	Year 12 & Year 13	

In addition, students from Year 1 to Year 8 will take the GL Progress Tests and receive a separate report detailing their abilities in English, Mathematics and Science.

New students admitted throughout Term 1 and Term 2 will be required to sit for all scheduled Progress Checks and Summative Assessments. They will only receive their Progress Report in Term 3.

New students admitted in Term 3 will be required to sit for all scheduled Progress Checks and Summative Assessments. However, they will not be issued a Progress Report as it would not accurately reflect the learning for the year.

Exceptions to examinations are only made in extreme circumstances and serious emergencies. Requests for exceptions to the school's policy must be made in writing to the Principal **six weeks** before the start of exams and are granted by the Principal. Failure to provide proper notification and appropriate supporting documentation will result in a score of zero (0) for the exam.

## PROGRESSION

### Automatic Promotion

All students in Key Stage 1 will be promoted automatically to the next level. In circumstances where a student exhibits issues that inhibit their learning, and upon professional advice, the school will recommend retention in Key Stage 1. For students in Key Stage 2 and Key Stage 3, the criteria for Automatic Promotion is to achieve a minimum 50% in Summative Assessments in 3 out of the 4 following:

- i. English
- ii. Mathematics
- iii. Science
- iv. Average of essential subjects (GP, Malay & Mandarin)

For students in Year 10, the criteria for Automatic Promotion is to achieve a minimum 50% in all Progress Checks and Summative Assessments in English and Mathematics as well as 3 other non-language elective subjects.

### Conditional Promotion

Any student who fails to meet the criteria for Automatic Promotion as stated above will be given a Conditional Promotion into the next level.

Students who are at risk for Conditional Promotion will be issued a Caution Letter in Term 2, to allow them sufficient time to work towards Automatic Promotion.

Where students do not meet the criteria for Automatic Promotion and are given a Conditional Promotion, they will be subject to the following conditions :

- To meet the criteria for Automatic Promotion in the subsequent year
- Adheres to the **age boundaries** set for the respective year group
- Maintains **good behaviour** with no incident reports being filed
- Maintains **good attendance** throughout the year (95% or higher)
- Maintains **punctuality** to school and class throughout the year (95% or higher)
- Joins any **Peer Tutoring / Intervention Programme** scheduled and advised for



## Retention

Any student who fails to meet the criteria for Automatic Promotion 2 years consecutively, and after being given a Conditional Promotion, will be subject to Retention.

This is to allow the student the opportunity to close the gaps in learning and build the required skills and knowledge to succeed in the higher levels.

## HOMEWORK

The purpose of homework is to reinforce learning in school, help with the practice of skills and retention of knowledge, as well as promote independent learning and self-discipline. Homework assignments are intended to be relevant, challenging and meaningful; as a means to support and extend classroom learning objectives. The intention of homework is to provide students with the opportunity to apply information learned, prepare for learning and develop critical thinking skills. Homework is not intended to be rote drill exercises or memory work.

Homework assignments may include a range of the following:

- Reading and oral work
- Practice exercises that support classroom instruction
- Extension assignments to transfer new skills or concepts to new situations
- Creative activities to integrate many skills toward the production of a response or product
- Journal or reflection writing activities
- Research readings
- Note making / graphic organisers / mind maps to support learning
- Online quizzes or Google Classroom assignments
- Major Projects: Research Reports, STEM Project, Book Reports

The actual time required to complete homework assignments will vary at different levels and is dependent on each student's study habit, aptitude, and selected course load.

Average time **per week** for homework:

- 1 to 2 hours per week for Key Stage 1
- 2 to 4 hours per week for Key Stage 2
- 4 to 6 hours per week for Key Stage 3
- 6 to 8 hours per week for Key Stage 4
- 4 to 5 hours of independent study, per subject, per week for A Level

If your child is spending an inordinate amount of time doing homework, you should contact your child's teachers.

Students are also encouraged to pursue non-assigned, independent, leisure reading.

## LATE WORK

Students are expected to turn in their work on time. Students will be given fair warning when they are late in their submissions. Parents will be informed via the **Parent Portal** if students are consistently late in the submission of assigned work.

## RESPONSIBILITIES OF STAFF

Assign relevant, challenging and meaningful homework that reinforces classroom learning:

- Give clear instructions and make sure students understand the purpose
- Give feedback and correct homework
- Communicate with other teachers
- Involve parents and contact them if a pattern of late or incomplete homework develops

## RESPONSIBILITIES OF PARENTS

We encourage parental involvement in the process of their child's education. Guidance will be sent to parents at the start of the school year explaining our homework policy, along with strategies to support your child. Teachers will update homework assigned to students on the respective **Google Classrooms** for reference. Parents can support their child in the completion of homework through the following :

- Set a regular, uninterrupted study time each day
- Establish a quiet, well-lit study area
- Monitor students' organisation and daily list of assignments in the WIS School Planner and Google Classroom
- Help students work to find the answer, not just get it done
- Be supportive when the student gets frustrated with difficult assignments
- Contact teacher to stay well informed about the student's learning process

## RESPONSIBILITIES OF STUDENTS

- Write down assignments in their WIS School Planner and keep track of upcoming deadlines in their Google Classroom
- Be sure all assignments are clear; don't be afraid to ask questions if necessary
- Set aside a regular time for studying
- Find a quiet, well-lit study area
- Work on homework independently whenever possible, so that it reflects student ability
- Produce quality work
- Make sure assignments are done according to the given instructions and completed on time

## COMMUNICATION CHANNELS BETWEEN SCHOOL AND PARENT

One of the most important factors leading to the success of our school is the communication between parents and the school. By maintaining effective, open communication channels, potential problems can be avoided.

The education of all students is clearly a partnership between teachers and parents. To this end, an effective line of communication between these two groups is essential. The Class Teacher/Home Room Teacher should be the first point of contact when there is any level of concern. These teachers will have the most contact with the students at school and are in the best position to discuss their progress.

The following are ways that parents can be kept informed of their children's activities, academic progress, school events, etc.

## SCHOOL/PARENT COMMUNICATION PORTAL - PARENT PORTAL

**Parent Portal** is the dedicated web-based communication portal between teachers and parents. All parents are required to provide the school with their email addresses as it will be used to create their login access to **Parent Portal**. The password for the login access to **Parent Portal** will be sent directly via email, to the email address provided by the parent. Parents are required to have internet access on a laptop or mobile in order to receive updates from the school on matters pertaining to their child.

It is the school's intention to have all our parents accessing the **Parent Portal** and use it as the main communication tool to communicate to the school.

## EMAILS

In addition to the use of **Parent Portal**, important school updates and other relevant information will still be sent via email. It is important that parents maintain a valid and accessible email address with the school. Parents are reminded to update their contact details with the school.

## SCHOOL PLANNER

The main purpose of the School Planner is for the student to note the homework for each day. Although the school is using **Parent Portal** as the main communication portal, the planner is used as a complementary means. Parents may use the planner to send documents, for example, a child's medical certificates, to the class teacher.

Parents should check and sign the School Planner once each week or more frequently if they have concerns about their children's completion of homework or behaviour at school.

## SCHOOL WEBSITE

The school website is updated regularly to keep you informed of activities, events, and on-going services. Log on to [www.westlakeschool.edu.my](http://www.westlakeschool.edu.my) to view.

## NEW PARENTS ORIENTATION

In conjunction with orientation week, the school will host a new parents orientation for new school families, and orientation for parents of new boarders.

Parents are encouraged to attend this informal event, as the school seeks to answer any questions they may have and become better acquainted with parents.

## PARENT-TEACHER COMMUNICATION

Direct communication between parents and teachers can often be very helpful in understanding particular children's needs and sorting out day-to-day problems. However, a teacher's prime responsibility is to teach. They are not permitted to leave the classroom to meet with parents or take phone calls.

We hope that parents will bear this in mind when contacting a teacher. The best initial contact is via **Parent Portal** or by email. If parents wish to speak to a teacher on the phone, they will be expected

to leave a message requesting the teacher to call back once a teacher is not occupied in class. Often, the teacher may not be able to return the call until the end of the school day.

Parents may request a meeting with a teacher at a mutually convenient time. Please contact the school office to request and arrange a meeting time. If you arrive without an appointment, the teacher you wish to see may not be available.

For urgent matters, parents may contact the principal or heads of school directly, who will always try to be available to deal with the problem.

## **PARENT-VOLUNTEERS**

We believe that parents in our community have a great deal to offer in complementing the work that we do with students. Parents are encouraged to contact the front office to volunteer in their areas of expertise. The parent-volunteers may be involved in industrial expert talks or assist in school and community activities throughout the year.

## **INFORMATION BOARDS**

Information bulletin boards are located in various locations around the school campus. Student work is displayed on the boards and parents are invited to stop by and take a look regularly. School events and activities are posted on the information boards.

Students and parents must have the school's approval before posting anything on these boards or around the school campus.

## **ENQUIRIES AND COMPLAINTS**

Complaints which are related to teaching and learning should be handled first by contacting the classroom teacher directly. If the matter is not resolved satisfactorily, the parent may contact the respective Key Stage Head or Principal.

Issues related to social and emotional wellbeing can be directed to the Class Teacher or the Lead Teacher / Coordinator of Student Conduct.

Questions related to tuition fees and other payments should be directed to the Finance Office staff.

Matters related to student services should be directed to the Student Services Office staff and matters related to facilities should be directed to the Head of Operations.

Matters related to the boarding house should be directed to the respective boarding house parents. If the matters are not resolved satisfactorily, the parent may contact the Head of Boarding.

## **STUDENT RECOGNITION**

The WIS awards programme is designed to recognise both outstanding academic and extracurricular achievement. Awards are intended to provide motivation for students to achieve high standards in the areas of academics, sports, community service, and character leadership. Awards will be given at a special awards ceremony at the end of each academic year. These award ceremonies are held to recognise students publicly for their achievement.

## CHAIRMAN'S AWARD

Chairman's Award is given to the graduating student who has achieved academic excellence and who exemplifies outstanding character, sportsmanship, contributions to school or community, as well as leadership.

## HONOUR ROLL

Students who attain the Honour Roll will receive the Honour Roll Award.

This award is given to the Years 3 to 9 students who have met the following criteria:

1. Completed both summative assessments for core subjects (English, Science, Mathematics) & essential subjects (GP, Malay & Mandarin)
2. Overall average marks of 80% or above. Calculation includes the three core subjects of English, Maths and Science and average of essential subjects
3. Must be in the mainstream English class; English as a First Language or English as a Second Language.
4. No serious behavioural issues: Warning Letters or Suspensions

This award is given to the Years 10 who have met the following criteria:

1. Completed all formative assessments and summative assessments for all the subjects
2. Overall average marks of 80% or above. Calculation includes the English (EFL/ESL), Mathematics and average of 5 best other subjects.
3. No serious behavioural issues: Warning Letters or Suspensions

## ACADEMIC EXCELLENCE AWARD

For Years 3 to 10, this award will be presented to one student who has scored the highest among the Honour Roll in each year level.

## IGCSE TOP PERFORMER BY SUBJECT

This award is presented to the student who scored the highest in the Cambridge Examination for the subject.

Top performer(s) must have achieved an A or A\*.

Subjects must be taken by 5 or more candidates.

## TEACHER'S AWARD

The student with the highest overall Student Character (Cambridge Learner Attributes) score in each class merits this award.

In the case where multiple students achieve the highest score, they will all receive the Teachers' Award.

A nominee should have no serious behavioural issues: Warning Letters or Suspensions.

## SPORTSMANSHIP AWARD

This award is presented to one boy and one girl who actively participate in sports at different levels of competitions, and with the recommendation of the physical education staff in consultation with teachers in recognition of the following qualities: sportsmanship, participation in various sports, athletic ability, and competitive spirit during the year.

## SPECIAL EVENTS

School events for the academic year have been scheduled in the School Calendar. The calendar will be distributed to parents at the start of the year and available online on **Parent Portal**. Parents will also be sent updates and relevant information regarding school events as required. The key school events planned include but are not limited to the following listed below.

## PARENT-TEACHER MEETINGS

At the end of each term, parents will be invited to meet the teachers to discuss their children's academic performance progress reports, character development and extra-curricular participation.

## INFO SESSIONS

Info sessions are held during the first three weeks of each school year. Parents are invited to a tea session to learn of the school's approach to academics, communication with parents as well as any new initiatives for the year. It is also an excellent opportunity to network with teachers and staff who will be involved in your child's development.

## CULTURAL CELEBRATIONS

A WIS student is expected to be open-minded to the values and traditions of different cultures. An excellent way to do this is to celebrate different festivals such as Chinese New Year, Hari Raya, Deepavali, Christmas and the main festivals of other nationalities.

## INTERNATIONAL UNDERSTANDING WEEK

International Understanding Week is planned to promote peace, trust and global understanding amongst the students of various nationalities at Westlake International School.

## STEM PROGRAMME

The STEM Programme at WIS aims to enhance the learning of science, technology, engineering and mathematics (STEM) outside the classroom. The activities under the STEM Programme include the STEM Exhibition, STEM Challenge, International Competitions and Assessments for Schools (ICAS) and the Maths Olympiad. This programme aims to foster inquiring minds, logical reasoning and collaboration skills.

## LEARNING JOURNEYS

Learning Journeys are organised to support and complement the STEM curriculum in school while developing a meaningful bond between teachers and students in the various activities part of the day trip. These Learning Journeys provide students with experiential and multi-disciplinary learning

to embed, extend and enrich classroom learning. Learning Journeys are carefully planned to allow students to make authentic connections between STEM subjects and the world they live in.

#### CARNIVAL DAY

Every alternate year, WIS organises a fun-filled fundraising event called the Carnival Day. It is a day where all stakeholders of WIS and the community at large collaborate and partner towards organising food and good sales, games and workshops, all for a good cause. In the past, WIS has raised substantial funds during this day and the proceeds have been channelled to local organisations who work with the marginalised groups of people, such as the handicapped, orphanages, old folks home and the orang asli community in Perak.

#### TEACHERS' DAY

Celebrated by students to show appreciation to the teachers and staff, WIS takes this opportunity to teach our students to show gratitude and appreciation to their teachers. Students will be encouraged to use their creativity to show their appreciation rather than the usual tradition of buying gifts.

#### SPORTS DAY

Each year the school participates in a sports day organised by the PE department with the help of parent volunteers. This is a regular school day and attendance is mandatory for students. Parents are encouraged to attend and participate in the event.

#### AWARDS DAY

This is an annual event to celebrate our students' achievements and outstanding contributions both in and out of school. It is important to acknowledge and recognise the efforts which our students have put in during the year and it is equally important for our parents to celebrate this wonderful event together with their children.

#### WOW CONCERT & X DAY

Students' talents are showcased in musicals, concerts as well as Wind Orchestra Westlake (WOW) and Co-curricular performances. These performances are directed by the Music Department in collaboration with the respective co-curricular bodies and have received encouraging support from the media.

#### GRADUATION CELEBRATIONS

Graduation is celebrated after students have completed a milestone in their learning journey as follows:

- Year 6 marks the completion of primary school
- Year 11 marks the completion of IGCSE exams and secondary school
- Year 13 marks the completion of A Level programme

Detailed information about date, time, and nature of the event will be provided to parents and staff in due course.

## STUDENT DEVELOPMENT CAMPS

At the Secondary level, Student Development Camps are organised to facilitate the development of personal, social and emotional skills. The Student Development Camps are an integral component of the Character Education programme at WIS. These camps provide a range of empowering and challenging activities that promote the development of communication skills, leadership, positive self-image, self-expression and social awareness. The extended time outdoors provides opportunities for guided socialisation and the development of healthy, respectful relationships.

Camps for each year group build progressively on the in-school learning of the CE programme. These camps are provided by independent external vendors in close collaboration with the school to ensure that it meets the needs of our students. Camp vendors are thoroughly vetted to ensure the safety, security and wellbeing of all students.

## CAMPUS SAFETY AND SECURITY

The safety and security of students, staff and campus visitors are of paramount importance to WIS. Keeping the school campus environment healthy is equally important. Therefore, the school utilises a number of important measures to ensure a safe, secured and healthy school environment.

## NON-SMOKING CAMPUS

WIS is strictly a non-smoking campus in order to protect the health of our staff and students from the damaging effects of inhaling second-hand smoke. Anyone who is on the campus, whether staff, students or visitors, will be required to comply with this rule and breaking of this rule will lead to action being taken. Staff and students will face disciplinary action and visitors will be asked to leave the campus.

## CCTV

A Closed Circuit Television (CCTV) system is in operation on the school campus. The system covers all entry and exit points as well as a number of key areas.

## SECURITY GUARDS

The school employs security guards who have been well screened. They provide twenty-four hour security protection on campus, including the boarding houses. The security guards also provide traffic control during peak hours when parents drop off or pick up their children.

They have been given strict instructions by the school to check every visitor who comes to the school. Parents are expected to comply with their requirements to show photo identification of themselves and information of appointments made with the school.

In the event that no appointment has been made, the security guard will direct parents to the school Reception to see the Front Office staff. Parents will not be allowed to enter restricted areas of the school grounds without prior arrangements.



## CAMPUS VISITORS

All visitors to the school campus must provide photographic proof of identity and have a legitimate purpose for being on campus. All visitors will be asked to fill up a Visitors Form indicating their name, contact number and purpose of visit. This Visitors Form must be signed by a member of WIS staff to validate the purpose of the visit. Upon exit, the visitor must return the completed Visitors Form to the security guard for clearance. Visitors must wear the visitors tag while they are on campus.

## EMERGENCY CONTACT WITH PARENTS

In an emergency, parents will be contacted by Short Message Service (SMS) or by a phone call. It is essential that updated mobile phone contact numbers are given to the school.

## FIRE DRILL PROCEDURES

Fire drills will be conducted on a regular basis to train staff and students on the standard evacuation procedures. Parents are requested to explain to their children the importance of obeying the procedures of a fire drill as this will save lives in the event of a real fire.

## LOCKDOWN PROCEDURES

Lockdown procedures are put into operation when students have to be kept within the school building to protect them from any external threats. There will be briefings and drills performed yearly to familiarise staff and students in the school with regards to this procedure.

## SWIMMING SAFETY PROCEDURES

Students swimming on any school-sponsored activity must be supervised by an adult within reasonable proximity at all times. Water safety guidelines are to be observed in any swimming activity.

- No student may enter the pool grounds without a supervisor present.
- No student may be in the pool without a supervisor visually present.
- No one with sores, wounds, or contagious conditions may enter the pool.
- Students should be wearing proper swimming attire including a swimming suit and cap when in the pool.

## SCIENCE LAB SAFETY PROCEDURES

Students must always comply with the laboratory safety rules and precautions. Students cannot enter the lab and preparation rooms or use the apparatus and chemicals inside without the teacher's permission.

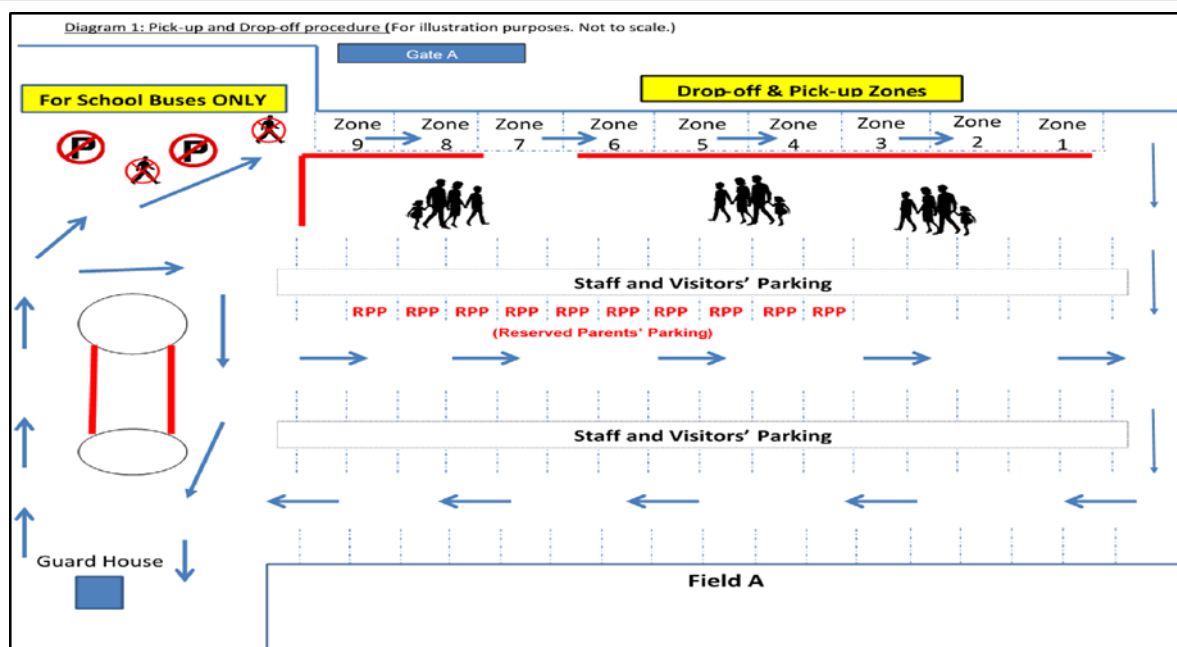
Students are responsible for cleaning and returning their own apparatus. Chemicals are to be disposed of the correct way at the end of each lesson. Tables and sinks must be clean and stools stored away at the original location.

Appropriate apparel (lab coat, goggles, mask and gloves) should be worn when conducting experiments. However, exceptions may be given for Physics classes based on the teacher's discretion.

For hygiene purposes, students must use their own lab apparel. Borrowing from schoolmates is strictly prohibited.

In cases in which there is any apparatus breakage or damage, students are required to report the incidents to teachers immediately. Any breakage of glassware due to students' misconduct and negligence would require them to compensate for the damage cost.

#### GATE A: PICK-UP AND DROP-OFF ZONE



To further enhance traffic safety and smoothen traffic flow, we would like to invite the cooperation of all parents in the following areas:

##### **Pick-up & Drop-off Zone**

Referring to the diagram above, if you are first in line, please stop your car at Zone 1. Do not stop in front of gate A (Zone 7, 8, 9) as this will lead to congestion and safety hazard. Only pick-up from Zone 1, other zones will be chained.

##### **Reserved Parents' Parking (RPP)**

Parents who require more time to assist their child(ren), to see their child(ren) enter through Gate A, or to accompany their child(ren) to Gate A, are required to park at the parking lots reserved for this purpose.

Be aware of "Oneway" signages. Guards and staff on duty will assist and direct traffic. Kindly cooperate with the guards to ensure pedestrian safety and smoother traffic flow.

#### AUTHORISATION TO WALK / CYCLE HOME FROM SCHOOL

In order to ensure the safety and security of our students, parents and guardians who permit their child/ward to walk or cycle to and from school to complete a brief form. This [Authorisation to Walk/Cycle Home from School Form \(Appendix 4\)](#) will help us keep track of students who use alternative modes of transportation and will ensure that we have accurate information in case of any emergencies.

Additionally, we require students who walk or cycle to school to sign out in a log book maintained at Guard Post A. This will help us keep track of their departures for safety purposes.

## IDENTIFICATION STICKERS FOR SCHOOL TRANSPORT

For students who utilise the school transport service to and from Westlake Villas, we will be issuing identification stickers. These stickers are a visual means of identifying and ensuring that only authorised students are allowed on school transport. This will help our drivers and staff ensure that the right students are on board at all times, enhancing safety and security during transportation.

## COMMUNICATION REGARDING TRANSPORTATION PROBLEMS

In the event of any transportation issues, such as delays in picking up your child(ren) or child/ward is required to take a shared ride or utilise e-hailing services, parents are requested to inform our Student Services team promptly. This communication with Student Services will help us coordinate and assist students effectively in such situations.

## STUDENT SERVICES

### LOST AND FOUND



The Lost-and-Found cabinet is located in the foyer of the Student Services office for students to access. If any parents wish to identify the items in the cabinet during school hours, you may seek assistance from the Student Services department.

### LOCKERS

Each Year 3 to Year 11 student is assigned a locker in which to store their school books, equipment and personal possessions. All school lockers are situated outside their respective classrooms for easy accessibility.

Each student will require a good quality padlock to ensure the security of his/her locker. Students are responsible for the contents in the locker. Items prohibited in school should not be stored in the lockers. Lockers and their contents may be subjected to random spot-checking during school hours.

Lockers must be emptied and cleaned at the end of each school year, or when the student withdraws from the school.

## MOBILE PHONES AND VALUABLES

Students are advised not to bring valuable items to school. All valuables must be kept secure in the students' lockers and it is the students' responsibility for the safety of such valuables including their mobile phones and electronic devices.

## SICK BAY

WIS has 2 sick bays of which one is situated within the school campus and the other in the boarding house. Our sick bays are equipped for minor accidents and illnesses.

### 1. School Nurse

- a. We have trained nurses to take care of our students.
- b. Our nurses will observe the condition of the students before administering help.

### 2. Medical Help

If medical help is required, the student's parent / guardian will be contacted immediately.

- a. Parents of Day Students are required to pick their child up from school and bring them to the clinic/hospital.
- b. Boarders will be the charge of school / boarding nurses.

## HEALTH AND SAFETY POLICY

Westlake International School takes health and safety very seriously.

### **Infection In School**

It is very common for infectious diseases to spread in school due to the large number of people of different ages staying in close proximity throughout the day. As such, it is paramount to understand the different types of infectious diseases that might spread and take measures to prevent and manage it.

### **Contagious Disease Preventive Measure**

In the event a student or staff is affected by a highly contagious disease as stated in **Appendix 6**, the individual must adhere to the guidelines stated below:

#### **A. Outside the School Parameter**

- a. Consult your physician and ask for medical leave to be granted.
- b. Inform relevant personnel
  - i. Student - Parents / Boarding House Parents (BHP) to inform class teachers via the designated **Parent Portal**
  - ii. Staff - Inform Principal and Human Resource Department

#### **B. Within the School Parameter**

If discovered while in school, the following actions will be taken.

- a. Day Student - Will be sent to the Sick Bay. The nurse will call the parents to bring the child home. The above steps stated in Section A (Outside School's Parameter) will take place.

- b. Boarding Student - During school hours, the school nurse will bring the student to the clinic/hospital to consult the physician. After the consultation, the student will be quarantined in the sick bay/boarding house to prevent other students from being infected.
- c. Staff - Will be put into isolation/quarantine. Will be asked to return home and allowed back to school upon valid medical clearance from the doctor.
- d. In the event it is a highly contagious disease, like the Covid-19, the venue affected by the student/staff will be disinfected.

### **C. Clearance to Return to School**

A clearance letter from the physician is compulsory to verify that the student / staff has fully recovered before the student / staff is permitted to return to school.

### **School-wide Infectious Disease Outbreak Management**

In the event a school-wide outbreak happens, we will abide by the following actions:

1. A letter will be sent via email and **Parent Portal**.
2. For contagious diseases where the symptoms can be tested with a thermometer or seen physically, there will be a routine morning check at the respective school gates until the outbreak has subsided.

### **School Closure**

The school will only be closed upon a mandated directive from the Ministry of Education, State Education Department, District Education Office, Ministry of Health or the school's Board of Governors (BOG). Where discretion is offered to the school to make an independent decision, the school will endeavour to remain in session for as long as feasible.

In the event of school closure due to a mandated directive or BOG decision:

1. Boarders may opt to stay in the boarding house or return to their respective home. No outdoor activities are permitted and all meals will be consumed in the boarding house.
2. All CAIE exams will proceed as per exam scheduled. If the government declares a state of emergency, the Cambridge Local Office will inform the school of the next course of action.

### **WIS BOOKSHOP**

The bookshop is located in the main reception area of the school. Students are allowed to purchase items during their break times only. They must not go to the bookshop during lesson times.

Items available at the bookshop such as:

- General stationery
- Uniforms
- Textbooks and Workbooks

Prices are subject to change with the current value of goods. Goods sold are neither returnable nor exchangeable.

## CAFETERIA

The cafeteria provides a spacious and pleasant environment for our students to have their breaks and lunches. The food sold at the cafeteria will meet our standards of nutrition and hygiene. Menu are uploaded to the school website weekly: [www.westlakeschool.edu.my/student-life/cafeteria/](http://www.westlakeschool.edu.my/student-life/cafeteria/).

## STUDENT HEALTH CHECKS

Regular health checks and talks will be conducted in school in collaboration with the government local health centres.

**APPENDIX 1: SCHOOL TERMS AND HOLIDAYS 2024**

Term	School Days and Holidays	Start	End
1	School Days Mid Term Holiday Term Holiday	3 <sup>rd</sup> January 8 <sup>th</sup> February 6 <sup>th</sup> April	5 <sup>th</sup> April 18 <sup>th</sup> February 21 <sup>st</sup> April
2	School Days Mid Term Holiday Term Holiday	22 <sup>nd</sup> April 15 <sup>th</sup> June 27 <sup>th</sup> July	26 <sup>th</sup> July 23 <sup>rd</sup> June 11 <sup>th</sup> August
3	School Days Mid Term Holiday Term Holiday	12 <sup>th</sup> August 14 <sup>th</sup> September 21 <sup>st</sup> November	20 <sup>th</sup> November 22 <sup>nd</sup> September 2 <sup>nd</sup> January 2024

**APPENDIX 2: CHRONOLOGICAL AGE LEVEL**

Age of child in the academic year	Level
5	Early Years
6	Year 1
7	Year 2
8	Year 3
9	Year 4
10	Year 5
11	Year 6
12	Year 7
13	Year 8
14	Year 9
15	Year 10
16	Year 11
17/18	Year 12
	Year 13

### APPENDIX 3: PAYMENT INSTRUCTIONS

Payment Options	Description
<p>WIS Payment Room</p> <p>*Cash</p> <p>*Credit Card</p> <p>*Cheque</p>	<p>1. All cheque should be crossed and made payable to:</p> <p><b>Westlake International School Sdn Bhd</b></p> <p>2. Operating Hours:</p> <p>[School Term]</p> <p>Monday to Thursday: 7.30am – 4.00pm</p> <p>Friday: 7.30am – 2.30pm</p> <p>[School Holidays]</p> <p>Monday to Thursday: 9.00am – 4.30pm</p> <p>Friday: 9.00am – 3.00pm</p>
*Payment Online	<p>1. Visit: <a href="http://westlakeschool.edu.my">westlakeschool.edu.my</a></p> <p>2. Click: <b>Portal → Fee Payment</b></p> <p>3. Payment Type: *Credit Card [Visa/Master] *Union Pay Credit Card *FPX [Online Banking]</p> <p>4. Product Description: Student Name - Payment for XXXXX</p> <p>5. Remark: Student Name</p>
*Telegraphic Transfer	<p><u>Bank Details are as follows:</u></p> <p>Account Name: <b>Westlake International School Sdn Bhd</b></p> <p>Co. Registration No.: 436834-H</p> <p>Company Address: Lot 18662, Jalan Universiti, Taman Bandar Baru, 31900 Kampar, Perak, Malaysia</p> <p>Account No.: 8004848952</p> <p>Bank Name: CIMB Bank Berhad</p> <p>Bank Address: 99 &amp; 101, Jalan Gopeng, 31900 Kampar, Perak, Malaysia</p> <p>Bank Branch: Kampar, Perak, Malaysia</p> <p>SWIFT CODE: CIBBMYKL</p> <p>Tel: 05-467 2222</p> <p>Once payment is made, please send your bank receipt to us to update our records.</p> <p>Fax: 05-467 2228</p> <p>E-mail: <a href="mailto:finance@westlakeschool.edu.my">finance@westlakeschool.edu.my</a></p>
Billing Enquiry	<p>E-mail: <a href="mailto:finance@westlakeschool.edu.my">finance@westlakeschool.edu.my</a></p> <p>Tel: 05-467 2222 (Finance Department)</p> <p>Whatsapp: 016-595 6889 (Carmen Soo, Finance Department)</p>



#### APPENDIX 4: AUTHORISATION TO WALK/CYCLE HOME FROM SCHOOL

I, \_\_\_\_\_ (Parent's Name) the legal parent/guardian of \_\_\_\_\_ (Student's Name), Year \_\_\_\_\_ hereby grant permission for my child/ward to walk/cycle home from school independently. I understand the responsibilities and potential risks involved in this mode of transportation, and I am confident in my child/ward's ability to safely and responsibly handle this journey.

To ensure the safety and well-being of \_\_\_\_\_ (Student's Name), we have established the following guidelines with him/her:

1. He/She will adhere to all traffic rules and regulations while walking/cycling to and from school.
2. He/She will use the designated routes and crosswalks, avoiding busy intersections and unsafe areas.
3. He/She will not engage in any risky or dangerous behaviour while walking/cycling to or from school.

In consideration of this authorization, I understand and agree to release Westlake International School, its staff, and associated personnel from any liability, claims, demands, actions, or causes of action arising out of or related to my child's independent walk/cycle home from school. I acknowledge that this authorisation is voluntary and that we accept full responsibility for the safety and well-being of our child/ward during this time.

We will promptly inform the school if there are any changes to this arrangement.

Parent's Signature : \_\_\_\_\_

Name : \_\_\_\_\_

IC/Passport No. : \_\_\_\_\_

Relationship to Student : \_\_\_\_\_

Date : \_\_\_\_\_

## APPENDIX 5: INFECTIOUS DISEASE TABLE

Condition	Spread By	Signs/Symptoms	Time Between Exposure and Sickness	Quarantine
<b>Viral Respiratory Infections</b>				
Covid-19	Respiratory droplet such as via coughing, sneezing and talking. Spread by airborne transmission.	Fever or chills, Cough, Shortness of breath or difficulty breathing, Fatigue, Muscle or body aches, Headache, New loss of taste or smell, Sore throat, Congestion or runny nose, Nausea or vomiting, Diarrhea	1 - 14 days	Follow the quarantine procedure as directed by the Health Ministry.
Influenza and Influenza-like illness (ILI)	Coughing and sneezing. Direct contact with an infected person.	Sudden onset of fever with cough, sore throat, muscular aches and a headache.	1 - 14 days	Self-quarantine until full recovery.
Streptococcal sore throat	Contact with secretions of a sore throat (Coughing, sneezing etc.)	Headache, vomiting, sore throat. An untreated sore throat could lead to Rheumatic fever.	1 - 3 days	Self-quarantine until well and/or has received antibiotic treatment for at least 24 hours.
Whooping cough (Pertussis)	Coughing. Adults and older children can pass on the infection to babies.	Runny nose, persistent cough followed by “whoop”, vomiting or breathlessness.	5 - 21 days	Five days from commencing antibiotic treatment or, if no antibiotic treatment then 21 days from onset of illness or until no more coughing, whichever comes first.
<b>Rashes and Skin Infections</b>				
Chickenpox	Coughing, sneezing and contact with weeping blisters.	Fever and spots with a blister on top of each spot.	10 - 21 days after being exposed.	1 week from appearance of rash, or until all blisters have dried.
Hand, foot and mouth disease (HFMD)	Coughing, sneezing, and poor hand washing.	Fever, flu-like symptoms – rash on soles and palms and in the mouth.	3 - 5 days	Self-quarantine until blisters have dried.

Head lice (Nits)	Direct contact with an infected person's hair.	Itchy scalp, especially behind ears. Occasionally scalp infections that require treatment may develop.	N/A	Students/Staff are not permitted to be in school until the lice are fully gone and verified by the school nurse. Treatment should be taken to kill eggs and lice.
Measles	Coughing and sneezing. Direct contact with an infected person. Highly infectious.	Runny nose and eyes, cough and fever, followed a few days later by a rash.	7 - 18 days	Self-quarantine for 5 days after the appearance of rash.
Rubella	Coughing and sneezing. Also direct contact with an infected person.	Fever, swollen neck glands and a rash on the face, scalp and body.	14 - 23 days	Self-quarantine until well and for 7 days from appearance of rash.
Scabies	Contact with infected skin, bedding and clothing.	Itchy rash.	4 - 6 weeks (but if had scabies before it may develop within 1 - 4 days)	Self-quarantine until the day after appropriate treatment.
<b>Other Infections</b>				
Conjunctivitis (Pink eye)	Direct contact with discharge from the eyes or with items contaminated by the discharge.	Irritation and redness of the eye. Sometimes there is a discharge.	2 - 10 days (usually 3 - 4 days)	Self-quarantine while there is still discharge from the eyes.
Meningococcal Meningitis	Close contact with oral secretions. (Coughing, sneezing, etc.)	Generally unwell, fever, headache, vomiting, and sometimes a rash. <b>Urgent treatment is required.</b>	3 - 7 days	Self-quarantine until full recovery.
Meningitis – Viral	Spread through different routes including coughing, sneezing, faecal-oral route.	Generally unwell, fever, headache, vomiting.	Variable	Self-quarantine until full recovery.
Mumps	Coughing, sneezing and infected saliva.	Pain in jaw, then swelling in front of ear and fever.	12 - 25 days	Self-quarantine until full recovery.

\*This table is adapted from <https://www.healthed.govt.nz/resource/infectious-diseases> and [Things to Know about the COVID-19 Pandemic | CDC](#)