

Western Australian
International School System



PARENTS HANDBOOK

2023-2024

MỤC LỤC

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WELCOME LETTER FROM THE BOARD OF PRINCIPALS

Dear Parents and Students,

Welcome to the Western Australian International School System (WASS).

You are currently holding the parent handbook, which provides an overview and detailed information about the organizational structure, operational procedures and policies of WASS.

WASS operates under the direction of the Board of Principals and its affiliated departments. WASS is constantly striving to make positive changes, contributing to the construction and development of the system.

All policies and activities will be fully and accurately updated for parents and students. If there are any changes, we will inform you through the official website of the School System at www.wass.edu.vn. Additionally, we will notify parents via e-mail or direct messaging.

In some cases, we will be flexible in applying policies for special circumstances that do not strictly adhere to the established criteria. The School always sets the operational criteria and brings about continuous innovation to optimize the rights and benefits of the students.

The Parents applies to primary, middle and high school levels. For students in the WACE and IBDP programs, please refer to the program-specific handbooks.

If parents and students have any questions regarding the information in this handbook or any other issues, please contact the School Office and the Board of Principals for further details.

On behalf of the Western Australian International School System, we would like to express our gratitude to all parents and students for their trust and confidence in us over the past few years. We wish the students a successful school year, and we hope that parents will always stand by the side of our staff and teachers in the upcoming years at WASS.

Sincerely,

Board of Principals of the Western Australian International School System



I. GENERAL INFORMATION

VISION - MISSION - GOALS



Vision

The Western Australian International School System (WASS) envisions an idealistic approach, offering an impeccably structured, demanding, and student-centric curriculum infused with contemporary educational philosophy. We aim to cultivate global citizenship among students, empowering them to take charge of their learning journey. Through an invigorating program of interactive education, we inspire scholarly pursuits and instill the unwavering conviction that every individual possesses the ability to positively transform the world for the betterment of humanity.



Mission

At WASS, our mission is to cultivate global citizens imbued with the vitality, enthusiasm, and youthful passion fostered by the fusion of the Vietnamese traditional education system and advanced international practices. We are dedicated to empowering our students with a robust educational framework that lays a firm groundwork of knowledge and equips them with the necessary tools to embark on a journey towards esteemed universities worldwide.



Goals

At WASS, our goal is to provide students with a solid foundation of international standard education, preparing them to excel in renowned universities. We foster a culture of independent learning and instill a sense of responsibility for their academic decisions and future directions. Our student-centered teaching methodology creates an active and autonomous learning environment, where each student's unique abilities are assessed through diverse curricula. Through various academic and recreational clubs, we strive to create a practical and innovative learning experience.

Our school's development is grounded in sustainable partnerships, as we collaborate closely with other organizations to enrich our students' learning opportunities. To broaden their horizons, we encourage students to explore museums, art galleries, concert halls, sports centers, parks, and other places of interest. Embracing the concept of "global citizenship," we empower our students to tackle both local and global challenges by raising awareness of social, political, economic, and cultural issues. By encouraging critical thinking and expressive communication, our students develop the capacity to analyze and evaluate these complex issues.

Committed to making a positive impact, all our activities aim to benefit not only our students but also the broader social community. We are vigilant in ensuring that our policies and practices uphold environmental, societal, health, and economic well-being. At WASS, we aspire to cultivate well-rounded, responsible individuals who are equipped to make a difference in the world.

CORE VALUES

WASS aims to establish a robust learning and teaching program that supports students in their quest for knowledge and holistic growth while instilling essential core values along the way.

Academic Excellence

WASS cultivates academic excellence by offering a nurturing educational setting that stimulates intellectual and personal advancement. Through our comprehensive bilingual and international curriculum, we not only prepare students for higher education and lifelong learning but also foster their character development. With an array of valuable resources, we facilitate quality teaching and learning, empowering every member of our community to reach their fullest potential in pursuit of excellence.



Effective Communicators

WASS upholds the core value of effective communicators, which encompasses the art of conveying and exchanging ideas in a manner that is both clear and concise, leading to the attainment of desired outcomes. We strive to nurture students who excel as attentive listeners and active thinkers, valuing the open sharing of ideas while critically evaluating and considering the perspectives of others.



International Mindedness

WASS embraces the global perspective as the most encompassing framework for learning. We hold our own cultures and personal histories in high regard, while also showing deep respect for the values and traditions of other cultures. For that, we actively pursue opportunities to explore, take action, contemplate, and evolve through these invaluable experiences.



Collaborative Community

WASS understands the value of Collaboration as a cornerstone of our community. We foster an environment where collaboration flourishes, trust is paramount, inclusiveness thrives, courtesy abounds, responsibility is upheld, and a shared framework of expectations guides us. Our aim is to cultivate meaningful inclusion and active participation within a team-oriented, student-centered, and cooperative atmosphere. Through genuine partnerships and collective efforts, we strive to discover innovative solutions to challenges, always aiming for exceptional outcomes.

Balance in Life

WASS prioritizes a balanced education that encompasses academics, arts, athletics, and community service. We foster holistic development, including physical, social-emotional, creative, and intellectual growth, enabling students to achieve healthy self-actualization across all aspects of the school experience.



Integrity and Compassion

WASS embeds integrity and compassion into the foundation of our School. We believe that integrity forms the bedrock of character, emphasizing honesty, accountability, and ethical conduct among our students, faculty, and staff. It fosters an environment of trust and respect, enabling individuals to make principled choices and stand up for what is right. Simultaneously, compassion is nurtured to ensure empathy and kindness prevail in our school community. WASS encourages students to understand and support one another, creating a space where everyone feels valued and cared for. Through the cultivation of these values, we strive to shape responsible and compassionate leaders who make a positive impact in the world beyond our school's walls.

Fostering Leadership

WASS ignites and cultivates students' essential leadership abilities through a commitment to educational excellence and equity. We empower them to engage in purposeful, strategic, and resourceful endeavors, expanding the boundaries of their problem-solving capabilities while fostering a continuous drive for growth and improvement. Embracing a mindset of possibility, we persist in the face of challenges, ensuring that our actions align with our beliefs, and taking personal accountability for the outcomes. Recognizing the value of individuals, WASS holds deep respect for their contributions, character, values, humility, and compassion— for these qualities embody true leadership.



LỊCH NĂM HỌC 2023 – 2024

SCHOOL YEAR 2023 – 2024 CALENDAR

THÁNG 07/2023 – 12/2023

Ngày lễ, Tết / Holidays Sự kiện học thuật / Academic events

Hoạt động trường học / School activities

THÁNG 07 / JULY 2023						
MON	TUE	WED	THU	FRI	SAT	SUN
31						

31st: Định hướng học tập cho học sinh lớp 12 / Year 12 – Orientation Day

THÁNG 08 / AUGUST 2023						
MON	TUE	WED	THU	FRI	SAT	SUN
	01	02	03	04	05	06
07	08	09	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1st: Nhập học Lớp WACE23–12, IBDP 12, Lớp 12 Song ngữ / WACE23–12, IBDP12 and Year 12 Bilingual Commencement

14th – 18th: Tuần lễ Định hướng Học tập / Student

21th – 25th: Nhập học các cơ sở / School Year Commencement

25th – 29th: Chụp hình thẻ học sinh / Students' profile picture taken
Ra mắt Hội đồng Học sinh và Hệ thống Nhà / Kick-off Student's Council and House System

THÁNG 09 / SEPTEMBER 2023						
MON	TUE	WED	THU	FRI	SAT	SUN
				01	02	03
04	05	06	07	08	09	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1st – 4th: Nghi lễ Quốc khánh / Vietnamese Independent Day

11th – 15th: Khởi động dự án CSR / Kick-off CSR Project

20th – 26th: Tuần lễ định hướng nghề nghiệp / Career Orientation Week

21th: Ngày Hòa bình / Peace Day

29th: Lễ hội Trung thu / Mid-Autumn Festival

THÁNG 10 / OCTOBER 2023						
MON	TUE	WED	THU	FRI	SAT	SUN
						01
02	03	04	05	06	07	08
09	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

2nd: Cuộc thi Entrepreneur Khối Trung học / *Entrepreneur Competition (Secondary and High School)*

10th – 30th: Thi giữa Học kỳ 1 Chương trình MoET / *Mid-semester 1 Exam – MoET Program*

20th: Ngày Phụ nữ Việt Nam / *Vietnamese Women's Day*

23th – 27th: Tuần lễ Đọc sách / *Book Week*

International Fest

31th: Lễ hội Halloween / *Halloween*

THÁNG 11 / NOVEMBER 2023						
MON	TUE	WED	THU	FRI	SAT	SUN
		01	02	03	04	05
06	07	08	09	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1st – 10th: Kỳ thi ATAR 2023 / *ATAR 2023 examinations*

13th – 17th: House Sport Day x Family Day

20th: Ngày Nhà giáo Việt Nam / *Vietnamese Teacher's Day*

20th – 24th: House Sport Day x Family Day

First 100 days of School

Hoạt động School Tour và kiến tập (Khối 10 – 12) / *School tour and internship for High School students*

THÁNG 12 / DECEMBER 2023						
MON	TUE	WED	THU	FRI	SAT	SUN
				01	02	03
04	05	06	07	08	09	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1st: Lễ Tốt nghiệp WACE23.12 / *WACE23.12 Graduation Ceremony*

4th – 8th: Thi cuối Học kỳ 1 chương trình WA và IBDP / *End of semester 1 Exam – WA program & IBDP*

Cuộc thi vẽ tranh Tết đoàn viên / *"Tet Reunion" art competition*

Chuyên đề dành cho Khối Tiểu học và Trung học / *Workshop for Primary and Secondary students*

11th – 15th: Chuỗi hoạt động Chợ phiên Giáng sinh / *Christmas Fair*

18th – 22th: Thi cuối kỳ 1 chương trình WACE11 / *End of semester 1 exam – WACE 11*

18th – 29th: Thi cuối kỳ 1 chương trình MoET / *End of semester 1 exam – MoET program*

25th – 29th: Nghỉ đông / *Winter Break*

LỊCH NĂM HỌC 2023 – 2024

SCHOOL YEAR 2023 – 2024 CALENDAR

THÁNG 07/2023 – 12/2023

Ngày lễ, Tết / Holidays Sự kiện học thuật / Academic events

Hoạt động trường học / School activities

THÁNG 01 / JANUARY 2024						
MON	TUE	WED	THU	FRI	SAT	SUN
01	02	03	04	05	06	07
08	09	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1st: Nghỉ Tết dương lịch / New Year Holiday

3rd – 10th: Interschool Day Camp & Sport Competition

15th – 19th: Student-led Conference 1

22nd – 26th: Học tập thực tế Khối Tiểu học và Mầm non / Practical Learning Field Trip (Primary & Kindergarten)

THÁNG 02 / FEBRUARY 2024						
MON	TUE	WED	THU	FRI	SAT	SUN
			01	02	03	04
05	06	07	08	09	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

2nd: Lễ hội mùa xuân / Spring Festival

5th – 16th: Nghỉ Tết Nguyên Đán / Lunar New Year

19th: Học sinh quay lại trường / Back to school

27th – 29th: Liên hoan phim / Film Festival

THÁNG 03 / MARCH 2024						
MON	TUE	WED	THU	FRI	SAT	SUN
				01	02	03
04	05	06	07	08	09	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

8th: Quốc tế Phụ nữ / International Women's Day

11th – 15th: IB DP12 Mock Exam

Thi giữa kỳ 2 chương trình MoET / Mid-semester 2 exam –

MoET program

20th – 29th: WASS's Got Talent

THÁNG 04 / APRIL 2024						
MON	TUE	WED	THU	FRI	SAT	SUN
01	02	03	04	05	06	07
08	09	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

12th: Ngày hội Áo hồng / *Pink Day*

13th – 14th: Triển lãm Năm học / *School Year Exhibition*

15th – 19th: Thi cuối kỳ 2 chương trình MoET / *End of semester 2 exam – MoET program*

18th: Giỗ tổ Hùng Vương / *Hung Kings' Commemoration Day*

19th – 30th: Thi Tốt nghiệp chương trình IBDP / *IBDP 2024*

Examination

30th: Nghỉ lễ 30/04 / *Liberation Day*

THÁNG 05 / MAY 2024						
MON	TUE	WED	THU	FRI	SAT	SUN
		01	02	03	04	05
06	07	08	09	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1st: Nghỉ lễ Quốc tế lao động / *International Labour Day*

1st – 17th: Thi Tốt nghiệp chương trình IBDP / *IBDP 2024 Examination*

13th – 15th: *Student-led Conference 2*

House System: Trao thưởng Nhà / *House System Award*

20th – 24th: Thi cuối kỳ 2 – Chương trình WACE11 / *End of semester 2 exam – WACE11*

Lễ Tốt nghiệp / *Graduation Ceremony*

27th – 31st: Lễ Tổng kết / *Closing Ceremony*

THÁNG 06 / JUNE 2024						
MON	TUE	WED	THU	FRI	SAT	SUN
					01	02
03	04	05	06	07	08	09

3rd – 7th: Chương trình Học tập Thực tế (tự chọn) / *Practical Learning Program (optional)*



DAILY SCHEDULE

The school opens at 7:00 AM.

All students must be at school before 7:45 AM and leave from 4:30– 5:30 PM.

The Front Office is open from 7:00 AM– 5:30 PM.

The school library is open from 7:00 AM to 5:30 PM on Monday through Friday.

Students can do their homework and stay in the library before home if they maintain their discipline.

If students stay at school after 5:30 PM due to school-related matters, the School Office and homeroom teachers must inform the parents with specific reasons for staying, especially for primary students. Parents should know the exact location, time, and who they are staying with to avoid any unexpected situations.

If students do not participate in any activities at school or for any school-related matters, the school will not be responsible for supervision and management of students after school hours.

Preschool	
08:10 – 08:20	Homeroom
08:20 – 09:00	Period 1
09:00 – 09:40	Period 2
09:40 – 09:50	Break time
09:50 – 10:30	Period 3
10:30 – 11:10	Period 4
11:10 – 13:20	Lunch time Nap time
13:20 – 13:50	Reading Circle
13:50 – 14:30	Period 5
14:30 – 15:10	Break time Afternoon Snack
15:10 – 15:50	Period 6 or After-school activities
15:50 – 16:30	Period 7 or After-school activities

Primary	
08:10 - 08:20	Homeroom
08:20 - 09:00	Period 1
09:00 - 09:40	Period 2
09:40 - 10:00	Break time
10:00 - 10:40	Period 3
10:40 - 11:00	Reading Circle
11:00 - 12:40	Lunch time Nap time
12:40 - 13:20	Period 4
13:20 - 14:00	Period 5
14:00 - 14:30	Break time Afternoon Snack
14:30 - 15:10	Period 6
15:10 - 15:50	Period 7 or After-school activities
15:50 - 16:30	Period 8 or After-school activities

Secondary, High School	
08:10 - 08:20	Homeroom
08:20 - 09:00	Period 1
09:00 - 09:40	Period 2
09:40 - 10:00	Break time
10:00 - 10:40	Period 3
10:40 - 11:20	Period 4
11:20 - 12:00	Period 5
12:00 - 13:20	Lunch time Nap time
13:20 - 14:00	Period 6
14:00 - 14:40	Period 7
14:40 - 15:10	Break time Afternoon Snack
15:10 - 15:50	Period 8 or After-school activities
15:50 - 16:30	Period 9 or After-school activities

SAT TEST

SAT exam schedule at Ly Chinh Thang campus:

Month	Saturday
October	7th Oct 2023
November	4th Nov 2023
December	2nd Dec 2023
March	9th Mar 2024
May	4th May 2024

Note: The exam schedule may be subject to change based on the actual situation of the school.

For further inquiries and registration, please contact the School Office.

CONTACT INFORMATION

Contact details	Contact information
<ul style="list-style-type: none">- Admission program- School calendar- Program registration, courses, competitions- Purchase textbooks, materials, uniforms- Forms and regulations	School Office <ul style="list-style-type: none">- Phone: (028) 7109 5077 ext 101 – 106- Hotline: 0963 999 701- Email: schooloffice@wass.edu.vn
<ul style="list-style-type: none">- Meals- Transportation service- Birthday party booking	Operation Department <ul style="list-style-type: none">- Phone: (028) 7109 5077 ext 101 – 106- Email: services@wass.edu.vn
<ul style="list-style-type: none">- Fee statements- Tuition fee/refunds	Accounting Department <ul style="list-style-type: none">- Email: payment@wass.edu.vn- Email: refunds@wass.edu.vn
<ul style="list-style-type: none">- Issues regarding subjects and curriculum- Grade sheet/report card- Academic records	Academic Affairs Department <ul style="list-style-type: none">- Phone: (028) 7109 5077 ext 280- Hotline: 0963 999 702- Email: academicaffairs@wass.edu.vn
<ul style="list-style-type: none">- Issues regarding students' psychology, health and emotions- Study pathway guidance, college application preparation, scholarship information	School Counseling Department <ul style="list-style-type: none">- Email: advising@wass.edu.vn- Email: collegecounseling@wass.edu.vn
<ul style="list-style-type: none">- Policy issues- Teaching curriculum/program- Teachers- Clubs and After School Activities (ASAs) Program	The Board of Principals <ul style="list-style-type: none">- Phone: (028) 7109 5077 ext 101-106- Hotline: 0963 999 703- Email: bops@wass.edu.vn asa@wass.edu.vn

ACADEMIC SHOWCASE

The Western Australian International School System cordially invites parents to attend the Annual Academic Showcase, which takes place at the commencement of April each year. This event serves as an invaluable platform for fostering direct communication between parents and teachers, offering an ideal opportunity to exchange pertinent information and gain insights into the school's curriculum.

We place great importance on the active involvement of parents in this event, as their participation contributes significantly to the holistic development of their children. To facilitate a seamless experience, comprehensive details pertaining to the Academic Showcase sessions are available in your School Year's Information Booklet.

We look forward to welcoming all parents to this enriching event, where meaningful engagements and valuable interactions await. Your active presence and support will undoubtedly enhance the educational journey of our students.



ORIENTATION WEEK

In the forthcoming academic year 2023–2024, the School will host an Orientation Week designed to extend a warm welcome to both parents and students. The week-long event will serve as a platform to disseminate comprehensive information pertaining to the school, its curriculum, and an array of extracurricular activities. Moreover, it will offer a valuable opportunity for parents to seek clarifications on various aspects, encompassing library services, healthcare provisions, transportation facilities, and other essential amenities.

PUBLICATIONS

Monthly Newsletter

Serves as our primary communication channel, and will be released on the last Friday of each month. This newsletter is dedicated to updating parents with the latest school activities and pertinent information. We welcome any valuable feedback or contributions for its content, and kindly request that submissions be sent via email to newsletter@wass.edu.vn no later than 12:00 PM on the third Wednesday of the month. Your active participation and support are greatly appreciated as we strive to keep the school community informed and engaged.

School Review

An internal magazine that offers comprehensive coverage of the diverse activities taking place within our esteemed institution. Assembled collaboratively by our esteemed team of staff, teachers, and WASS students, this periodical serves as an invaluable communication channel for the school community, fostering strong connections between the institution, parents, and students. Published quarterly throughout the academic year, the magazine serves as a reliable and effective source of information, spotlighting the vibrant happenings and achievements that define our school's dynamic learning environment.



SCHOOL VISIT

In order to ensure the utmost safety of our students and maintain compliance with school regulations, all visitors are kindly requested to wear name tags during their visit. Parents will be provided with separate tags, while other visitors must register their identification at the security office to obtain their respective tags.

Upon arrival, visitors will be directed to the reception counter, where they will wait for their scheduled appointments. Parents and guardians are reminded to carry their tags when entering the school premises.

For those arriving between 8:30 AM and 3:30 PM, we kindly request that you make an appointment in advance or inform the School Office of your visit. This can be done online via SPS 360.

Additionally, for students who are not registered for lunch at school, we request that their packed lunches be delivered to the school no later than 10:00 AM. In the event that a student forgets their belongings, parents may leave them at the ground floor security office, and our diligent staff will arrange for their safe delivery to the students. We appreciate your cooperation in adhering to these protocols as they are vital in maintaining a secure and organized environment for everyone at our school.

WASS CODE OF CONDUCT

The Student's Code of Conduct is developed with regulations on behavior and standards to provide a safe and cohesive learning environment for the entire WASS community. It emphasizes the need for the rights of others to be respected so that learning can be free from distraction, harassment or intimidation. This code of conduct applies to all students studying at WASS with all activities such as extracurricular activities, camping, and school events.

General Rules

Respect between staff and students and among students
Respect the school's physical environment
Respect individuality and privacy, and avoid violent actions
Respect the views of others
Respect the rights of others to access resources
Respect the academic requirements of programs
Respect the roles and responsibilities of teachers and staff
Respect intellectual property and academic integrity

1. Behaviour Management and Expectations

Students have the responsibility to respect the rights and dignity of others and to actively get involved in their own academic learning and social growth. It is expected that all students are respectful, organized, cooperative, kind and safe.

2. Respect

- Treat people, school's property with respect
- Use courteous words with proper languages
- Communicate appropriately with a right attitude
- Wear uniforms when going to school
- Refrain from inappropriate touching – groping, horseplay, pushing

3. Organized Skills

- Attend all classes
- Be on time for all classes
- Bring all textbooks and supplies to each and every class
- Have homework completed on time
- Be prepared for tests/quizzes
- Keep the locker clean
- Attend tutoring classed when required
- Attend In School Suspensions when assigned
- Be not allowed to use mobile phones in class unless there is permission from teachers

4. Cooperative Skills

- Promptly follow directions given by teachers and school staff
- Follow classroom rules and regulations
- Try your best in every activity
- Actively participate in self-study area or the library in free time
- Use cell phones only during breaks
- Pick up trash and clean up your seats before you leave

5. Kindness

- Show empathy
- Help others
- Have a positive and encouraging manner
- Be helpful to younger or new students
- Refrain from engaging in or encouraging bullying or harassment
- Refrain from spreading rumors which cause damage to the honor and reputation of the school and others.

6. Safety

- Comply with the regulations on the use of equipment and school's property. Permission is required before use
- Walk gently in the hallways, stairs and lobby areas
- Smoking is not allowed in the school and surrounding areas
- Refrain from having/using drugs or alcohol at school and surrounding areas
- Drive with care and caution

Misbehavioral Categories

Misconduct has been classified and divided into three categories, depending on the severity of the violation. A Violation Record, along with a Disciplinary Decision will be sent to the student's parents.

1. Category I

Problems involve classroom/hallway and common area. Activities that violate Category I rules include, but are not limited to:

- Hallway and common areas violations or disturbances
- Unintentional misuse or damage of the school's property
- Eating and drinking (except water bottles)—these are not allowed anywhere in the building except the canteen.
- Repeat tardiness over 3 times/month
- Any minor disturbances in or outside the classroom that disturb others
- Unauthorized use of mobile phone and electronic devices
- Leaving campus during school time without permission
- Dress inappropriately
- Fail to complete assignments with no acceptable reasons

Disciplinary actions:

The disciplining of students for misbehavior at level 1 is dependent upon the severity and frequency of the specific behavior. The disciplinary actions at Level 1 usually are administered by teachers and the School Office, with the occasional involvement of the Board of Principals if it is serious. Disciplinary actions include but not limit to:

- Discuss misbehavior with the student
- Verbal reprimand
- Compensate of damage and loss of the school's property
- A Violation Record issued for misbehavior will be sent to the student's parents and sent back to the school after being signed by the parents

2. Category II

Violations of Category II include activities repeated in level 1 or activities and attitudes that show a lack of respect for teachers or peers. These include, but are not limited to, the following:

- Slander
- Cheating
- Plagiarism
- Stealing
- Deliberate disrespect for property
- Excessive absences without reason
- Truancy
- Rude languages and gestures
- Have actions that can cause explosion or imitation of fire

Disciplinary Actions:

Disciplinary actions include, but are not limited to, the following as determined by the Board of Principals and/or the Disciplinary Board: Continue level 1 disciplinary actions more seriously. The score of zero (0) will be given in case of plagiarism, suspension from certain activities (including clubs, extracurricular activities, athletics and arts programs, events, field trips, etc), or suspension from school. Recurring Category II offenses will result in more severe consequences, which could include expulsion.



3. Category III

The Category III includes:

- Violations of laws
- Activities that seriously threaten the safety of other students and other people
- Damaging the school's property and others' property
- Viewing, possession, or distribution of pornography. Sending or distributing texts, messages, and photos which include sexually explicit language, profanity, or inappropriate content
- Possession or use of tobacco, marijuana, alcohol, drugs, or any related stimulant drugs.
- Possession of any weapon or explosive
- Sexual harassment or physical abuse
- Bullying
- Frequent and repeated violation of Category II rules

Disciplinary Actions:

Disciplinary action includes, but is not limited to, the following as determined by the Principal and/or the Disciplinary Board:

- Continue the level 2 actions seriously
- Suspension from school for 3 – 7 days
- Expulsion
- The police office will be contacted in case a criminal act occurs.

4. Other cases of expulsion

WASS is entitled to waive the liability of student's expulsion in the following cases:

- Students born with psychotic and physiological disturbances that affect other students.
- Students have learning disabilities that affect the learning and the environment of other students, such as mental retardation, autism and hyperactivity. In this case, the School will request a referral, after the student has been identified with the above problems; the School takes the responsibility to send the student to specialized places for being treated and for studying.
- Parents do not pay the tuition fees and have an outstanding fee for over 30 days since the deadline prescribed. In addition to expulsion, the School reserves the right to continue to require parents to pay tuition fees including all other fees applicable.
- Parents/guardians do not comply with the regulations of the school, have behaviors that disturb the school's security or cause damage to the honor and prestige of the school.

II.SCHOOL REGULATIONS



GENERAL RULES

Uniform

School uniforms are mandatory for all students during regular school hours, except for specific occasions like extracurricular activities or Spirit Day, which will be communicated beforehand.

Proper sports uniforms and sports shoes are required for participating in physical education classes.



Every Friday, students are expected to wear the designated House System uniforms.



Slippers or flip-flops are not permitted as part of the school dress code.

During practical lessons in the laboratory, students must adhere to the laboratory regulations and wear closed-toe shoes for safety reasons.



Food & Drinks

We take pride in offering our students a safe and hygienic dining experience at the school. Our dedicated kitchen department ensures the preparation of meals using fresh and carefully selected ingredients. To promote healthier eating habits, we prioritize reducing salt, sugar, and fat while incorporating an ample amount of vegetables and fruits in each meal.

The school's canteen serves breakfast from 7:00 to 8:00 AM for primary students and from 7:00 to 7:45 AM for other grade levels. Lunch is available between 11:00 AM and 12:30 PM daily, and snacks are provided during the afternoon break.

While students have the option to bring their own lunches, we kindly request that parents contact the School Office to obtain the necessary application form, as this implies a commitment to ensuring food safety and hygiene. It is important to note that in such cases, the School cannot assume responsibility for the food safety of students' packed lunches. After each meal, students are expected to clean up their designated areas to facilitate usage for others.

For dining purposes, students are strictly permitted to eat within the school canteen and designated areas, refraining from consuming food in hallways or classrooms. Water stations are available on each floor, encouraging students to bring their water bottles and fill them between classes. We kindly request parents to prepare and remind students to bring their water bottles to school.

Regarding the ordering and receiving of goods at our school, we have specific guidelines in place:

- During school hours, students are not permitted to place or receive orders independently. All orders attempting delivery before the school gate will be declined by the Security Department, and the School holds no responsibility for such orders.
- For students who are not registered for meals at school, they may place and receive food within the designated lunchtime, with prior confirmation from parents at the beginning of the year.
- Additionally, students are allowed to receive food and drinks sent by parents for parties and birthdays at the school, but both parents and students must inform the Office Department at least one day in advance. It is essential to note that the School cannot accommodate cases where students independently arrange food and drink deliveries at school without prior parental notice.

Beer, Alcohol & Tobacco

The School strictly prohibits students from carrying or using alcoholic beverages, tobacco, and electronic cigarettes, as well as the possession, use, and illegal storage of drugs and other stimulants.

Personal Lockers

All students have personal lockers to ensure the safety of their personal belongings, and to prevent them from carrying heavy items such as books and notebooks at the same time.

Students are responsible for managing their belongings in their personal lockers. If any items are lost, the School will not be held responsible.

To ensure hygiene and safety, students are not allowed to store food, beverages, pets, or any dangerous items in their personal lockers.

After the end of each semester, the homeroom teacher will inspect the cleanliness of the lockers and complete the handover procedures with the Operations Department and Support Team.

Gymnasium / Sports Arena

The school's gym facility is accessible to students aged 15 and above upon registration with the physical education teacher.

For younger students, gym participation is permitted only under the supervision of the physical education teacher.

It is essential to note that food and drinks, with the exception of filtered water, are strictly prohibited within the gym premises.

To ensure safety and comfort during activities, students must adhere to the dress code by wearing appropriate sports attire and proper athletic shoes.

For those interested in utilizing the indoor sports arena after school hours, kindly contact the physical education teacher for registration.

Telephone

For all school-related information intended for teachers or students, kindly direct your inquiries to the School Office.

Please note that teachers may not be available to answer phone calls during instructional sessions. Parents are encouraged to contact teachers during break time or after the conclusion of classes to avoid any interruptions to the teaching process. For any urgent matters outside of regular working hours, we kindly request parents to get in touch with the School Office for further assistance.

Nap Time

At our school, students are provided with comfortable amenities such as pillows, blankets, and mattresses for designated nap times.

During these periods, engaging in personal activities such as reading, listening to music, or playing games is not permitted, and students must avoid disrupting their peers.

Subject teachers are only allowed to utilize nap time with prior authorization from the school administration, ensuring the students' well-being.

In the event of absence during nap time, students must adhere to the following steps: acquire and complete a form from the School Office, provide an explanation for not napping with the consent of the subject teacher, and submit it to the nap time supervisor.

Those who choose not to nap are required to be present in the school library and maintain a quiet environment to respect other students' rest.

Entering and Leaving the school

The School enforces strict policies regarding student entry and exit. Students must have permission to leave the premises before dismissal time, and adherence to the prescribed uniform is mandatory for entering the school.

On days off or holidays, entry is prohibited unless valid permission is granted.

If a student needs to leave during class hours due to illness or special circumstances, parents must follow the designated procedures. They are required to provide a reason for picking up their child at the School Office, complete a leave request form, and obtain a Gate Pass if approved. When students leave independently, parents must inform and confirm with the School Office.

Leaving the Classroom

Attendance in the classroom during class time is compulsory for all students. Any student intending to leave the premises during school hours must inform the teachers and receive approval. Leaving the classroom without a valid reason will be regarded as “truancy,” and appropriate actions, such as attending supplementary classes, may be enforced as deemed necessary.



SCHOOL TRANSPORTATION SERVICE

Departure time

Our School Transportation Service operates on weekdays, following the school timetable. Pickup times for students range from 6:00 to 7:20 AM, ensuring timely arrival at school between 7:30 AM and 7:45 AM. Please note that the service is contingent on having sufficient students on the itinerary.

Safety, Regulations and Responsibilities

Safety is of utmost importance, and students are required to adhere to the following regulations when using the school bus. Failure to comply may lead to the School notifying the family to arrange alternative transportation.

- Students must board the bus immediately after the school session ends and remain on the bus until departure at 4:30 PM.
- Seating is not assigned, and students boarding first get the option to choose their seats.
- For everyone's safety, no part of their body should extend outside the bus during the journey.
- Additionally, consuming food and drinks, throwing objects inside or outside the bus, or engaging in disruptive behavior is strictly prohibited.

Any violation will result in appropriate actions taken by the school, including warnings and potential exclusion from the transportation service.

RESPONSIBILITIES OF PARENTS/ GUARDIANS

Parents or guardians are responsible for ensuring elementary school students' transportation arrangements. They should coordinate morning drop-offs and afternoon pickups with the caregiver staff or make suitable alternative arrangements. In case of illness or changes to the transportation route, timely communication with the School Office is essential, either through the students' diary or by directly contacting the School Office.

VALUABLES / LOST AND FOUND ITEMS

Students are advised not to bring valuables such as jewelry, electronic devices, or large sums of cash to school. The School does not accept liability for any loss or misplacement of such valuables brought by students.

During school and classroom activities, the use of mobile phones, music players, video games, or any non-educational devices is prohibited unless explicitly permitted by the teacher for educational purposes. Approval for such use will be communicated to parents or guardians.

Electronic devices may be used solely for educational purposes during lunch breaks, in the library, or self-study rooms, provided they do not disrupt others' learning or work. Outside of these designated areas, students should store electronic devices in their personal lockers or backpacks. Any misuse of electronic devices will be addressed by appropriate school measures.

Personal items, books, and learning tools must be labeled with the student's name. Found items without identification will be kept in the lost and found locker at the School Office for retrieval by students. Unclaimed items will be used for emergencies or donated to charity at the end of each semester.

In case of lost belongings, students should check the lost and found locker thoroughly and inform the School to inquire if the item has been claimed by someone else.

Unclaimed items will be periodically donated to charity, and parents will be informed accordingly through the school's communication channels.

The School assumes no responsibility for any loss that occurs if items are not deposited at the School Office.

HEALTH ISSUES

Health Report

Prior to enrollment, and annually thereafter, students are required to complete their health records. This includes providing relevant medical information, such as illnesses, immunization records, and other health-related details, to the School Health Department. Confidentiality of student health information will be maintained, and teachers or staff involved in student health matters will be duly informed. Parents are requested to fill out and return the Admission Form and Health Report, ensuring all necessary information is provided.

Daily Treatment

Students requiring medication during school hours must provide their medicine to the medical staff for proper administration. Parent or doctor-provided instructions for dosage and frequency are required.

For mild illnesses necessitating antibiotics or medication, parents should administer them before or after school.

Medication intended for use during school hours should be clearly labeled with the student's name, dosage, timing, and accompanied by parents' signature. All medicines will be stored at the school health clinic, and the health staff will assist students in their administration.

It is essential that students refrain from carrying any other medications during school hours, including extracurricular activities. In special cases, please contact the school's medical staff for further assistance.

Using Medication in Emergency Cases

With parental consent, students are permitted to utilize over-the-counter medications for certain ailments during school hours, including headaches, menstrual cramps, and sore throats, among others. However, if a student experiences recurring symptoms more than three times per month, they will be required to undergo a comprehensive medical assessment.

Medical Conditions and Accidents

When students fall ill or sustain injuries during school hours, they will be promptly directed to the school's medical department for treatment. In severe cases, immediate transfer to an appropriate hospital for emergency care may occur. All costs associated with these services will be the responsibility of the parents/guardians.

If necessary, arrangements will be made for the student to be sent home, and the School will communicate with the parents/guardians in advance for pickup arrangements.

In exceptional circumstances, alternative solutions may be considered by the Administration. In case of extended absences due to health reasons, parents are required to provide relevant medical records to the Administration. It is essential for sick students to notify the School Health Department before leaving the school premises.

Return to school after illness

Please ensure that the School is promptly informed about any infectious diseases your student may have, such as chickenpox, intestinal infection-induced diarrhea, rubella, tuberculosis, impetigo, meningitis, and mononucleosis/hepatitis, before they resume attending school. Students who have recovered from these illnesses must present a doctor's notification affirming that they are no longer contagious, or provide necessary information on precautions taken to prevent transmission. Students with dermatitis and lice should refrain from attending school until they have undergone complete treatment. Upon returning to school, they must furnish a doctor's notification confirming the absence of these symptoms. This protocol is imperative to safeguard the health of other students in the classroom.

ATTENDANCE POLICY AND PROCEDURE

At WASS, consistent attendance is emphasized as a key factor in attaining optimal academic performance and expanding future prospects. The School meticulously records all instances of absences, late arrivals, and early dismissals. To ensure favorable results, students are advised to aim for attending at least 90% of class sessions. Deviating from this threshold may have an impact on the overall learning experience.

Accepted reasons for school absence:

- Illness
- Doctor's appointment (for student)
- Bereavement
- Religious observances
- Pre-arranged family vacations
- Urgent family circumstances
- Participation in sports events or academic competitions organized by the School.

Unacceptable Reasons for School Absence:

- Taxi/Bus delay
- Oversleeping
- Finishing homework assignments
- Doctor's/Dentist's appointment (for non-students)
- Not reporting to school when being late due to weather conditions
- Extended family vacations lasting more than 5 days.

Attendance Report

The attendance report of students will be considered unsatisfactory if they attend less than 90% of the classes (which equals to 5 days absent/10 school weeks).

The School will keep accurate attendance records for every student enrolled at the school (including full-day attendance for Kindergarten, Pre primary and Primary students, and every lesson/period for Secondary students) that are able to be reproduced in a written form;

1. Record in Class Attendance is conducted as follows:

Description	Code
Present half a day if the students are attending class for more than 2 hours.	Present
Absent for half a day if students are present in class for less than 2 hours.	Absent Session
Participation in school-approved activities	Present
Late if students fail to check in on time.	Late (L)
Absent from a period (s) if students leave and return to the classroom within a day and the time spent outside is less than half a day.	Absent Period(s)
Early dismissal if students leave from school before the official end of the school day but less than half day absence	Early Leave (E)

Record all cases of authorized and unauthorized absences of students.

Issue a leave pass to a student who has been granted permission to leave the school unaccompanied by a responsible adult. The following criteria are used to record such cases:

- Present for half a day if students participate in at least 2 hours per class session.
- Present if students are absent to participate in school activities or external activities guided by the subject's instructions.

2. Codes for students who are late

Code	Description
L: Late	<p>To be used when a student is late for school but their lateness is not enough to be recorded as half a day absence. This code is not classified as an absence.</p> <p>NB: Students are considered absent if they have not attended classes for a continuous duration of 2 hours.</p>

3. Codes for Authorized Absences

There are four codes applied when students are absent with the approval of the Board of Principals.

Code	Description
R (Reasonable Cause)	This code is used when the reason for the absence is considered acceptable, such as suspension, cultural reasons, illness, or family issues (See additional code symbols below).
C (Cultural Absence)	This code is used when the reason for the absence is related to cultural or religious issues within the family, such as funerals or festive holidays. It is necessary to consult with the principal regarding the duration of the absence before starting the leave. If the number of days of absence exceeds the agreed-upon period and the reason is not justified, the absences will be marked with an X (Unacceptable reason).
S (Sick)	Applicable for cases of absence due to recognized illness by a doctor. The principal may request a medical certificate from the hospital
SL (Vacation)	Applicable for cases of student absence with permission from the principal. Students must ensure the recording of class notes during the time of absence. If the number of absent days exceeds the specified limit, it will not be accepted and will be marked as 'X' (Unacceptable reason)

4. Codes for Unauthorized Absences

There are four codes applied when students are absent without the consent of the administration board:

Code	Description
U (Absence)	Without a valid reason: Applied in cases of absence without a specific reason. In this case, the School will monitor the cause of the absence and communicate with the student's parents or guardians.
K (Unauthorized Vacation)	Applicable in cases where students request leave to go on a vacation with their parents without the consent of the principal. The letter template notifying the disapproval of mid-term breaks is currently available on the school's website in both Microsoft Word and PDF formats.
X (Unacceptable Reason)	Applicable in cases where students are absent from school without the consent of the principal.
T (Truancy)	Applicable in cases where students play hooky or skip classes and are discovered by teachers or school staff.

Procedures

It is the parent's responsibility to notify the School of the student's absence before or during the holidays by submitting an absentee slip on the school website or by phoning the Front Office at 028 7109 5077.

Parents/guardians should call the Front Office at 028 7109 5077 before 8:30 A.M. on the same day of the leave without pre-arrangement. The office staff will telephone each absent student's parent who has not called in by that time.

If a student is absent from school for one day or more, parents must send an absentee slip or call to notify the Front Office. In case of sick leave, parents must write a written statement stating the reason and the time the student gets back to school (parents must do so after a call has been made to inform the reason). The leave must be signed by the Vice Principal.

Students who are absent from school on the day of a co-curricular activity or program will not be allowed to participate in that activity. Exceptions will be made for verified doctor or dental appointments.

If the School is not able to contact parents/guardians on the day the student is absent, the student must bring school an absence slip stating the reason for the absence when getting back to school. This must be done within 48 hours of the student's return.

Absent in PE: If the student is not participating in physical activity, the student must provide the School with a written statement or instructions from the doctor and / or a statement showing why the student is unable to participate. If the student is sick for the duration of the study, the school health staff will write a notice to the PE teacher.

Absence without acceptable reasons: the homeroom teacher will provide an absentee slip to parents via the Student Diary; remind the student's parents/guardians of the importance of attending class when a pattern of non-attendance for any part of a day appears to be developing (except for reasons approved by the School).

When a student's attendance has dropped below 90%, clear communication with parents needs to happen in writing regarding their responsibility and possible consequences. A letter will be emailed home to highlight this to parents/guardians. Following this, it is likely that a meeting will be arranged by the Board of Principals with parents/guardians to find solutions to address the problem.

Responsibilities

1. Board of Principals

- Ensuring that staff are recording student attendance accurately and in a timely manner on SPS360 is in line with the School's Policy.
- Ensure attendance is monitored by subject teachers and the homeroom teachers across the school and teachers liaise with the School Office to investigate when a student's attendance drops below 90% or is a concern.
- Contact parents and teachers to convene an attendance-focused meeting when a student's attendance pattern is of concern to the School. The outcome of the meeting should lead to the development of a plan to improve the student's attendance.
- Provide ongoing intensive support for students if communication with parents/carers has not been possible and in any case, where the student's attendance continues to be a concern after the initial student support group meeting.
- Hold meetings formally with the teachers to discuss attendance issues and develop follow-up actions when required.
- Monitoring and investigating attendance issues within the school.
- The School will contact the parents within 03 days from the unexcused absence of the student without a leave request.

2. Teachers

- Record student attendance daily via staff portal SPS360 by 8:30 A.M.
- Reinforce late procedures if a student arrives after 8.45 A.M.
- Arrival after 9:30 A.M. is deemed a half-day absence and recorded as such.
- Provide a suggested list of school activities to students who are going to be away from school for an extended period of time.
- Contact parents immediately at the end of the school day if the student is absent from school that day or the following days without parents' permission.
- Inform the Front Office of new attendance concerns by email.

3. School Office

- Ensure transfer note procedures are actioned promptly.
- Use parent portal SPS360 to allow parents to communicate student absences and record on the portal.
- Maintain open communication with families to ensure contact details in the parent portal are up-to-date.

4. Parents/Guardian

- At WASS, we highly evaluate the strong link between student attendance and student achievement. Contact with parents/guardians is fundamental in ensuring the attendance data the school has is accurate. There are many reasons why our information may be incorrect, such as the regular class teacher may be absent, the student may not answer their name when it is called, students may arrive late to class, or data may not be entered correctly, and so on.
- In order for the School to work collaboratively in improving student attendance rates, we are asking that parents/guardians note the following:
 - If your student is absent from school, please provide an absentee note or Medical Certificate.
 - If your student is absent from school, please call to notify us in the morning of the day of the absences.
- Please provide the following information:
 - Your name
 - Student's full name
 - Student's Year Group
 - Reason for absence
- This can be done by phoning the School Office or registering on the school portal (SPS360)
- If you need to sign your student out early dismissal, where possible please provide a note. Alternatively, a visit or phone call to the School Office is sufficient.
- Please discuss with your student the importance of regular attendance and ensure that they attend school.
- Avoid scheduling family holidays during school terms. Whilst the School respects that travel can be an educational experience itself, parents should arrange a reasonable time to avoid affecting the student's learning.
- Parents are required to negotiate their child's absence with the Principal prior to the first day of non attendance (Exam Calendar, Internal Assessment Calendar), otherwise the absence will be considered to be 'unauthorized' and recorded as such. Absence due to family vacation is deemed by the Department of Education to be an unacceptable reason for a student's absence from school.
- Please notify the School immediately of any changes to your contact details (e.g. change of address or home or mobile telephone number) as soon as possible so that we can update our records.

5. Students

Students must adhere to the following guidelines regarding attendance and tardiness:

- For late arrivals after 8.30 A.M., students should ideally present a late note from their parents on the same day and submit it to the School Office. If not possible, the note should be provided the following day.
- Students arriving after 8.10 A.M. must furnish a note to enter class. Those more than 20 minutes late should wait for the next class period to avoid disruption.
- Absent students must provide absentee notes or Medical Certificates to their homeroom teacher or supervisor.
- Early departures require parental/guardian permission, either in written form or via phone call. Those leaving early with approval from the Board of Principals will receive an Early Pass, which should be shown to security guards if requested.
- Tardiness beyond the specified time impacts attendance and constitutes truancy.



PARENTS - SCHOOL COMMUNICATION

Parents Portal SPS 360

Empowers parents/guardians with full control over their children's school information, including access to news, activities, and announcements.

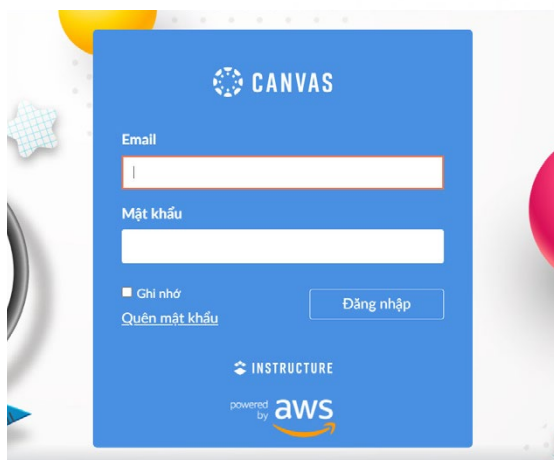
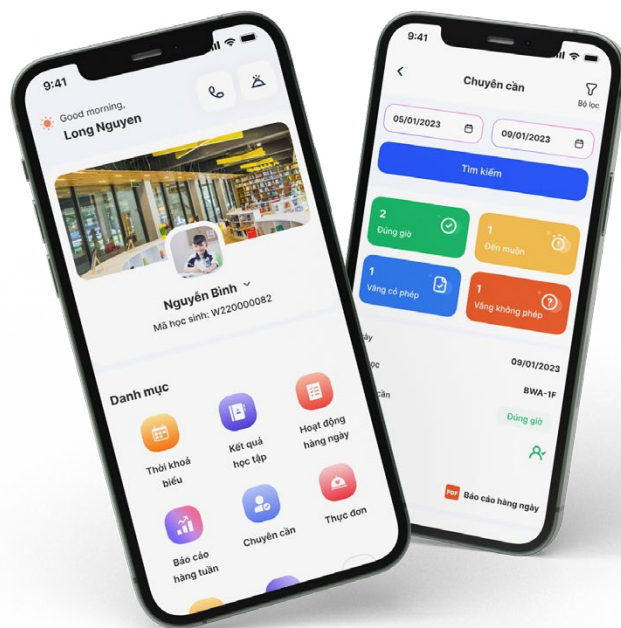
Streamlines services like purchasing uniforms, textbooks, and paying tuition fees conveniently.

The portal offers personalized experiences for each student and allows parents to view timetables, weekly reports, and academic achievements.

Additionally, parents can generate absentee slips, register for school services, and connect with teachers through chatting groups.

Access the information via the website or the SPS360 Mobile app available on Android and iOS.

For guidelines, visit <https://help.wass.edu.vn/category/sps360-parents-portal>



Canvas- Learning Management System (LMS)

For this school year, WASS remains committed to the advancement of its online learning platform, Canvas. This sophisticated online learning system facilitates active student engagement through self-study, exercises, and fosters robust student-teacher interactions.

For more information, visit <https://lms.wass.edu.vn/>

For guidelines, visit <https://help.wass.edu.vn/category/lms-canvas>

Parent Conferences

As part of our regular reporting procedures, conferences involving the Student, Parent and Teacher will be scheduled three times a year.

Unscheduled conference: Board of Principals is happy to meet and talk to the parents/guardians of the students. However, parents please contact us to make an appointment in advance.

Express concerns and care

The School welcomes both positive and negative feedback. Here at WASS we will always respect the importance of opinions and concerns of parents. Any complaints or grievances of parents will be answered by the School. All inquiries and useful information will be sent to parents as soon as possible in a polite manner in order to solve the problem with the purpose of bringing about the most positive results.

Parents can contact the School principal via email at bops@wass.edu.vn to contribute your ideas and express your concerns, but the School will recommend the appropriate contact information for parents to contact, in order to resolve the problem quickly and efficiently.

- As a general rule, parent questions or concerns in each area should be addressed by the staff member or teacher directly responsible for each area. Issues will be resolved by mail, phone, or email. Furthermore, this direct solution will help to answer any questions as soon as possible. Please notify the School Office whenever you have questions or comments regarding our staff so that the School will grasp your concerns and can help if needed at your request.
- Sometimes, parents are not aware of how important their feedback is to the School. Our advice in this case is that all matters that are important to Parents are important to our school. Any comments and concerns of the parents will help the School reflect, evaluate, and continue to improve the education system that we provide for the students.

School personnel and teachers may contact the parents by email. Their emails contain their full name with the last part @wass.edu.vn. The staff's contact is displayed in the school directory and is publicly available on the school's official portal.

In some cases, parental concerns need to be considered and consulted depending on the details of the problem; detailed feedback will be sent to parents as soon as possible on a case-by-case basis. School staff will respond to the parents within 48 hours of receiving the letter if it does not arrive on the weekend or on public holidays. Any questions or comments, the School will answer as soon as possible after careful consideration. As for resolving complaints, the School understands the importance of confidentiality and fairness; as well as, ensuring that parental concerns do not have adverse consequences for their children.

Who do you contact?

Advice to parents

For minor, daily problems related to student activities and school services, the best people to contact, usually are your children's homeroom teacher or School Office staff.

If parents are concerned about more complex issues such as student rights, child development, or discipline issues, please contact the School Vice Principal.

If parents are concerned about things related to academic issues such as the structure of the curriculum, or subject selection, parents should contact the Academic Board.

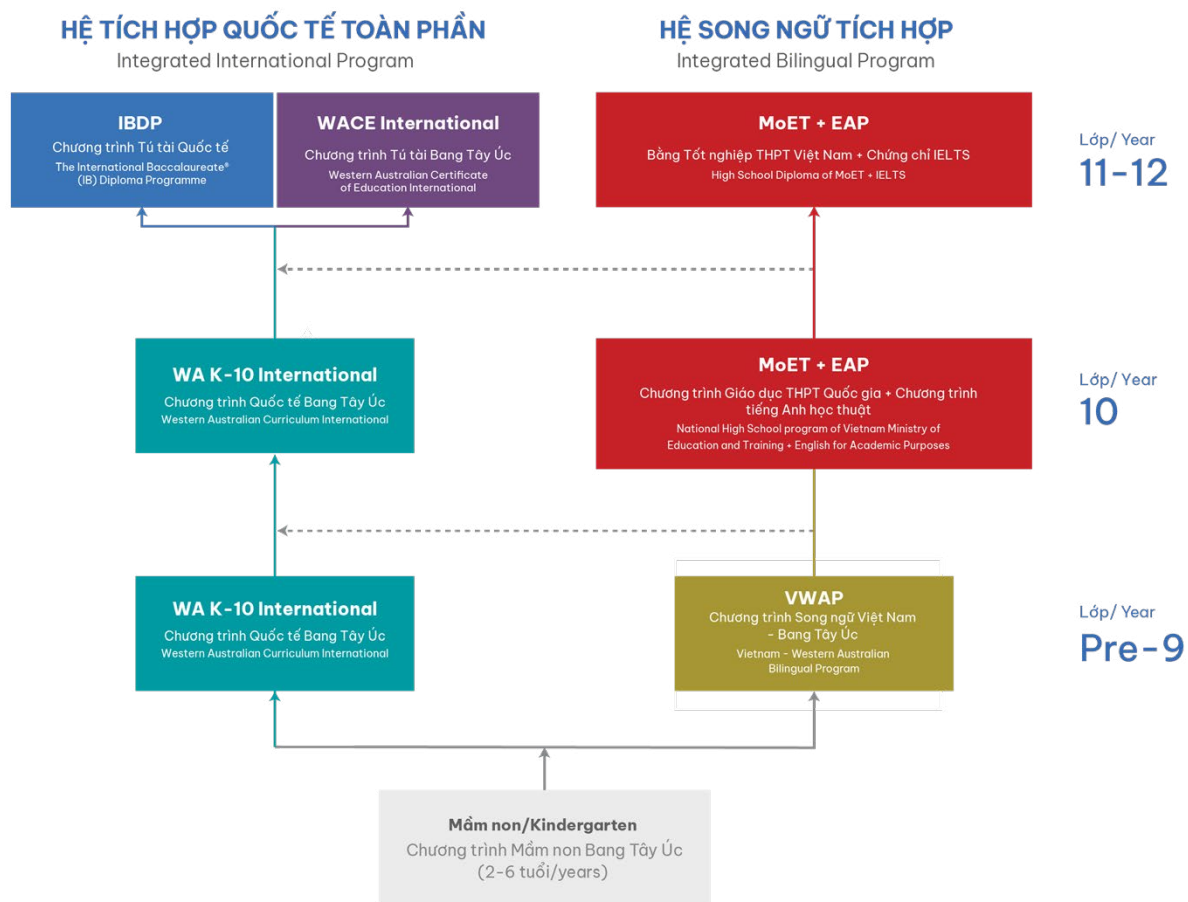
We hope you feel satisfied with the results, or at least feel that your questions are considered in the most comprehensive and professional manner. We will always try our best to answer your questions or comments in a professional, committed, and constructive manner. If you have any dissatisfaction with the solution you receive or feel these issues are not thoroughly reviewed by any staff member of the system, please contact the Board of Principals.



III. ACADEMIC PROGRAMS AT WASS



EDUCATION PATHWAY

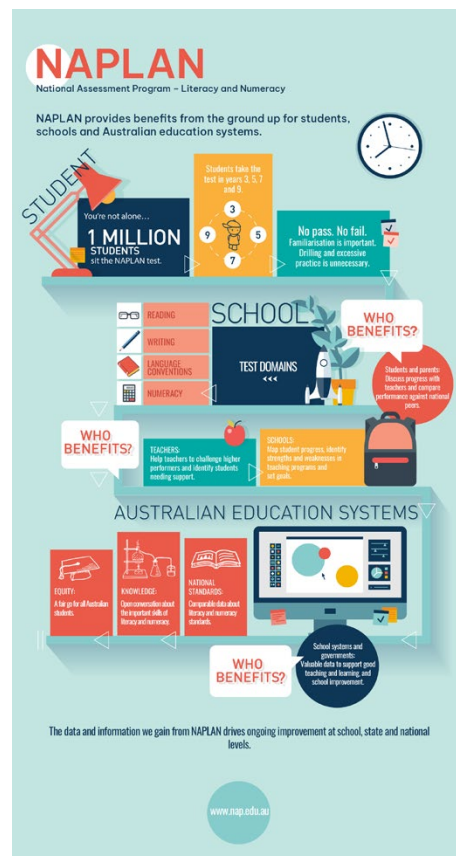


NAPLAN TEST (NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY)

National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual Australian assessment of academic achievement for students in years 3, 5, 7 and 9. All students take exams in Reading, Writing, Conventions of Language (spelling, grammar and punctuation) and Numeracy. Results from the tests will help teachers know about students' strengths and weaknesses. In addition, the School will keep the results to compare with students at the same level throughout Australia. Parents can also use the test results to discuss with teachers about their children's level of achievement.

The NAPLAN's result in grade 9 is one of the entrance requirements of the Baccalaureate program in grade 11 and grade 12.

NAPLAN is expected to be held between 13 – 25 March 2024.



AWARDS

At the end of the year, the School will award students with outstanding performance. Each student can receive the following awards:

- Academic Prize: Students who have achieved academic excellence as required (both the International Curriculum and the Vietnamese Curriculum.)
- In addition, the Principal's Award will be awarded to students at the end of the school year.

PROGRAM		CONDITIONS	NOTE
Integrated Bilingual Program	Primary (BWA1 - BWA5)	<p>- Grade 1, 2, 3, 4: Earn Excellent Achievement (gain "A" in English, Math, Science) of the Western Australian Program and "Excellent Achievement" in the MoET Program.</p> <p>- Grade 5: Earn Excellent Achievement (gain "A" in English, Math, Science) of the Western Australian Program and "Excellent completion in study and training" in the MoET Program.</p>	AVERAGE SCORE OF SEMESTER 1 AND 2

PROGRAM		CONDITIONS	NOTE
Integrated Bilingual Program	Secondary And High School Level	<ul style="list-style-type: none"> - Grade 6-7-8: Earn Excellent Achievement (gain “A” in English, Math, Science) of the Western Australian Program and “Excellent Achievement” in the MoET Program. - Grade 9: Earn Excellent Achievement (gain “A” in English, Math, Science) of the Western Australian Program and “Good Achievement” in the MoET Program. 	AVERAGE SCORE OF SEMESTER 1 AND 2
		<ul style="list-style-type: none"> - Grade 10: Earn “Excellent Achievement” in the MoET Program and get an overall IELTS score of 5.5 in the Semester 2. - Grade 11: Earn “Excellent Achievement” in the MoET Program and get an overall IELTS score of 6.0 in the Semester 2. - Grade 12: Earn “Good Achievement” in the MoET Program and get an overall IELTS score of 6.5 in the Semester 2. 	
Integrated International Program	Primary: IWA1 – IWA6	Students who earn “A” in all core subjects of the Western Australian Program (English, Math, Science, HASS).	AVERAGE SCORE OF SEMESTER 1 AND 2
	Secondary: IWA7 – IWA10 IBDP and WACE (Year 11 & 12)	<ul style="list-style-type: none"> - WACE: Students who earn 5 out of 6 “A” in all subjects of the Western Australian Certificate of Education. - IBDP: Students who earn ≥ 35 in all subjects of the International Baccalaureate Diploma Program and at least 1 subject > 7. 	

TEACHING EQUIPMENT INSTRUCTIONAL LANGUAGE

Teaching equipment

Textbooks of the international curriculum will be provided for students following the fee schedule of the school year 2023 - 2024. The ebook will be uploaded on the classroom management page.

Learning tools will be prepared based on the information mentioned in the study diary.

Students from grade 7 to grade 12 are expected to prepare calculators and other math supplies.

Instructional Language

For international programs, students will be taught in English. For bilingual programs, students will be taught both in English and in Vietnamese language.

Students in both programs are required to use English in English-speaking areas and in WA classes.



WESTERN AUSTRALIAN PROGRAM ASSESSMENT AND REPORTING POLICY

WASS is committed to providing high-quality educational programs to meet the needs of our students. Quality assessment and reporting practices are important in the achievement of high-quality learning outcomes, and form part of the teaching and learning process. This assessment and reporting policy has been developed by the school staff, and outlines the individual and whole-school assessment and reporting practices. It also sets out the requirements and responsibilities for students and teachers, and the expectations of parents / care-givers to achieve these goals. The Vietnamese program will be evaluated according to the Regulations of the Ministry of Education and Training. Particularly for the Western Australian Program and the EAL Program, the assessment and reporting is done as follows:

ASSESSMENT

Assessments are carried out by the teachers in accordance with the guidelines set by the School Curriculum and Standards Authority (SCSA). Each Learning Area develops their own assessment strategies in accordance with the specific natures and requirements of each course.

WASS will:

- Monitor and assess individual student achievement, referring to the Principles of Learning, Teaching and Assessment detailed within the Western Australian Curriculum and Assessment Outline.
- Develop and administer assessments in relation to the content of the Pre-primary to Year 10 Western Australian curriculum.
- Ensure that assessments enable all students to demonstrate their knowledge, understandings and skills in relation to the year-level Achievement Standard.
- Develop processes to support all teachers in making valid and reliable judgements.
- Use data from prescribed national and state-wide Australian assessments to inform teacher judgements about student achievement.

Students and Parents will be provided with the following at the beginning of the school year:

- The syllabus for each subject.
- A course outline and scope and sequence that includes the following information:
 - An outline of the content: teaching, learning, and assessment.
 - An outline of the Western Australian Curriculum's syllabus components to be achieved during each unit of learning.
 - The approximate sequence in which the content will be implemented.
 - The approximate time required to conclude each unit of learning.
 - A comprehensive range of classroom assessment activities that are integrated into teaching and learning throughout the year.
 - The approximate timing, and general descriptions, of major assessment tasks (i.e. the week in which the assessment task is planned or the due dates for significant stages of an extended task), which includes but is not limited to Semester Examinations.

Principles of Assessment

Assessment should be an integral part of Teaching and Learning.

Assessment should be educational.

Assessment should be fair.

Assessments should be designed to meet their specific purposes.

Assessment should lead to informative reporting.

Assessment should lead to school-wide evaluation processes.

Methods of assessment

Assessment is an integral part of teaching and learning and is both formative and summative. The ongoing assessment process comprises Semester Examinations and non-examination classroom assessments.

Examples of non-examination classroom assessments include academic posters; assignments; checklists; classroom discussions; graphic organizers; investigations; journals; observations; open-ended questions and tasks; oral and visual presentations; peer assessment; performance tasks; practicals; projects; quizzes; report writings; reviews; self assessment; and student and teacher conferences.

A robust variety of assessments is needed to determine students' academic growth and whether goals have been met. Assessment practices will differ depending on the phase of learning and the individual needs of the student. The combination of Semester Examinations and non-examination classroom assessments ensures teachers can make accurate, on-balance judgements about students' achievement against the prescribed content of the Western Australian Curriculum.

Student Attendance

It is the responsibility of students to maintain a good attendance record. Student participation in ongoing classroom assessments is central to the process by which teachers gather a comprehensive suite of evidence of students' learning. Evidence is required for teachers to form judgements of student achievement at key points throughout the year. A poor attendance record can result in a lack of evidence for assessment, thus impacting the grade the student can be awarded.

Family holidays taken during term time are discouraged and are not an acceptable reason for absence. Unacceptable absences due to extended holidays during school terms can jeopardize a student's ability to succeed in the course. It is compulsory to attend all scheduled in-class assessments and exams.

A student who is absent from a class for five 05 lessons or more per term is deemed to be 'At Risk' of not achieving their full potential.

Submission of Non-examination Assessment Tasks

Students are expected to participate in all formative and summative assessment tasks, and where applicable, submit assignments to the teacher during the class period on the due date.

It is the student's responsibility to negotiate extensions with the teacher at least 24 hours prior to the due date.

In the event of non-submission on the due date, evidence supporting the reason for failing to submit the assessment task will need to be provided. The following will normally be considered as acceptable reasons for late submission:

- Sickness supported by documentation to the teacher either on the day of return or by email prior to this. The documentation should consist of either a parent or guardian note for a minor illness (cold, 24-hour virus) or a note from a medical practitioner if the absence is longer than 24 hours.
- Family emergency supported by parent or guardian note on either the day of return or by email prior to this.

Where the reason is judged acceptable, the following procedures apply at the discretion of the teacher and head of learning area:

- Work submitted on the day of return – no academic penalty.
- Students prepared to sit in-class assessment on the day of return – an academic penalty may be imposed depending on the circumstances.
- Extension negotiated with the teacher – the extent of any academic penalty to be a learning area decision.

When the reason is deemed UNACCEPTABLE, the following procedures apply at the discretion of the teacher and head of learning area:

- Incur an academic penalty and after five days the window for late submissions may be closed.
- Parents or guardians will be informed of the non-submission of work and implications thereof.
- Students who are unable to complete tasks due to cultural reasons may be provided with alternative opportunities to demonstrate achievement of the Western Australian Curriculum's syllabus components. This must be brought to the attention of the teacher at least 05 days prior to the due date.

A student with persistent failures to submit non-examination classroom assessment tasks is deemed to be 'At Risk' of not achieving their full potential.



Academic Report

Parents should read the report carefully and contact the School if there are any concerns about your child's learning.

Parents should attend 02 annual meetings and other meetings required by teachers to know about your child's learning progress.

If students are having problems related to learning or evaluation, they should talk to their teachers directly.

If the teacher is unable to resolve the problem related to the evaluation, the student (or parents, guardians) can discuss it directly with the Vice Principal.

The student or parents/guardians can request a reevaluation if it is believed that the student has been disadvantaged by any of the following:

- The evaluation framework does not need the requirements of the program.
- The evaluation process used is inappropriate with the School's Policy.
- An error occurred in the evaluation process.
- There is a calculation error in the evaluation process.

The Principal or the school staff will conduct the review of the results. The school staff will have a meeting with the student and teacher to discuss and provide a written report. This report will be sent to the student's parents and guardians.



WASS ASSESSMENT OUTLINE

Assessment Types

Examinations and non-examination tasks are the two types of assessments that will be used to assess WASS students. Examinations and non-examination tasks are the two types of assessments that will be used to assess WASS students. When marks for individual pieces of work are awarded through the use of assessment tools, such as marking keys, the assessment data collected is used as evidence of a student's demonstration of progress and achievement against the relevant Achievement Standard. A suite of evidence, determined from a range of assessments throughout the year, assists teachers in making professional judgements about a student's progress and achievement.

Assessment Requirements

Formative and summative assessments

Depending on the grade level, formative and summative assessments will be conducted as follows:

- Early Years – K: Two ongoing assessment tasks and two ongoing assessment report
- Pre-primary: Four assessment tasks
- 1st and 2nd Grade: Four assessment tasks (except for English, which will have six assessment tasks)
- 3rd and 10th Grade: Four assessment tasks (except for English, which will have six assessment tasks). Additionally, at the end of each semester, there will be a summative assessment in the form of an End-of-Semester Examination.

Non-examination tasks

Formative and summative assessment tasks and activities take place continuously throughout the year. The assessment data collected from non-examination tasks also contributes to the ongoing collection of evidence of a student's demonstration of progress and achievement against the relevant Achievement Standard.

The type of the task will be dependent on the subject studied and opportunities will be made available for the assessments to be completed as collaborations or individual work.

Examples of assessment tasks are detailed below:

- Creating subject posters/ charts/graphic organizers.
- Conducting investigations/journals/practical experiments.
- Presentations/ projects/quizzes.
- Writing reports/reviews/presentations.
- Writing articles/videos/podcasts/presentations on significant content.

The content covered in each assessment task will reflect the stage the students are at with their learning and will reflect the content covered as detailed in the subject course outlines.

Grades

Assessment will be based upon the Achievement Standard outlined by SCSA and determined with the support of SCSA Judging Standards.

The Achievement Standard describes an expected level that the majority of students are achieving or working towards by the end of that year of schooling. Some students will have progressed beyond the expected standard; others will need additional support. The expected standard for each year is described as 'C' or Satisfactory.

Standard	Description	Note
A	Excellent Achievement	The student demonstrates excellent achievement of what is expected for this year level.
B	High Achievement	The student demonstrates high achievement of what is expected for this year level.
C	Satisfactory Achievement	The student demonstrates satisfactory achievement of what is expected for this year level.
D	Limited Achievement	The student demonstrates limited achievement of what is expected for this year level.
E	Very low Achievement	The student demonstrates very low achievement of what is expected for this year level.

The Kindergarten and Pre-Primary years have letter grades according to SCSA Achievement Standard.

BG = Beginning

EM = Emerging

DV = Developing

CO = Consolidating

EXAMINATIONS

Late arrivals and absences

Students absent on the examination day must provide written documentation from a parent or guardian stating the exact reason(s) for their absence. These students may be permitted to take make-up exams ONLY on the day of the make-up exam. Family or medical emergencies will be the only acceptable excuse for any non-attendance.

Students are expected to arrive at class fully prepared and on time on the day of the examinations. Therefore, all late arrivals will be treated as absences.

Make-up Exams

One session for make-up exams will be provided on the last day of the exam schedule.

Students absent on the day of a final must provide written documentation from a parent or guardian stating the exact reason(s) for their absence. These students may be permitted to take make-up exams ONLY on the make-up day.

Students who fail exams are graded accordingly and are not permitted to retake the exam.

Behavior During Exams (List of prohibited behaviors in the exam)

Absolutely no talking is permitted during the examination. A zero-tolerance code of conduct is in effect. Students found talking during the exams will be suspended from school and or receive a zero (0) score for the exam. If a student is dismissed from the testing area, a meeting between that student and teacher will take place within 24 hours to determine the next course of action.

The following behaviors are prohibited:

- Possessing or using any prohibited electronic device during exams or exam breaks.
- Looking back at a test on which time has already been called (if applicable to timed testing portions).
- Looking ahead in the test booklet prior to the exam commencing (if applicable to timed testing portions).
- Looking at another examinee's test booklet or answer document.
- Giving or receiving assistance.
- Using a prohibited calculator (if applicable to the subject matter).
- Using any device to share or exchange information at any time during exams or exam breaks.
- Sharing a calculator with another examinee.
- Attempting to remove test materials, including test questions and answers, from the test room.
- Not following instructions or abiding by the rules of the test location.
- Exhibiting confrontational, threatening, or unruly behavior before, during and after the exam.
- Creating a disturbance.
- Filling in test answers or altering completed answers on a test document after time has been called on a

timed test. Filling in answers or altering completed answers on a previous test section or during a later test section is prohibited. If it is noticed that a timed test section has not been completed and later it is discovered that this section has been illegally completed, the student will be dismissed and that section of the exam will not be assessed.

Any student who displays any of the behaviors listed above will be dismissed and their exam will not be assessed.

Exam Participation

Time of arrival

Students should be in the examination room at least 15 minutes prior to the scheduled start of the examination. No extra time is given to students who are late for an exam.

Leaving the exam room

Once a student has received their exam package, they may not leave the exam room except to use the restroom or in the case of an emergency. If a student leaves the room, they cannot remove anything from the room and they will not be compensated with extra time. For any student who leaves the room during the exam, we need to sign in and out with the proctor. Only one student may leave the room at any one time to use the restroom.

End of exam

When the time has been called, students must stop writing or typing their responses, even if they are in the middle of a sentence. Failure to stop writing or typing their responses when time is called can result in assessment penalties.

Returning exam materials

It is the student's responsibility to make sure that all testing materials are returned to the proctor at the end of the exam. Teachers may impose penalties such as a zero score or reduction in assessment grade for any exam or portion of an exam that is taken out of the exam room. At the end of the exam, it is the student's responsibility to return all exam materials to the proctor who will then seal inside an envelope.

Attendance Roster

Students must sign the exam attendance roster to verify their attendance on the day and at the session of the exam.

Post-Examination Discussions

Students who have taken an examination may not convey information about a particular examination to a student who has yet to take the examination. Students have an obligation to determine whether another student has completed the examination before discussing the contents of a particular examination. Similarly, students who have not taken an examination may not receive or solicit information about the examination from a student who has already taken it. This rule applies not only to oral conversations but also to written discussions, including those in electronic form or on social media.

Unexcused failure to take an exam

If students fail to take a scheduled examination on the date and time specified on the exam schedule, students will receive a zero score for the exam unless the Board of Principals has given them approval in advance.

If a student is sick or absent on the day of an examination, the Board of Principals must be notified as soon as possible. A doctor's certificate is required to explain the absence. Arrangements may be made to sit the examination at another time, at the discretion of the Board of Principals.

Academic Dishonesty in Semester Examinations and Non-examination Classroom Assessments

If students are found guilty of academic dishonesty such as plagiarism, cheating and/ or permitting someone to copy their work, they may be allowed to retake the exam or re-submit the assessment. However, the student will not receive a grade for that assessment task higher than C 'Satisfactory' (school policy for make-up exams will be applied).

For Students that teachers deem as being suspicious of cheating (therefore jeopardizing the integrity of the assessment), yet NOT caught in the act, a new exam or assessment task will be given to that student within one school day of the date they took the initial assessment. The new exam or assessment task will be developed to measure the same knowledge, skills and aptitudes as the original assessment. A parent or guardian must be contacted to explain the nature of the incident, what the procedure will be, and any consequences. If that student elects to not be re-assessed, then the student has failed to provide evidence of their learning, thus a grade E 'Very Low' must be awarded in relation to the relevant components of the syllabus.

STUDENT RESPONSIBILITIES

It is the student's responsibility to:

- Complete and submit all tasks in a timely manner;
- Understand the necessity for, and support the teacher to maintain, files of assessed work in case required by the School Curriculum and Standards Authority (SCSA);
- Maintain a good record of behavior and attendance;
- Advise teachers concerning matters such as absence from class, missed in-class tasks, requests for task extensions before the due date and other matters relating to assessment;
- Complete classwork, homework and revision tasks, which may or may not be formally assessed but are essential to the student's learning program.

Teacher Responsibilities

It is the responsibility of the teacher to:

- Develop a teaching and learning program that meets the syllabus requirements;
- Develop a teaching and learning program that provides opportunities for all students to demonstrate what they know, understand, and can do;
- Ensure that the work to be assessed and the criteria used to assess learning are clear to the students;

- Provide students and parents with a course outline (electronically and hard copy) at the start of the academic school year. The course outline will include the integrated teaching, learning, and assessment content of the course; the sequence in which the content will be implemented; and the approximate time required to complete each section. This includes the approximate timing, and general descriptions, of major assessment tasks. If any amendments need to be made to this information, the teacher will ensure all students are advised;
- Ensure that assessments are fair, valid and reliable;
- Use a range of assessment tools when assessing student learning (marks from tests, observations, digital recordings of student performance, portfolios, anecdotal evidence and the like);
- Ensure assessment tasks meet the requirements of this policy and SCSA standards;
- Make provision for students who miss an assessment for valid reasons;
- Encourage students to always complete work to the best of their ability and advise them of the consequences of cheating, plagiarism and collusion;
- Maintain student work samples and other evidence of student progress and achievement, in case required by the board of principal and transfer to academic office at the end of semester;
- Provide students with timely assessment feedback and guidance;
- Advise parents or guardians via Letters of Commendation or feedback to homeroom teacher where a student has completed work that deserves commendation and Letters of Concern if a student's performance is lower than expected;
- Provide regular comments on student progress using the school's online portal communication system;
- Inform the homeroom teacher and send students the list of homework program if his/her performance is lower than expected;
- Use achievement information when planning programs;
- Maintain accurate ongoing classroom-based records of student achievement;
- Meet the timelines for assessment and reporting;
- Engage in regular professional learning and make use of support materials including Judging Standards (achievement standards, assessment pointers and annotated work samples) to make valid and reliable judgements when determining whether students can demonstrate their knowledge, understanding and skills in relation to the year level Achievement Standard.

HEAD OF SUBJECT DEPARTMENT RESPONSIBILITIES

Head of subject departments need to ensure that all teachers' approaches to assessment meet the requirements of SCSA. Assessment tasks must be standards referenced. Valid assessment invites students to demonstrate the breadth, depth and range of what they know and can do. It provides evidence for teachers to make professional judgments about students' learning.

Thus, it is the responsibility of each Head of Subject Department to complete the assessment validation checklist prior to the students undertaking any major assessment task. This checklist will ensure the following:

- Assessment tasks match the relevant syllabus components of the Western Australian Curriculum.
- Assessment tasks are valid tools for what they are designed to assess (i.e.: they measure what the task

intends to assess, and can provide accurate information on student performance).

- Assessment contexts match the subject unit plan.
- Assessment contexts are inclusive, accessible for all students, and free from bias.
- Assessment task instructions, required materials and equipment, and criteria are clearly defined.
- Assessment tasks include clearly defined response types and expected responses from the students.
- Assessment tasks meet the Principles of Assessment.
- Assessment tasks are part of an ongoing process where progress is monitored over time

PARENTS/GUARDIANS' RESPONSIBILITIES

It is the responsibility of the parents or guardians to:

- Provide information to the School on enrolment about students with special needs so that a student's special needs can be discussed to ensure that the School can deliver effective learning strategies for the student. This includes information regarding any physical impairment;
- Contact the teacher if there are concerns about performance in a specific subject;
- Contact the front office if there is a general academic, social or emotional problem. Early identification is vital particularly where students are diagnosed with a learning disability or disorder;
- Make appointments with teachers for teacher-parent meetings and at other times as needed;
- Provide evidence for absence such as a medical certificate when their child is absent from an assessment or test



REPORTING

Semester Reports

Each semester report contains grades, learning descriptors and comprehensive written comments for each subject, and the student's attitude and commitment to learning. Comments identify student strengths, areas for further development and strategies to support and or extend learning.

Schools reports for Kindergarten to Year 2 will include a description of the student's progress in personal and social learning.

School reports from Year 3 to Year 6 will also provide similar information on school involvement and social development.

School reports from Year 7 to Year 12 will also provide information about the student's involvement in school programs and activities.

A record of attendance during the semester accompanies the semester report, indicating legitimate and unexplained absences and days the student arrives late.

For the Kindergarten and Pre-primary level:

- Report student achievement in English, Science (excluding Penguin Class) and Mathematics.
- May choose to report in other learning areas.
- Report using achievement descriptors but without letter grades. The achievement descriptors used may be system-based, school-based, but must align with the achievement standards described in the SCSA Curriculum Outline.
- Include information on the report about the student's attitude, behaviour and effort in terms other than the five-point scale, which is used as a measure of achievement.
- Report on the student's progress in personal and social learning based on the five outcome of the Early Year Learning Framework:
 - IDENTITY – Children have a strong sense of identity.
 - CONNECTING and CONTRIBUTING – Children are connected with and contribute to their world.
 - WELLBEING – Children have a strong sense of wellbeing.
 - LEARNING and THINKING – Children are confident and involved learners.
 - COMMUNICATING – Children are effective communicators.
- Include on the report any additional information the School considers relevant, including an overall teacher comment

For Years 1 and 2:

- Report on student achievement in all the learning areas taught.
- Report using system-based or school-based achievement descriptors based on SCSA judging standards and using letter grades. The achievement descriptors must align with the achievement standards described in the outline.
- Include information on the report about the student's attitude, behavior and effort in terms other than the five-point scale, which is used as a measure of achievement.
- Report on the student's progress in personal and social learning.
- Include on the report any additional information the School considers relevant, including an overall teacher comment.

For Years 3–10:

- Report on student achievement in all the learning areas taught.
- Report using letter grades and achievement descriptors.
- Include information on the report about the student's attitude, behaviour and effort in terms other than the five-point scale that is used as a measure of achievement.
- Include on the report any additional information the School considers relevant, including an overall teacher comment.

Grades

Achievement grades are awarded to students in all year levels at the end of each semester for subjects studied during that semester.

Assessment of student achievement in terms of Letter Grade where:

Early years and Kindergarten

BG = Beginning Achievement

EM = Emerging Achievement

DV = Developing Achievement

CO = Consolidating Achievement

Pre-primary to Year 10

A = Excellent Achievement

B = High Achievement

C = Satisfactory Achievement

D = Limited Achievement

E = Very Low Achievement

Showcase

At the end of the school year, a showcase is held to celebrate the achievements of outstanding students in each year level. The Principal will also provide a progress report of the school year.

Reviewing marks and grades

Parents are urged to read the report carefully and contact the School should they be concerned about their child's progress. Parents are invited, should they wish to discuss the progress of their child, to attend the Student Led Conference, of which two are scheduled during the year, and to make additional contact should the need arise.

If a student considers that there is an issue regarding the delivery of the course or the teacher's grading judgments, they should, in the first instance, discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher then the student's parent or guardian should approach the Vice-Principal/Principal.

The parent or guardian can request, in writing, that the School conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- The assessment outline does not meet the syllabus requirements.
- The assessment procedures used do not conform to the school's assessment policy.
- Procedural errors have occurred in the determination of the student's grade.

The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and their parent or guardian.

The Principal will determine if the parents or guardians are allowed to view assessment tasks completed by their child.



Key Reporting Dates

End of semester 1

- Student Led Conference.
- Academic transcript is offered.
- Parents will be provided with semester 1 Student Achievement Report that includes information on academic achievement across learning areas, values development and work habits. A general comment by classroom teachers is included.

End of Term 2

- Student Achievement Report.
- Parents will be provided with the semester 2 Student Achievement Report that includes information on academic achievement across learning areas, values development and work habits. A general comment by classroom teachers is included.
- Student workbooks will be sent home at the end of the school year.
- Additional student-led conferences will be scheduled as required. Some students will be placed on Individual Education Plans

Closing ceremony

At the end of the school year, a Closing Ceremony is held to celebrate the achievement of students in each year level.

Professional Training (PD)

In addition to the PD week at the onset of the academic year, foreign teachers are allocated three days of professional training within the school year. During these sessions, homeroom teachers and co-teachers will assume responsibility for classroom management. The primary objective of this endeavor is to enhance teachers' pedagogical aptitude and thereby provide enhanced support to students. In the event of teachers having to participate in training sessions abroad, temporary substitute teachers will be assigned to cover the instructional period.



WASS HOUSE SYSTEM

WASS House System will be continually introduced and implemented in the school year 2023 – 2024 for primary, secondary and high school levels with many contests in academic, sports, arts and social activities.

Students have the opportunity to get points for themselves and their teams through activities and competitions taking place at the school. The House System aims for implementing the school's rules, encourages students to participate in extra-curricular activities in sports and culture, and promotes leadership.

Students and teachers are placed in “Houses” at random. Placement can be based on social and emotional skills needed to ensure appropriate instruction for all students in a “House”.

WASS House System includes 4 symbols based on Greek Mythology:



Zeus

Symbol of
strength and
justice



Apollo

Symbol of
artistic beauty



Athena

Symbol of wisdom



Asclepius

Symbol of
kindness

Combining students from all grades in one “House” allows them to meet and work with their new peers. Younger students feel comfortable working with older students and older students improve their relationships with younger ones.

The House System will bring big changes in after-school activities, encourage connection and healthy competition among students to help them grow together in a friendly, collaborative learning community.



House System Regulations

House Membership

All students are allowed to choose a house upon enrollment.

House Loyalty and Respect

Students are expected to show loyalty to their house and exhibit respectful behavior towards members of all houses.

Any disrespectful behavior, including taunting or belittling other houses, will not be tolerated.

Participation

Students are encouraged to actively participate in house activities, events, and competitions.

Consistent participation contributes to earning house points and fosters a sense of camaraderie.

House Uniform and Colors

Students may wear their house colors or designated house merchandise on specified days.

House uniforms or accessories must be worn tastefully and in accordance with the school's dress code.

Behavior and Sportsmanship

Students must display excellent sportsmanship and fair play during all house-related competitions.

House Meetings and Communication

Regular house meetings will be held to discuss upcoming events, updates, and ideas.

Students are expected to attend house meetings punctually and contribute constructively.

Academic Excellence

Academic achievements contribute to house points, promoting a balanced focus on both academics and extracurricular activities.

Students are encouraged to support each other in their studies.

House Challenges and Competitions

Students must participate in house challenges and competitions to the best of their abilities.

House Events and Community Service

Students are expected to actively engage in house-organized community service projects and events.

Participating in these activities demonstrates a commitment to making a positive impact on the community.

Respect for Diversity and Inclusivity

Students must treat all house members with respect, regardless of their backgrounds, languages, or abilities.

Discrimination or exclusionary behavior will result in disciplinary action.

House Points and Rewards

House points are earned through various achievements and contributions.

The house with the most points at the end of the academic year receives recognition.





EXTRACURRICULAR PROGRAM

During the school year, students have many extracurricular activities, including experiential learning activities, practical learning activities, clubs, supplementary classes, etc.

Experiential activities

Experiential activities are day trips available to students and are free of charge. The School always creates many useful playgrounds and activities for students with field trips. Each field trip is related to a learning theme, and students are expected to have an assignment after each field trip.

Students are expected to dress appropriately, have a proper attitude and follow the school's rules when participating in field trips. In case special dress is required, it will be announced by teachers.

Practical learning activities

For practical learning programs, parents will be notified two months in advance. It is expected to happen during the winter break and the last week after the school year. This is an optional and fee-paying program. In case that a student has completed the fee and does not participate, the fee will not be refunded.

Spirit Day

There are some Spirit Days for WASS community, including:

- Peace Day (students dress in blue)
- The United Nations Day (students wear traditional costumes)
- Book Day (students dress as their favorite characters)
- Pajama Day (students wears pajamas)

These events can only be successful with the solidarity of all WASS students. Each student who wears suitable clothes to school on the events above, the School will donate 10,000 VND per student for charity.

Clubs

The school's clubs diligently coordinate a diverse array of academic, athletic, artistic, and educational activities, driven by several objectives:

- to enrich students' knowledge and broaden their horizons through a variety of engaging activities.
- to provide students with a conducive environment for relaxation and entertainment.
- to foster awareness and self-awareness within the community.
- to encourage community involvement and integration.
- to cultivate teamwork skills among students.
- to instill a sense of responsibility both towards oneself and the community.
- to nurture creativity and artistic expression.
- to preserve the nation's cultural heritage through traditional and artistic endeavors.

These clubs convene twice a week, offering over 35 activities, with each session lasting 80 minutes from 3:50– 4:30 P.M Monday– Thursday. Throughout the school year, students have the opportunity to select two clubs, enabling them to explore their preferred subjects and gain diverse experiences. Parents will receive comprehensive information about the clubs and registration guidelines in advance of the designated registration day.

For further inquiries, please contact via email: asa@wass.edu.vn

After School Activities (ASAs)

Supplementary classes are offered Monday to Thursday, from 3:50 P.M. to 4:30 P.M., providing an excellent platform for teachers to address students' inquiries and challenges. Teachers will diligently document students' learning progress or obstacles in the study diary. In the event that a student is unable to keep up with the class, parents will receive timely notification from the School. Consequently, affected students will be temporarily restricted from participating in clubs, and they will be required to attend tutoring classes until their learning progress has been duly noted and approved by the teachers.

Class content and organization of ASAs:

MoET Program: Each subject is organized in a two-period session, with a duration of 80 minutes per session	Western Australian Program: Each subject is organized in a two-period session, with a duration of 80 minutes per session
Primary: Math, Vietnamese Secondary and High School: Math, Vietnamese, Physics and Chemistry	Primary: Math, English, Science Secondary and High School: Math, English, Science





Workshops

Each student will participate in 01 field of interest in 01 semester. Students can change subjects after each semester. Each week, students will participate in presentations and debates on a topic in their field of interest, in order to improve their presentation skills, express their personal views as well as expand their knowledge in the fields selected. Information about the fields and instructions on how to register will be sent to parents before the registered day.



Sports team

For each grade level, students depending on their interests can register to participate in sports teams. Teams are divided by grade levels and gender.

Teams are scheduled to practice and compete alternately. Information about the teams and instructions on how to register will be sent to parents before the registered day.



Talent Development Academy (TDA)

In the school year 2023 - 2024, with TDA, gifted students will be trained and supported to participate in national and international academic, art, science and technology exams. Students can register for TDA at the beginning of each semester. Information about training areas and instructions on how to register will be sent to parents before the registered day.

- First come first serve, the School gives priority for early sign-ups. Successful candidates will be confirmed by text. The rest will be on the waiting list.
- The School will reject students who have disciplinary problems during the course of their activities. Parents will be notified of the student's misbehaviors. Students who leave early or are absent more than 3 times will be stopped from joining clubs.
- The School will immediately inform parents of primary and secondary students if any activities must be canceled. The activities will be rescheduled after the School notifies high school students through their homeroom teachers.

LIBRARY USAGE

Objectives

Improve students' writing and reading abilities.

Encourage intellectual engagement by placing a strong emphasis on library use in all its forms.

Offer reliable data for relevant search results with a variety of unbiased data.

Assist students in using their knowledge and passions in the areas of their personal, social, and professional lives.

Teach kids how to communicate effectively so they may have a lasting impact on their life.

Foster critical thinking and an investing mindset in students to prepare them to be lifelong learners.

Library Program

The library staff routinely works with teachers to give suitable and essential support for each student's requirements and characteristics to foster reading culture and language abilities in children. The library program also regularly involves writing essays, presenting plays or telling stories for extracurricular activities, producing research materials, and evaluating books for regular reading.

Collaboration with Students

In addition to serving as research advisors and offering advice on changes, librarians often consult with study groups in search of reading materials and offer assistance with concerns including plagiarism and copyright.

Operating hours

Campus	Time
Nguyen Thong Campus Ba Huyen Thanh Quan Campus Ly Chinh Thang Campus	Monday to Friday 7:30 AM - 5:00 PM

All students, teachers, and staff members are eligible to use the library.

An ID card must be presented when borrowing or returning books. Any form of using someone else's card is not accepted.

A lost ID card must be reported to the office to get a replacement.

Etiquette in the Library

Students are encouraged to maintain order and tidiness as they enter the library to contribute to a clean, peaceful, and welcoming environment for learning and recreational reading.

In the library, students are expected to adhere to the following rules:

- Take off shoes and neatly place them on the shoe rack.
- Only scholarly necessities, not bags or backpacks, are permitted in the library.
- No running, jumping, or fooling around to annoy other students
- No eating, drinking, or bringing food or beverages into the library.
- Games are not allowed in the library under any circumstances. (Competitions in school chess are excluded from this restriction)
- Students are urged to be silent and show consideration for other readers.
- The library's computer system is intended for use in both education and research. It is strictly forbidden to use the internet for online gaming or to access unrestricted websites.
- Students are permitted to use personal computers, electronic gadgets, and the internet in the library, but they are not allowed to make noise that bothers others.
- Students are expected to act appropriately, refrain from vulgar language, and avoid fighting inside the library. Any acts of violence will face strict disciplinary action.
- Students are encouraged to use library devices efficiently and develop a sense of conservation and preservation of public property.
- No vandalism of shared property is allowed, and any form of coloring, highlighting, or erasing in books, electronic materials, etc., is strictly prohibited. Students will be held responsible for compensating for any physical damage caused.
- Any activities that cause damage to library equipment, such as damaging or misplacing documents or altering computer system settings, are strictly prohibited. Students found engaging in destructive behavior will be held responsible for compensation and subject to severe disciplinary measures.
- The School will not be held responsible for any loss or damage to items that students bring into the library, so they are asked to assume personal responsibility for keeping those items safe.
- To keep track of all book circulation activities, the library has a management system at the circulation counter. The library staff conducts regular checks and revisions.
- After use, students are required to return books and materials to the library.
- Students should uphold their moral character. Moving library materials outside without the librarian's consent is considered theft and will result in disciplinary action by school rules.
- Students are in charge of keeping library books they have checked out secure. They should not lend books to anyone to avoid loss or unintentional damage.
- Students should return books to the librarian's desk if unsure of the correct location on the shelves. Librarians will categorize the books according to their intended use upon receiving returned items.
- No littering – Students are required to tidy up their seating area before leaving the library.

- Turning off computers after usage will save electricity and allow others to use them.
- Return library items and equipment to their proper places after use.
- All students are not allowed to enter the librarian's area without permission.
- When students lose their personal belongings or find items left behind by others, they should go to the librarian's desk to report and seek advice from the library management team.

Group/Class Discussion

For groups or classes that need to use the library space for discussions, teachers need to directly contact or call the library management department to make a reservation. Any issues related to the use of library space must be addressed through the opinions and management of the library management team.

Students are required to only move within the reserved area under the supervision of the teacher until the reservation time ends.

Teachers are responsible for all activities of students in their reserved area.

Groups of students who want to discuss in the library without the supervision of a teacher must have a confirmation letter from the subject teacher to make a reservation.

Internet System

Students can only use the Internet and library computer system for the purpose of searching for documents and conducting research.

Students can watch videos on the library's TV system, but there will be no sound and it must be under the content management of the library management team.



Borrowing Rights

OBJECT	MAXIMUM QUANTITY	NUMBER OF DAYS	PERIOD	FINE AMOUNT
STUDENTS	3 books	10 days	Monday Wednesday Friday	2,000 VND per day (Excluding Sundays)
TEACHERS	10 books	1 week	All days of the week	
	5 textbooks	1 month		
EMPLOYEES	3 books	1 week	All days of the week	



Reference books can only be borrowed and used within the day.

Students who return documents/books late will not be allowed to borrow others until they complete the return or pay the fines as requested by the library management department.

Book extension

Students can extend the book return period if they have a guarantee letter from a guardian such as a subject teacher or homeroom teacher...

Teachers who need to borrow library materials for longer than one month should submit a request to the library management department. However, books may be recalled to serve the essential needs or activities of the school.

When books are lost or damaged

The library teacher will send a letter to the homeroom teachers of the children who have borrowed books from the library each week asking them to return the books. Teachers will remind students to return to the library on time. The books will be considered a loss if they are returned after the allotted 4-week period or if they are damaged, and students will be required to make up the cost to the library in accordance with the rules.

The user is liable for compensation if any books are misplaced or damaged, and this compensation may take one of the following forms:

- Cash payment at the lost item's current market value plus a 20% operational charge calculated on the item's total value. (For international documents and publications: The compensation cost will be computed based on the pricing ratio of the producing country at the current time to determine the most appropriate fee).
- Reimbursement in the form of an exact replacement book and a 10% operational charge based on the lost book's total worth. Not applicable to copies of products or documents.
- The student is responsible for locating and replacing the entire set of documents with all volumes of the same edition as the lost document if a volume of a multi-volume set is lost or damaged and cannot be replaced with a separate volume.
- In the case of students losing hard-to-find, limited edition, or high-value documents, the compensation cost will be determined by the School Administration based on each specific case, and different compensation levels may apply.

DDC Classification

WASS Library uses the Dewey Decimal Classification (DDC) system, where books are classified based on subject and arranged on shelves in numerical order. The DDC system organizes information into 10 major fields, which are further divided into smaller topics. Different topics are assigned numbers, referred to as "call numbers".

The Dewey Decimal Classification framework can be summarized as follows:

000-099	GENERAL OVERVIEW
100-199	PHILOSOPHY AND PSYCHOLOGY
200-299	RELIGION
300-399	SOCIAL SCIENCES
400-499	LANGUAGE
500-599	NATURAL SCIENCES AND MATHEMATICS
600-699	SCIENCE, TECHNOLOGY, AND APPLICATIONS
700-799	FINE ARTS AND ENTERTAINMENT
800-899	LITERATURE
900-999	HISTORY AND GEOGRAPHY

Each field of knowledge and literature is marked with a specific combination of letters and numbers. The characters representing certain important fields will be marked at the top of bookshelves.

Example:

Book Title: A Midsummer Night's Dream / Published by Simon & Schuster, 2009

Call Number:

822.33	→	DDC Number
SH527	→	Author Number
2009	→	Year of Publication

OPAC (Online Public Access Catalog)

WASS Library is currently registered with Follett Destiny, a library management software system.

The online catalog stores collections of both online and printed materials, which can be accessed within or outside the school premises through the library's website:

<https://wasshcm.follettdestiny.com>

Library Resources

Reference Books

The reference book section is the main part of the Library, containing primarily encyclopedias, dictionaries, atlases, instructional books, directories, and annotations. These resources are helpful for locating and researching specific questions quickly. These books are only available for use within the library premises and are not allowed to be circulated outside. However, some reference books may be available for borrowing depending on their material type. Reference books are marked with "REF" above the book's call number.

Teacher's Materials

Teacher's materials are organized in the designated area on the librarian's desk. These resources primarily include textbooks and reference books used for teaching purposes. Students are only allowed to borrow textbooks under the name of their homeroom teacher or subject teacher.

Regular Books

Regular books in English and Vietnamese include fiction and non-fiction books. Students can borrow these books based on the borrowing privileges provided.

New Books

The new books section contains a collection of recently acquired books. Students are allowed to borrow these books regularly. The list of new books will be annotated, added to the collection, and displayed in the "New Arrival" section on the main page of Destiny Quest.

Periodicals (Magazines/Newspapers)

The library purchases various periodicals to help students stay updated on economic, political, and religious issues worldwide. These periodicals are only allowed to be used within the library premises and cannot be taken outside. The latest issues of the periodicals are displayed on the periodical shelves. After reading, please return them to their original position on the shelf. The periodicals are arranged in alphabetical order and by the most recent publication date. Students can ask library staff to locate specific issues or search for them on the bookshelves.

Audio-visual Materials

The audio-visual materials are located near the librarian's desk in the library. These materials include DVDs and CDs. Students can borrow these materials just like borrowing books and use them immediately in the library using the available computer systems.

Borrowing Books

There are two ways to borrow books:

- Students can borrow books through the Library/OPAC website. If a book is already borrowed by someone else, the next borrower on the online library page will receive it as soon as the book is returned.
- Students can contact their teachers to borrow books when they have the need, and the teachers will directly contact the library staff. Once confirmed by the teacher, the library staff will provide the requested books to the students. These books are kept in the storage area to supplement the limited circulating book collection. Some frequently requested books may be copied into multiple copies. The borrowing period for books ranges from in-library use to 3 days. The storage area is located near the librarian's desk, and the books are arranged on the shelves.



HOMEWORK POLICY AT WASS

Homework assignments help students reinforce the knowledge they have learned at school and enable them to apply the learned lessons in various ways.

Principles

Assignments should:

- Encourage the students' independent learning.
- Maintain the relationship between the School and the family.
- Avoid relying on inappropriate help from parents or unsuitable available materials.
- Be designed reasonably to avoid interfering with students' daily activities such as those with their family, cultural activities, and leisure time, while being suitable for their desires and development.
- Strike a balance with the curriculum to avoid stress and overload.
- Be implemented gradually and consistently as students transition from Preschool to High School.
- Be applied, monitored, and evaluated consistently in teaching and learning methods to satisfy curriculum objectives and personal learning preferences.
- Be implemented to help students achieve the best learning outcomes.
- Be part of the learning program aimed at developing individual needs, supported through in-class practical exercises and student collaboration.

There should never be a situation where a student at WASS has "nothing to do," as they are expected to work on their assignments 05 evenings per week. Even if the topics are straightforward, we anticipate that subject teachers will often give them assignments.

Parents should contact subject teachers if they have concerns about their child's homework. They should regularly check and sign their child's daily log.

It should be noted that homework assignments for various grade levels may differ in terms of amount and complexity. Parents should take note of the following information:

GRADE	TIME	ACTIVITIES
Kindergarten	Maximum 01 hour per week	<ul style="list-style-type: none"> • Parents read to their child • Additional activities (reading and spelling) will be provided by the teacher upon request
Preschool	1 hour 30 minutes per week	<ul style="list-style-type: none"> • Parents read books to their child • Spelling • Storytelling practice • Additional activities and projects as requested by the teacher
Grade 1 – 2	02 hours per week - 10 minutes of daily reading	<ul style="list-style-type: none"> • Handwriting practice • Taking basic information notes (e.g., recording what students have eaten for dinner) to support in-class exercises • Preparing for new lessons • Retelling the content of the books read • Completing unfinished classwork • Additional activities and projects as directed by the teacher. • Practicing skills in Physical Education, Talent subjects (Dance, Yoga, Music, Fine Arts)

GRADE	TIME	ACTIVITIES
Grade 3 – 4	03 hours per week - 20 minutes of daily reading	<ul style="list-style-type: none"> • Maintaining the habit of reading and summarizing the content read during the day • General research questions • Life skills. For example: time management, creating a schedule for reading, cooking recipes, shopping lists, etc. • Pre-reading new lessons • Completing unfinished classwork • Additional activities and projects as requested • Practicing skills in Physical Education, Talent subjects (Dance, Yoga, Music, Fine Arts)
Grade 5	04 hours per week - 30 minutes of daily reading	<ul style="list-style-type: none"> • Maintain the habit of reading books and summarizing the content read during the day • General research questions • Life skills. For example: time management, creating a schedule for reading, cooking recipes, shopping lists, etc. • Preparing for new lessons • Complete unfinished classwork • Participate in activities and projects as requested • Practice skills in Physical Education, Talent subjects (Dance, Yoga, Music, Fine Arts) • Develop skills in gathering information for personal projects. • Develop skills in managing personal time after school

GRADE	TIME	ACTIVITIES
Grade 6 – 7	75 minutes per day	<ul style="list-style-type: none"> • Complete homework assignments, work on unfinished projects from class, prepare for new lessons, take notes on lessons, self-assess and evaluate the content learned in class, read or study, gather and analyze data, and practice new skills • Practice skills in Physical Education, Talent subjects (Dance, Yoga, Music, Fine Arts) • Maintain the habit of reading books, develop reading habits, develop skills to evaluate information collected from magazines, newspapers, news reports, gather and evaluate information for personal projects (short-term, long-term) • Practice essay writing skills, research skills
Grade 8 – 9	90 minutes per day	<ul style="list-style-type: none"> • Complete homework assignments, work on unfinished projects from class, prepare for new lessons, take notes on lessons, self-assess and evaluate the content learned in class, read or study, gather and analyze data, and practice new skills • Practice skills in Physical Education, Talent subjects (Dance, Yoga, Music, Fine Arts) • Maintain the habit of reading books, develop reading habits, develop skills to evaluate information collected from magazines, newspapers, news reports, gather and evaluate information for personal projects (short-term, long-term) • Practice essay writing skills, research skills • Set goals and study plans for talent programs

GRADE	TIME	ACTIVITIES
Grade 10	02 hours per day	<ul style="list-style-type: none"> • Complete homework assignments, work on unfinished projects from class, prepare for new lessons, take notes on lessons, self-assess and evaluate the content learned in class, read or study, gather and analyze data, and practice new skills • Practice skills in Physical Education, Talent subjects (Dance, Yoga, Music, Fine Arts) • Enhance the skills to evaluate information collected from magazines, newspapers, news reports, gather and evaluate information for personal projects (short-term, long-term) • Improve the skills in writing different types of essays • Determine goals and study plans for talent programs=
Grade 11 – 12		<ul style="list-style-type: none"> • Complete homework assignments, work on unfinished projects from class, prepare for new lessons, take notes on lessons, self-assess and evaluate the content learned in class, read or conduct research, gather and analyze data, and practice new skills • Practice skills in Physical Education, Talent subjects (Dance, Yoga, Music, Fine Arts) • Enhance the skills to evaluate information collected from magazines, newspapers, news reports, gather and evaluate information for personal projects (short-term, long-term) • Improve personal time management skills

Responsibilities regarding homework assignments

Responsibilities of the Board of Principals

- Develop and implement methods to help students easily access homework assignments that are aligned with the curriculum and the school's teaching and activity plans, with consultation from parents, school staff, and approval from the Board of School. The plan includes general guidelines for parents and school staff to support and assist students.
- Ensure consistency in the content of homework assignments based on students' learning outcomes and research.
- Regularly communicate with students and parents about homework regulations.
- Support teachers in managing students who consistently fail to complete homework assignment

Responsibilities of Subject Teachers

Teachers have the following responsibilities:

- Inform parents and students about the homework requirements at the beginning of the school year.
- Assign homework that is appropriate for the students' abilities.
- Guide and advise students on the amount of time needed for homework.
- Communicate with parents and homeroom teachers when any issues arise.
- Assign homework related to the lessons that students have been instructed in class.
- Mark and provide feedback on students' homework.

Responsibilities of the homeroom teacher/co-teacher:

- Help parents understand the content that students are learning.
- Monitor and track cases of students who consistently fail to complete homework assignments.
- Keep records of homework assignments.
- Correct and provide feedback on students' homework.
- Address questions and concerns from parents.

Student responsibilities for homework assignments:

- Understand the objectives of the homework.
- Complete and submit assignments when required by the teacher.
- Regularly use a diary or document to keep track of homework assignments.
- Prepare for the lesson before coming to class.
- Ensure accurate and complete communication between the school and the family (e.g., receipts, notes, permission slips).
- Seek help and exchange with teachers and family when encountering difficulties with homework assignments.

EXPECTED COMPETITIONS FOR THE ACADEMIC YEAR 2023-2024

NO	Competition name	Expected time	Notes
1.	The Wharton Global High School Investment Competition 2023	August, 2023	Grade 9 – Grade 12
2.	Short Film Festival	October, 2023	House System Challenge
3.	Writing Champions	November, 2023	House System Challenge
4.	International Mathematical Assessment for Schools IMAS	January, 2024	
5.	CREST International Spell Bee Winter	January, 2024	Grade 1 – Grade 8
6.	TEDxTalk@WASS	January, 2024	
7.	International Letter-Writing Competition for Young People 2024	January, 2024	
8.	Debate Champions	February, 2024	House System Challenge
9.	VioEdu Arena	February, 2024	Primary
10.	VEX World Championship 2024	March, 2024	
11.	All Stars Fest 2024	March, 2024	House System Challenge
12.	World Scholar's Cup 2024	March, 2024	
13.	Chicago International Music Competition 2024	March, 2024	
14.	International Kangaroo Mathematics Competition IKMC 2024	March, 2024	
15.	Science Without Borders Art Challenge	Annual March	
16.	Battle of the Bands 2024	April, 2024	Interschool
17.	Soccer Tournament 2024	May, 2024	Interschool
18.	Southeast Asian Mathematical and Science Olympiad SEA 2024	June, 2024	
19.	United States Olympiad in Science USO 2024	June, 2024	

20.	Universal Mathematical Olympiad UMO 2024	June, 2024	
21.	Pacific Islands Mathematics and Science Olympiad PIMSO 2024	June, 2024	
22.	Filipino Mathematical Olympiad FMO	June, 2024	
23.	Universal Critical Thinking Olympiad UCTO 2024	July, 2024	
24.	Asian Regional Olympiad in Informatics and Programming for Exchanges ASIARPE 2024	July, 2024	
25.	Robotacon WRO 2023 - 2024	July, 2024	
26.	Vietnam Economics Olympiad		Grade 10 – Grade 12

TEACHING APPLICATIONS AT SCHOOL

TURN-IT-IN Essay Checking Software (Plagiarism Checker)

Turn-It-In does not actually check for plagiarism in students' submitted essays. The system checks the content submitted by students based on its database, and if a student's writing is found to be similar or matching with any of the sources in the system, it flags this for the teacher to review. The database includes billions of web pages: both current content and archived material from the internet, a repository of works previously submitted to Turnitin by other students, and a collection of documents, including thousands of journals and periodicals.

It is completely natural for an assignment to match with some databases in the system. If a student has used quotation marks and proper referencing, there may be cases where the system finds a relevant result, and that is perfectly fine! Similarity is simply highlighting any matching areas in a student's work so that your teacher can use it as an investigative tool to determine whether the match is acceptable or not.

The Similarity Report provides a summary of matching or highly similar text found in a submitted paper. When there is a Similarity Report to view, a percentage score of similarity will be provided. Incomplete similarity checks will be indicated by a gray-colored icon.



Microsoft Office (Word, Excel, Powerpoint)

Introduction: Microsoft Office is a suite of office productivity applications. Currently, the School is implementing basic computer knowledge combined with teaching basic office skills such as word processing with Microsoft Word, data processing and information gathering with Microsoft Excel, and creating presentations with Microsoft PowerPoint.

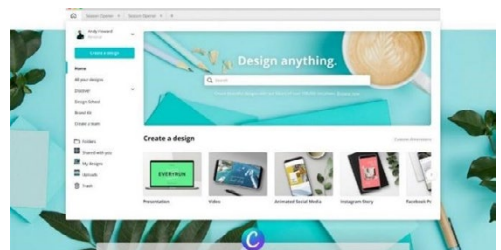
Applied to Pre – Grade 2



Canva

Introduction: Canva is a simple graphic design application. Students will learn basic design principles, image editing, and it will support presenting their academic projects.

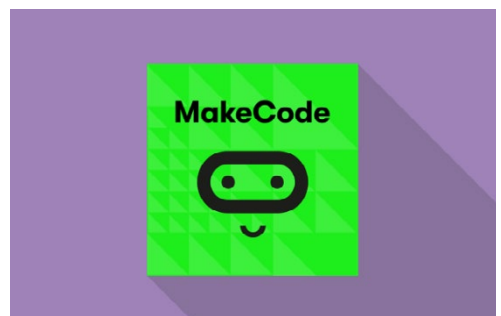
Applied to Pre – Grade 5



Microsoft Makecode

Microsoft MakeCode is a platform designed to help students get familiar with programming, learn basic concepts of computer science, and provide a simple and intuitive programming interface. When combined with the Micro:bit microcontroller, it allows students to apply technology to real-life projects.

Applied to grades 3-7.



Scratch 3.0

Introduction: Scratch is the name of a programming language developed by the Massachusetts Institute of Technology (MIT) in the United States. In the Technologies subject, students will become familiar with programming concepts, algorithms, and algorithmic thinking in order to create animations and games.

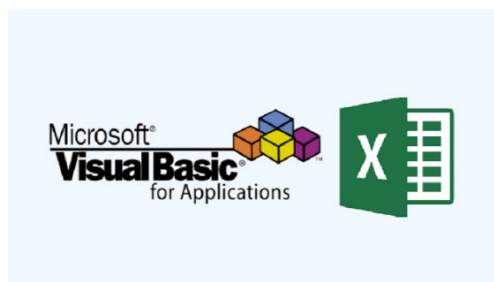
Applied to grades 3 and 4.



VBA

Introduction: VBA (Visual Basic for Applications) is a programming language integrated into office applications. Students will learn how to organize data, information, explore computer science, functions, commands, and develop computational thinking in programming.

Applied to grades 5.



Visual Studio Code

Introduction: Visual Studio Code is a lightweight but powerful source code editor developed by Microsoft. It can be deployed on Windows, MACOS. It comes with many powerful library integration support like Python, JavaScript, C#, C++. Students will have access to powerful, easy-to-use and learn advanced programming languages.

Applicable to Year 6 – Year 10



CorelDRAW

Introduction: CorelDRAW is a vector graphics editor developed by Corel Corporation. Students are guided to use the software to design products according to their own creativity.

Applicable to Year 9 – Year 11



Arduino

Introduction: Arduino is an open-source software (IDE) that helps students easily program and combine with electronic circuit boards. Students will apply the knowledge of C programming language and build IoT applications.

Applicable to Year 9 – Year 11



VEXcode IQ

Introduction: VEXcode IQ is a software used to program a VEX IQ IRobot. Through the knowledge they have learned, students can think logically and program robots to complete challenges.

Applicable to Year 8



VEXcode IQ

EV3 Classroom & LEGO Mindstorms EV3

Introduction: EV3 Classroom is the LEGO Mindstorms EV3 programming software. Students learn how to program and control Robot to complete challenges.

Applicable to Year 4 – Year 6



Wedo software & LEGO Education Wedo 2.0

Introduction: Wedo is programming software for LEGO Education Wedo 2.0. Students will be equipped with knowledge of Science, Technology, Mathematics, Art, Engineering and Programming to complete challenges with the support of Robot.

Applicable to Preschool – Year 3



Fusion 360

Introduction: Fusion 360 is a software specializing in designing 3D, CAD, CAM products to support the implementation of student's projects. Students have access to new technologies that can simulate models in detail according to their ideas.

Applicable to Year 11



Ultimaker 3D

Introduction: Ultimaker 3D is a 3D printing software. Students can import designed 3D files into the software to adjust the specifications during the 3D product printing process.

Applicable to Year 9 – Year 11



Tinkercad

Introduction: Tinkercad is an application to create 3D designs. With the knowledge of 3D designs, students will develop their creativity, imagination and basic technical design skills.

Applicable to Year 3 – Year 5



Audacity

Introduction: Audacity is an audio editing and processing software. In addition to the knowledge of programming, computational thinking, the Technology subject also equips students with knowledge of graphics and sound editing. Students will learn about the knowledge of editing and processing sound such as cutting, inserting, recording.

Applicable to Year 7



Kodular

Description: Kodular is a simple and easy-to-use Android app. However, it still requires interface design and thinking skills. With the knowledge equipped, students can make an application product on the phone with their own ideas.

Applicable to Year 10 – Year 11



Spike & LEGO Spike Prime

Introduction: Spike is programming software for Robot LEGO Spike Prime. Students will learn about assembling and automatic robot programming to complete challenges, as well as solve problems in LEGO Competitions.

Applicable to Year 7



Music Platform: Quaver

QuaverEd is an internationally recognized online platform built for Pre-K-8. QuaverMusic is one of the four educational products of QuaverEd and is designed to provide students with a Happy Education.



Digital library JSTOR (jstor.org)

- JSTOR is a digital library of academic journals, ebooks, and images. Students can explore a variety of academic content with additional research tools.
- JSTOR contains the full text of more than 2,600 journals from 1,200 publishers with the publication dates from 1665 to 2015 (for some books). The journals are available in more than 75 fields of humanities, social science, science and mathematics.
- JSTOR contains more than 85,000 e-books from academic publishers. E-books are like magazines allowing unlimited use and download of DRM-free chapters in PDF format.
- JSTOR provides millions of primary resources with four collections, supports research and teaching in humanities, social science, science and provides free access to a variety of images from the special collections of libraries, museums around the world.

At the beginning of the school year, high school students will be instructed on how to sign up for an account and how to use JSTOR. They can also download documents from JSTOR via wireless internet connection at school. For more information about JSTOR, parents and students can visit the website <https://guides.jstor.org/how-to-jstor/searching>.







Western Australian
International School System

Kindergarten campuses

260 Dien Bien Phu St., Vo Thi Sau Ward, Dist.3, HCMC

35 Nguyen Huu Canh St., Ward 22, Binh Thanh Dist., HCMC

Cơ sở Mầm Non

260 Điện Biên Phủ, P. Võ Thị Sáu, Q.3, TP.HCM

35 Nguyễn Hữu Cánh, P. 22, Q. Bình Thạnh, TP.HCM

Primary, Middle And High School campuses

43 Nguyen Thong St., Vo Thi Sau Ward, Dist. 3, HCMC

84 Ba Huyen Thanh Quan St., Ward 9, Dist. 3, HCMC

157 Ly Chinh Thang St., Vo Thi Sau Ward, Dist. 3, HCMC

Cơ sở Tiểu Học, THCS & THPT

43 Nguyễn Thông, P. Võ Thị Sáu, Q.3, TP.HCM

84 Bà Huyện Thanh Quan, P.9, Q.3, TP.HCM

157 Lý Chính Thắng, P. Võ Thị Sáu, Q.3, TP.HCM