



AIS-INDONESIA POLICY MANUAL
PARENT EDITION



AIS- INDONESIA POLICY MANUAL
TABLE OF CONTENTS

1. Introduction	Page
(a) School Legal Status	5
(b) Vision	5
(c) Mission	5
(d) Core Beliefs, Values and Commitments	5
(e) School Organisational Chart	6
(f) School Year & Academic Calendar	7
2. Administration	Page
(a) The Yayasan Board	7
(i) Purpose	
(ii) Members	
(iii) Strategic Plan	
(b) Business Manager	8
(c) Principal	9
(d) Education Consultant	10
(e) Heads of Campus (Vice Principal)	11
(f) Campus Improvement Plans	14
3. Academic Staff	Page
(a) Expatriate Teachers & Specialists	15
(i) Employment Criteria	
(ii) Recruitment and Background Checking	
(iii) Job Descriptions	
(b) Local Teachers & Specialists	19

(i) Employment Criteria	
(ii) Job Description	
(c) Local Teaching Assistants and Learning Support Assistants	21
(i) Employment Criteria	
(ii) Job Description	
(d) Part-Time Teaching	23
4. Parents	Page
(a) Introduction	25
(b) Community Code of Conduct	25
(c) Formal Complaint Procedures	27
(i) Our school's values	
(ii) Concerns and complaints covered by procedures	
(iii) Expectations	
(iv) Lodging a formal complaint	
(v) Help with raising concerns or complaints	
(vi) Managing parent concerns and complaints information	
(vii) Addressing concerns or complaints	
(viii) Remedies	
(ix) Communication	30
(d) Parent Opinion Survey	30
(e) Parents and Friends Association	35
(f) Campus Advisory Council (CAC)	
(i) Role	
(ii) Communication	
(iii) Membership & Meeting Procedures	

(iv) Code of Conduct	
(v) Elections	
5. Admissions	Page
(a) Admissions Procedure	43
(b) Enrolment	48
(c) Appendix	49
(d) Fee Information	50
6. Students	Page
(a) Student Code of Conduct	53
(b) Learner Profile	54
(c) Non-Discrimination	56
(d) Child Protection	56
(e) First Aid	63
(f) Emergency Procedures	64
(i) Evacuation	
(ii) Lockdown	
(g) Accident Insurance	66
(h) Swimming and Water Safety	66
(i) Definitions	
(ii) Procedures	
(iii) Risk Assessment	
(i) Anti-Bullying	74
(i) Definitions	
(ii) Actions against Bullying	
(iii) Procedures and Consequences	
(iv) Advice to Staff if Bullying is Reported	
(j) Substance Abuse	77
(k) Bereavement	77

(l) Academic Honesty	78
7. Curriculum	Page
(a) Principles of Teaching and Learning	79
(b) Early Years	80
(i) Philosophy	
(ii) Teachers and Teaching Assistants: Roles and Responsibilities	
(iii) Early Childhood Students	
(iv) Our Learning Environments	
(v) Focus of Early Childhood Programs	
(vi) Play Based Learning	
(vii) Learning Opportunities	
(viii) Communicating and Reporting to Parents	
(c) Primary	86
(d) Secondary	87
(i) Years 7 to 10	
(ii) Years 11 and 12	
(e) Curriculum Coordination	87
(i) Inquiry-Based Approach	
(ii) Australian Curriculum	
(iii) Reading and Writing	
(f) Inclusive Learning Support	88
(i) Introduction	
(ii) The Inclusive Philosophy	
(iii) Assessment and Placement	
(iv) Support Services Centre (Jakarta)	
(v) Developing an Individual Learning Plan (IEP)	
(g) English as Another Language (EAL)	100
(h) Information and Communication Technology	102
(i) General	

(ii) Student Learning	
(iii) Teaching	
(iv) Data Management & Communication Processes	
(v) Technical Support	
(vi) User's Guide	
(i) Assessment	112
(j) NAPLAN	113
(k) Reporting	114
(l) Extra-Curricular Activities	114
(m) Academic Calendar, Timetables & Schedules	114
(n) Resources	115
(o) Excursions, Day Trips and Camps	115
8. Financial Management	Page
(a) Campus Recurrent Budgets	124
(b) Capital Budget	125
(c) School Fees	125
(i) Non-Payment	
(ii) Financial Assistance	
(d) Accounting & Reporting	126
(e) Insurance	127
9. Business Management	Page
(a) Facilities	127
(i) Swimming Pool Safety Plan	
(ii) External Hire of Facilities	
(b) Information and Communication Technology (ICT)	130
(c) Security	130
(d) Personnel	132

(e) Transport	133
(f) Maintenance	133
(g) Marketing	134
(i) Marketing Strategy Plan	
(ii) Website	
(h) Catering	135
10. Inter-Organisational Relationships	Page
(a) Council of International Schools (CIS)	135
(b) Education and Training Directorate (ACT)	135
(c) International Baccalaureate Organisation (IBO)	136
(d) Australian Curriculum, Assessment and Reporting Authority (ACARA)	136
(e) Australian International Schools Association (AISA)	136
(f) Local Inter-School Organisations (JASIS, BSSA)	137
(g) Partnerships with Australian Schools	137



1. Introduction

Policies articulate the schools position, provide a framework for action and ensure a consistent approach to our day to day activities and decision making. The purpose of this manual is to define in more detail those matters of policy relating to the operation of the School. The manual is intended as a working document providing the framework within which the Yayasan Board, Principal, Heads of Campus and employees carry out the responsibilities entrusted to them. AIS Indonesia is committed to implementing policies that:

- set clear parameters within which day to day operational decisions can be made;
- manage strategic and operational risk;
- further the achievement of the schools strategic goals;
- are managed in a systematic and consistent manner.

Each school community member will be provided with access to a read-only version of the manual linked to the school website. All current policies and practices outlined in the manual are approved by the Yayasan Board. Existing policies may not be altered and new policies may not be introduced without the prior approval of the Yayasan Board.

(a) School Legal Status

The school was legally established in 1996 as a not-for-profit

foundation (known in Indonesia as a “Yayasan”) and is bound by a regulatory framework administered by the Indonesian Ministry of Justice. The school is licensed to operate by the Indonesian Department of Education (DIKNAS). The school must also ensure compliance with Department of Immigration, Department of Labour (Manpower) and Taxation Office regulations.

(b) Vision

The vision of AIS is for our students to become confident, capable and socially aware global citizens who will contribute meaningfully to the communities in which they choose to live and work.

(c) Mission

Our mission is to achieve this through the provision of high quality, inclusive learning experiences differentiated to meet individual needs.

We support student learning with excellent teachers equipped with up to date teaching materials and technological resources.

Learning takes place in an atmosphere of respect and support where we acknowledge and celebrate our differences and encourage empathy, compassion, understanding and respect for human dignity.

Our graduates will have the skills, knowledge, values and attitudes needed to make a positive contribution to the international community.

(d) Core Beliefs, Values and Commitments

In accordance with our mission statement, our school has distilled a



number of core beliefs, values and commitments which comprise the cornerstones of daily operation as an inclusive international school; we remain committed to these core beliefs understanding that they have made us what we are, and confident that they will continue to guide our development and success in the future.

In particular, we believe that:

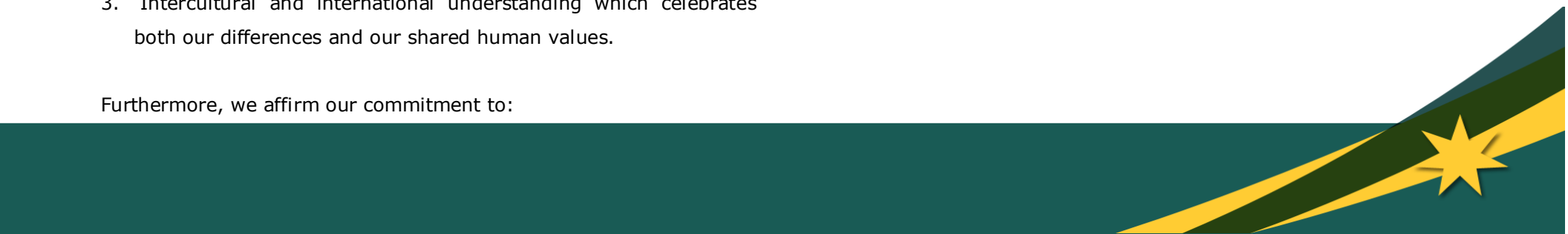
1. Every child has the right to learn in an inclusive, caring and safe environment that is responsive to each individual's needs.
2. Both mainstream students and those with special learning needs benefit from integrated and shared learning experiences.
3. Information technology is an integral component of modern classrooms which has the potential to increase student engagement while improving learning outcomes.

As a consequence of these core beliefs, we place particular value on:

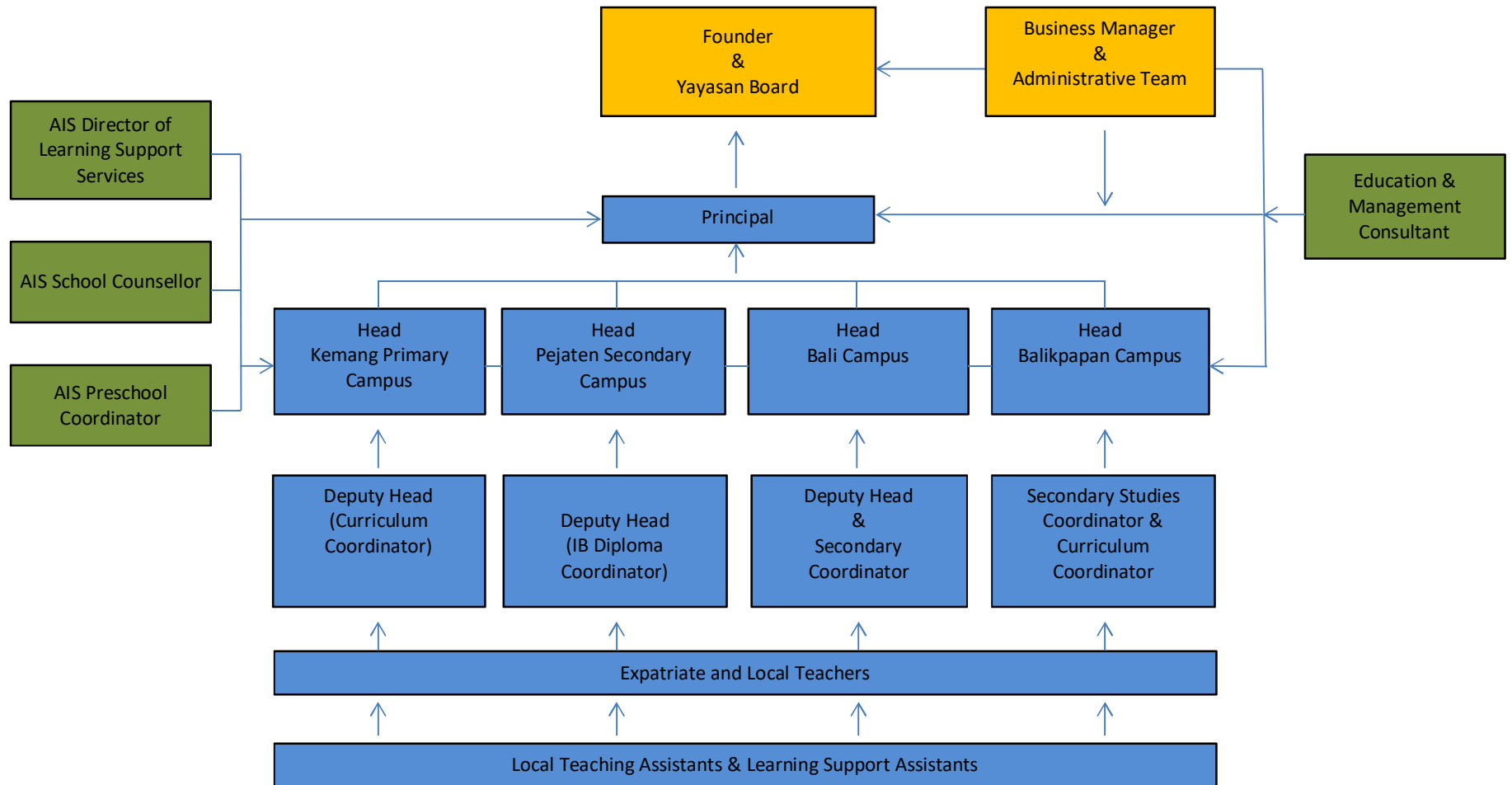
1. Australian curriculum, teaching methodology and an egalitarian approach to school organisation.
2. Every member of our school community playing a role in each child's education.
3. Intercultural and international understanding which celebrates both our differences and our shared human values.

Furthermore, we affirm our commitment to:

1. Develop strong links with local schools and to support initiatives designed to improve awareness of international educational standards.
2. Protect our local environment and to educate children about the need to work towards an environmentally sustainable future.



(e) School Organisational Chart



(f) School Year and Academic Calendar

The school year will consist of between 180 and 185 days when school is actually in session. The school year will normally begin in January and is divided into two semesters and four terms of approximately equal length. The academic calendar for the next school year will be based on the pattern of the previous year and developed in a collaborative process that involves the Principal and Heads of Campus.

Provision must be made for all Indonesian Government gazetted public holidays and sufficient time must be allowed for local staff to travel to their kampung and return for Idul Fitri at the conclusion of Ramadan. The academic calendar for the next school year should be determined by the end of August in the preceding year.

Most school terms commence with at least one student-free teacher planning and preparation day. The start of each academic year will commence with several student-free teacher planning and preparation days including a 2 day induction program for teachers newly appointed to AIS.

2. Administration

(a) The Yayasan Board

Established in 1996, the Yayasan Sekolah Australia Indonesia (YSAI) is responsible for overseeing the legal and financial management

of the school as well as relations with the Indonesian Government.

(i) Purpose

The purpose of the YSAI as determined by the founders and recorded with the Indonesian Ministry of Justice is as follows;

- Setting up and manage Australian International Schools in the Jakarta region;
- Setting up and licensing Australian International Schools in greater Indonesia;
- Promoting Australian education throughout Indonesia and Asia by entering into agreements with other organizations in Asia with a similar purpose to share resources, ideas and educational or sporting fixtures;
- Setting up model programs apart from international schools which promote special needs programs or teaching in special needs programs;
- Entering into agreements with other organizations in setting up early intervention programs for students with special needs or to provide access to professional development on a cost sharing basis;
- Working closely with the Indonesian Government to build skills in Indonesia in the teaching of special needs;
- Working closely with the Indonesian Government to build skills in Indonesia in the teaching of Australian methodology and pedagogy;



(ii) Members

It is the role of Board members to ensure good governance, financial accountability and effective administration.

Board members must have no substantial financial or other interests that conflict with the interests of the School. It is the responsibility of individual Board Members to make known to the Chairperson of the Board any circumstances that could involve a potential conflict of interest between themselves and the School.

Board members and advisers are appointed on the basis of their commitment to AIS aims and ideals and their ability to contribute to its welfare and growth.

(iii) Strategic Plan

The work of the Yayasan Board is informed by the five year Strategic Plan. The current Strategic Plan covers the period 2013-18. It reaffirms core commitments and then establishes curriculum priorities, current and prospective enrolments, current assets and liabilities, planned future developments and funding options.

(b) Business Manager

The AIS Business Manager is appointed by the Yayasan Board and is responsible for all administrative services, business processes and infrastructure. The Business Manager works with the Principal and Heads of Campus to ensure that the administrative team completes all tasks necessary for the school to meet its obligations under Indonesian law and at the same time supports the school's educational program.

The Business Manager, together with the Yayasan Board and Principal, appoints the Chief Accountant, IT Manager, Personnel Manager, Finance Director, Purchasing Manager and the Marketing/Admissions Director.

General Work Expectations

It is expected that the Business Manager will,

- Embark on courses of action designed to enhance the provision of administrative services, improve organisational arrangements and build the capacity of AIS-Indonesia for further growth.
- Represent the school at meetings with Indonesian Government authorities designed to further the mission and vision of AIS-Indonesia.



- Meet and communicate regularly with the Chief Accountant, IT Manager, Head of Security, Personnel Manager and the Marketing Manager.
- Regularly report to the AIS Founder and Yayasan Board.

Specific Duties

- Provide information and updates for the Yayasan Board;
- Recruit staff as required to deliver administrative services;
- Liaise with the Personnel Officer when assisting staff members on any matter relating to provisions of Local Contracts;
- Regularly consult with the Chief Accountant to ensure that Administration-related expenditure is on target and that all recurrent budget processes requiring financial transactions are being correctly implemented;
- Work with the AIS Principal to ensure the adequate provision of administrative support;
- Supervise the provision of office administration, transport, maintenance, gardening, cleaning and security services;
- Work with the Head of Security and local authorities to ensure the safety of each AIS campus;
- Supervise minor and major works to be carried out at each campus;
- Liaise with architects and consultants in respect of school development plans;
- Provide reports and advice to the Yayasan Board as required.

(c) Principal

The AIS Principal is appointed by the Yayasan Board and will work with the AIS-Indonesia Education Consultant, Business Manager, Finance Director, Chief Accountant, IT Manager, Personnel Manager and the Marketing/Admissions Director to ensure that the academic program is being effectively and efficiently delivered.

General Work Expectations

It is expected that an AIS Principal will,

- Develop strategic plans or propose courses of action designed to enhance the educational programs offered, improve organisational arrangements and build the capacity of AIS-Indonesia for further growth.
- Represent the school at meetings of Principals, with government authorities and NGO's seeking arrangements or partnerships that further the mission and vision of AIS-Indonesia.
- Meet and communicate regularly with parent associations, representatives and CAC members.
- Regularly report to the AIS Founder and Yayasan Board.

Specific Duties

- Provide information and updates for the AIS-Jakarta Campus Advisory Council;



- Administer the AIS-Indonesia Professional Development program;
- Recruit AIS-Jakarta teachers required to deliver the educational program or services offered and approve all offers or employment;
- Promote effective dialogue between Heads of Campus so that their management of each campus is consistently reflects the AIS-Indonesia mission
- Regularly consult with the Director of Finance to ensure that the AIS-Jakarta recurrent budget is on target and that all recurrent budget processes requiring financial transactions are being correctly implemented;
- Work with the AIS-Indonesia Business Manager to ensure the adequate provision of administrative support;
- Liaise with the Personnel Manager when assisting staff members on any matter relating to provisions of the Fixed Term Employment Agreement or Local Contracts;
- Coordinate the Head of Campus selection process and put forward recommendations to the Yayasan Board;
- Recruitment of cross-campus personnel (e.g. LS Director, School Counsellor);
- Coordinate the school's evaluation and accreditation by international organisations such as CIS, EARCOS and the IBO

- Regularly consult with the Admissions and Marketing Director and jointly develop strategies that promote the school with a view to maintaining and increasing enrolments;
- Monitor the AIS-Indonesia curriculum framework to ensure compliance by each campus;
- Provide reports and advice to the Yayasan Board as required.

(d) Education Consultant

The AIS Education Consultant is appointed by the Yayasan Board to provide advice and support to the Yayasan Board, Principal and Heads of Campus consistent with AIS-Indonesia policy and practice.

General Work Expectations

It is expected that the Education and Management Consultant will,

- Ensure that the Heads of Campus manage the day to day operations of a school in accordance with AIS-Indonesia policy and practice;
- Assist the Principal to ensure that support services are being effectively delivered at each campus;
- Provide advice on the development of an annual recurrent budget for each campus and work with each Head of Campus to ensure that inflow and expenditure targets are achieved;
- Assist the Principal with the development of Campus Improvement Plans or propose courses of action designed to



enhance the educational programs offered, improve organisational arrangements or build the capacity of AIS-Indonesia for further growth.

- Regularly report to the AIS Founder and Yayasan Board.

Specific Duties

- Provide information and updates for the Yayasan Board;
- Assist Heads of Campus in recruiting teachers required to deliver the educational program or services offered
- Assist with the organisation of the Professional Development program;
- Regularly consult with the Director of Finance to ensure that campus recurrent budgets are on target and that all recurrent budget processes requiring financial transactions are being correctly implemented;
- Support the school's evaluation and accreditation by international organisations such as CIS, EARCOS and the IBO.
- Assist the Principal and Admissions/Marketing Director in the development of strategies that promote the school with a view to maintaining and increasing enrolments;
- Liaise between the school's architects, educational leaders and Yayasan Board to ensure that future building projects and development of facilities reflect academic needs;
- Regularly communicate matters of whole school interest to all staff via the e-newsletter Education Bytes;

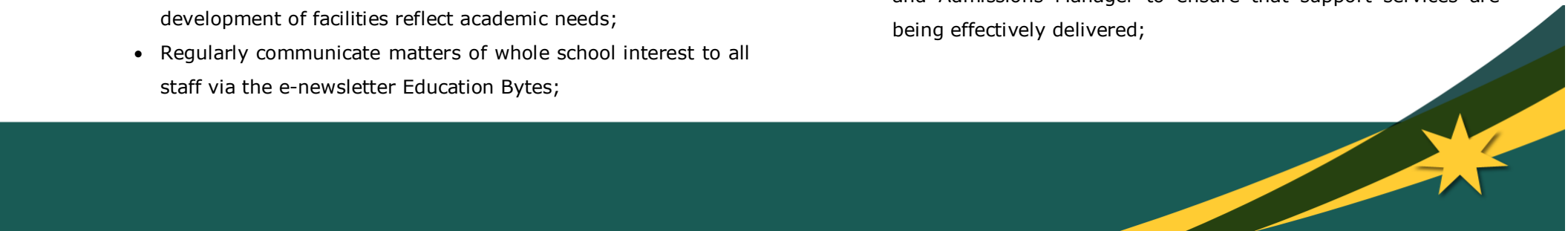
- Provide reports and advice to the Yayasan Board as required.

(e) Heads of Campus (Vice Principal)

A Head of Campus (Vice Principal) is appointed by the Yayasan Board, on the advice of the AIS Principal and Educational Consultant, to manage the day to day operations at an AIS-Indonesia campus. The Head of Campus works in collaboration with the AIS Principal and Educational Consultant who will provide advice and support consistent with AIS-Indonesia policy and practice.

General Work Expectations

- Manage the day to day operations of a campus in accordance with AIS-Indonesia policy and practice;
- Build and maintain effective teams and develop cooperative working relationships that promote excellence in all teaching and learning programs;
- Promote effective communication and open dialogue between teachers, parents and students;
- Work in close cooperation with the AIS Principal, Education Consultant, Business Manager, Chief Accountant, IT Manager, Administration Manager, Personnel Officer and the Marketing and Admissions Manager to ensure that support services are being effectively delivered;



- Assist in the development of an annual school recurrent budget and work to ensure that inflow and expenditure targets are achieved;
- Provide educational leadership that inspires the confidence of the school community.

Specific Duties

- Collaboratively develop, monitor and evaluate the annual Campus Improvement Plan;
- Provide regular reports to the AIS Principal and Campus Advisory Council;
- Recruit and employ teachers, teaching assistants, specialists and other personnel required to deliver the educational program and services offered at the campus;
- Develop and deliver a program of Professional Development activities including orientation and induction programs for new staff;
- Monitor individual teaching programs and units of work to ensure compliance with the agreed AIS-Indonesia curriculum framework.
- Systematically evaluate the performance of teachers and teaching assistants;
- Ensure that the provision of Information & Communication Technology is consistent with the needs of teachers, students and administrative staff;

- Establish appropriate student welfare and behaviour management protocols and practices;
- Positively engage with, support and empower the school's various parent forums;
- Regularly consult with the Chief Accountant to ensure that the recurrent budget is on target and that all processes requiring financial transactions are being correctly implemented;
- Work with the Business Manager to ensure that the school buildings and facilities are well maintained and serviced as required;
- Liaise with the Personnel Officer when assisting staff members on any matter relating to provisions of the Fixed Term Employment Agreement;
- Determine applications for staff leave;
- Regularly consult with the Admissions and Marketing Manager and jointly develop strategies that promote the school with a view to maintaining and increasing enrolments;
- Coordinate and chair regular meetings of the Campus Advisory Council.

(f) Campus Improvement Plans

The Campus Improvement Plan (CIP) for each academic year is prepared early in Term 1 by the Head of Campus in collaboration with the Principal and Education Consultant. Using a standard template,



measurable objectives are recorded. The plan then guides campus-based budgetary and administrative decision-making. Progress indicators relating to each objective are monitored throughout the year by the Principal and Education Consultant.

The plan requires the development of objectives broadly aligned with the following areas of leadership responsibility as identified by the Australian Institute of Teaching and School Leadership (AITSL);

1. Leading teaching and learning

- (a) Promoting effective teaching
- (b) Collaborative planning
- (c) Student participation and leadership
- (d) Monitoring effectiveness of learning

2. Developing self and others

- (a) Appraisal and feedback
- (b) Professional development and training

3. Leading improvement, innovation and change

- (a) Curriculum initiatives
- (b) Updating information and communication technology
- (c) Development of facilities

4. Leading the management of the school

- (a) Maintaining a safe and supportive environment
- (b) Distributing leadership
- (c) Administration personnel and procedures

5. Engaging and working with the community

- (a) Positive engagement with parent bodies
- (b) Promotion of global citizenship and intercultural understanding



Campus Improvement Plan

Template (Updated: January, 2017)

Leadership Responsibility (AITSL)	Focus Area	2017 Objectives	Specific Actions	Personnel Involved	Achievement Date	Success Indicators
1. Leading teaching and learning	(a) Promoting effective teaching					
	(b) Collaborative planning					
	(c) Student participation and leadership					
	(d) Monitoring effectiveness of learning					
2. Developing self and others	(a) Appraisal and feedback					
	(b) Professional development and training					
3. Leading improvement, innovation & change	(a) Curriculum initiatives					
	(b) Updating ICT					
	(c) Development of facilities					
4. Leading the management of the campus	(a) Maintaining a safe and supportive environment					
	(b) Distributing leadership					
	(c) Administration personnel & procedures					
5. Engaging and working with the community	(a) Positive engagement with parent bodies					
	(b) Promotion of global citizenship & intercultural understanding					



3. Academic Staff

(a) Expatriate Teachers & Specialists

To deliver a world-class education, we need excellent people on our team. Our strength is our staff. We are a multi-cultural team that respects diversity, rewards outstanding achievements and is committed to excellence in whatever we do.

(i) Employment Criteria

Since 2007 AIS has only employed fully qualified (a 3 year undergraduate degree and a 1 year teaching qualification or equivalent) expatriate teachers and specialists. In late 2011 Indonesian Government regulations were amended and now require that all expatriate teachers must also have 5 years approved teaching experience and that Heads of Campus/Principal must hold a Master's degree. By government regulation no expatriate teacher, specialist or school leader over the age of 60 years may be employed. All Australian expatriate teachers must be registered with a State Teacher Registration authority. Any expatriate teacher without Australian registration must be a native English speaker (or equivalent), be eligible for registration or licensing in their home country and have a Working with Children clearance or a current Indonesian Police Check.

Our school's mission requires all teachers to be committed to an inclusive school culture. It is a condition of teaching at our school that you must be

- Prepared to have students in your class or activity with a range of language and learning abilities.
- Aware of the Individual Education Plans (IEPs) of any learning support students in your class.
- Able to differentiate all aspects of your teaching from planning to delivery to assessment to reporting in order to meet the needs of all students in the class and the IEPs of learning support students.
- Aware that that the School Leadership and Support team will provide personnel to assist you wherever possible.
- Ready to work positively with the assigned Learning Support Assistant (LSA) to further the learning of those students with learning support needs.
- Prepared to promote the AIS-Indonesia culture of inclusion.

AIS-Indonesia always looks for well-rounded professional teachers who are independent, resilient, adventurous, have a strong team-based approach, a gentle sense of humour, adapt well to new situations and who place a high priority on the school and their teaching assignment.

(ii) Recruitment and Background Checking

Recruitment of teachers is primarily a responsibility of Heads of Campus but offers of employment may not be made without the prior approval of the Principal.



Heads of Campus must identify vacancies to be advertised after taking into consideration the requirements of the teaching program, the subjects and levels that can be taught by on-going staff and the funds available for the employment of teachers as specified in the annual Campus Recurrent Budget. The Education Consultant can be asked to provide assistance in advertising vacancies, interviewing candidates, carrying out background checks or assessing the suitability of the employment options available.

The Recruitment Process

Once a vacancy has been identified, the Head of Campus must prepare a Job Description that includes the proposed teaching duties (e.g. Year 3 Primary Teacher, Mathematics 7-10 etc.). When given the all clear by the Principal, the Head of Campus must inform the Personnel Manager that a recruitment process has commenced.

Vacancies are advertised by;

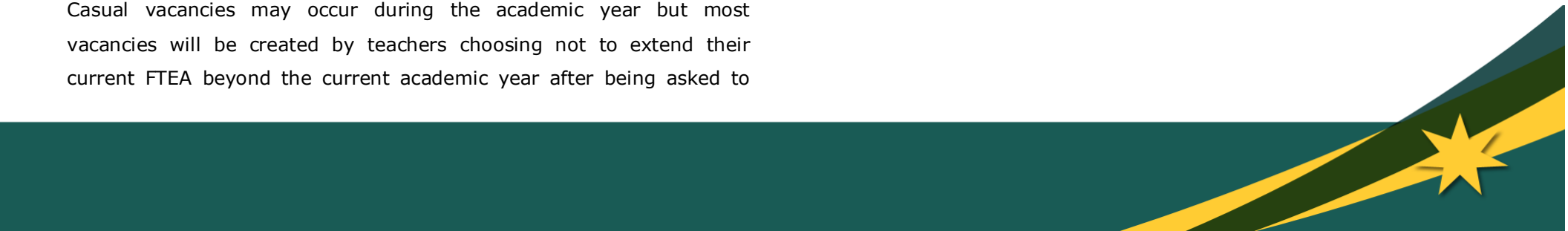
- placement on the "Employment" page of the AIS-Indonesia website,
- notifying preferred international teacher recruitment agencies,
- use of online recruitment websites such as MyCareer and SEEK.

Casual vacancies may occur during the academic year but most vacancies will be created by teachers choosing not to extend their current FTEA beyond the current academic year after being asked to

indicate their intentions in accordance with the annual Recruitment Timeline (see example below):

- Term 3 - Week 2 Letters to all current expatriate staff with an expiring FTEA.
- Term 3 - Week 4 Deadline for current expatriate staff with an expiring FTEA to indicate a firm intention to seek a new contract.
- Term 3 - Week 4 Letters of Offer to current staff.
- Term 3 - Week 5 Advertisements placed on the AIS Website and Recruitment agencies contacted.
- Term 3 - Week 5 Closing date for Application, Covering Letter and Curriculum Vitae to be lodged.
- Term 4 - Week 7 Deadline for Letters of Offer to successful applicants and all appointments.

Teachers wishing to transfer between campuses must seek the approval of their own Head of Campus and the Head of Campus where they wish to be appointed. If both Heads of Campus approve, the teacher currently employed and wishing to relocate will be given preferential treatment over external candidates. Note: When a teacher is transferred, pay and conditions will be adjusted to reflect the salary scale and benefits that apply at the new campus.



Background Checking

All candidates will be asked to supply contact details for at least three referees. Where a candidate is recommended by a recruitment agency the Head of Campus must ensure that any references or assessments obtained by the agency in respect of the candidate are made available.

In addition to written references, the Head of Campus, Principal or Education Consultant must directly contact the candidate's current or very recent employer (Skype or telephone) to discuss the personal and professional attributes of the applicant and to, as far as possible, verify the tenor of the written references.

Our school takes Child Protection responsibilities very seriously and all due diligence must be carried out to ensure that an applicant has 'Working with Children' clearance. Acceptable Police Checks include;

- Full Registration with an Australian State Teacher Registration Authority,
- Indonesian Surat Keterangan Catatan Kepolisian
- Australian Federal Police
- US Teacher Accreditation
- UK Criminal Disclosure Certificate
- Full colour original certificates are to be provided.

In addition, all teachers must have completed, or undertake to complete in the first year of employment with our school, a Mandatory Reporting

training course such as the Australian Childhood Foundation online modules or Dealing with Disclosures: Responding to Abuse and Neglect, South Australia Education Department.

Depending on the number of candidates a short list of around three applicants will be established and references sought. Referees may be asked to write their own assessment and/or complete an AIS Candidate Reference Form. Each candidate must be verbally interviewed by Skype or telephone. Candidates should be provided with a summary of the relevant salary scale and benefits. Short-listed candidates may be offered the opportunity to contact an AIS teacher currently teaching a level or subject similar to the one being advertised.

The advertised position should be offered to the candidate, of any nationality, who best aligns with the job description, shares our school's philosophy of inclusive education (see "Employment Criteria") and is able to demonstrate superior professional and personal attributes.

When the best candidate has been identified, and approved by the Principal, the Head of Campus requests that an AIS-Indonesia Letter of Offer be prepared and emailed. The Letter of Offer (a standard format template is available) must be signed by the Personnel Manager and the Business Manager. Once the candidate has accepted the post, by signing and returning the Letter of Offer, the Personnel Manager begins the permit and visa application process.



(iii) Job Description

Expatriate teachers and specialists are recruited and employed by the Head of Campus with assistance from the Principal and Education Consultant. Job expectations include,

Planning

1. Creating for each term a forecast of work to be covered with assigned classes, identifying skills to be mastered, teaching objectives and styles, and operating within the School's curriculum guidelines.
2. Planning ahead on requirements of resources, equipment and manpower so that the system does not become overloaded.
3. Attending and contributing to topic, department and full staff meetings considering any aspect of development within the school.

Teaching

1. Teaching classes assigned on the timetable.
2. Covering any additional teaching assignments as requested by the School.
3. Offering extra-curricular activities to a group normally outside those with whom you have direct contact.

Communication with Parents

1. Written progress reports as required.

2. Attending parent-teacher interview days or evenings.
3. Attending functions of the School as requested by the Principal and/or Head of Campus and using those for social interaction with parents.
4. Contacting the parent (with the permission of the Principal and/or Head of Campus) should it be deemed in the worthwhile interest of the child for any reason at all.
5. Attending functions and activities as requested by the Principal and/or Head of Campus.

Administration

1. Keeping up-to-date records on pupils in your care.
2. Organizing and keeping up to date an efficient filing and retrieval system on pupils records, curriculum materials and correspondence.

Presenting a Professional Image

1. Being pleasant and efficient in the performance of duties.
2. Contributing to the development of ideas for the further refinement of School policies and practices
3. Always being neatly presented, courteous and helpful.

Contribution to School Events

1. Assisting in the planning and execution of sports events as requested.



2. Assisting in the planning and execution of drama and musical presentations as requested
3. Assisting in the planning and execution of CAC events as requested.

Assistance to the Principal

1. Contributing to the successful management of the School.
2. Performing other reasonable duties requested by the Principal and/or Head of Campus.

(b) Local Teachers and Specialists

AIS is committed to employing qualified and experienced local teachers and specialists wherever possible. For many years now the primary school EAL program at the Kemang campus has been delivered by a team of local teachers and the Coordinator of EAL is an Indonesian national. All Bahasa Indonesia classes and Indonesian Curriculum classes are taught by Indonesian nationals. Indonesian nationals have been employed as therapists, counsellors and specialists including Music, PE, Drama and Art. Although expatriate teachers are nearly always employed in mainstream classrooms in 2011 a new salary scale was established to enable employment and significantly improved remuneration to be offered to Indonesian nationals who can demonstrate superior English language skills, Australian teaching qualifications and international school teaching experience. The employment of talented local teachers and specialists is seen as entirely

consistent with the mission of the school and is essential to meet Indonesian government regulatory obligations.

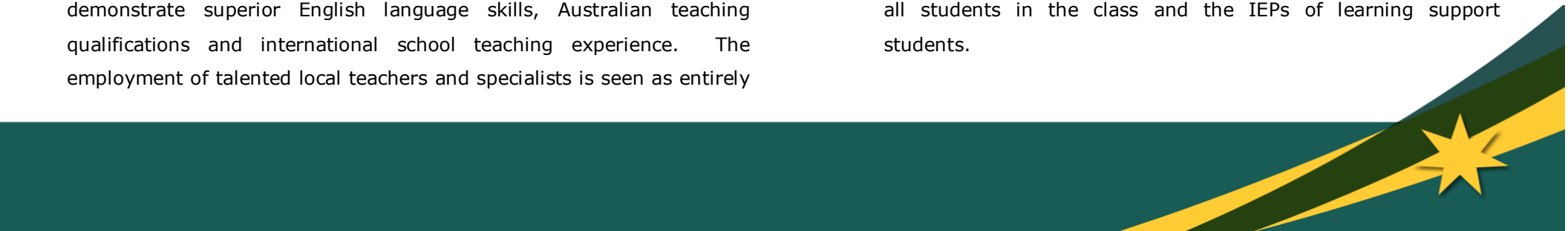
Teachers to cover for temporary classroom/subject teaching positions where the expatriate teacher is not released from their contract will be Indonesian Nationals as Immigration and Man Power regulations prohibit expatriate hires for these positions.

(i) Employment Criteria

All applicants for local teacher or specialist positions must be qualified and registered. Teachers must be registered as teachers by DIKNAS or hold an Aktar Empat (Certificate 4) in addition to an undergraduate degree that contains Education units or components.

Our school's mission requires all teachers to be committed to an inclusive school culture. It is a condition of teaching at our school that you must be

- Prepared to have students in your class or activity with a range of language and learning abilities.
- Aware of the Individual Education Plans (IEPs) of any learning support students in your class.
- Able to differentiate all aspects of your teaching from planning to delivery to assessment to reporting in order to meet the needs of all students in the class and the IEPs of learning support students.



- Aware that the School Leadership and Support team will provide personnel to assist you wherever possible.
- Ready to work positively with the assigned Learning Support Assistant (LSA) to further the learning of those students with learning support needs.
- Prepared to promote the AIS-Indonesia culture of inclusion.

AIS-Indonesia always looks for well-rounded professional teachers who are independent, resilient, adventurous, have a strong team-based approach, a gentle sense of humour, adapt well to new situations and who place a high priority on the school and their teaching assignment.

(ii) Job Description

Expatriate teachers and specialists are recruited and employed by the Head of Campus with assistance from the Principal and Education Consultant. Job expectations include:

Planning

1. Creating for each term a forecast of work to be covered with assigned classes, identifying skills to be mastered, teaching objectives and styles, and operating within the School's curriculum guidelines.
2. Planning ahead on requirements of resources, equipment and manpower so that the system does not become overloaded.
3. Attending and contributing to topic, department and full staff

meetings considering any aspect of development within the school.

Teaching

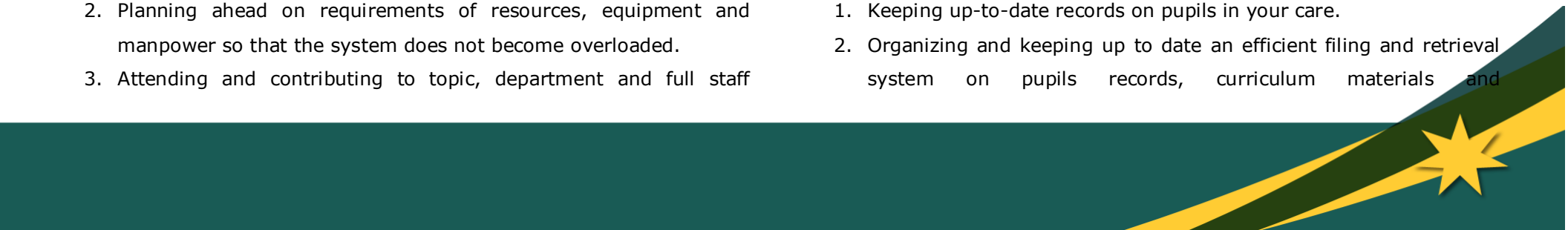
1. Teaching classes assigned on the timetable.
2. Covering any additional teaching assignments as requested by the School.
3. Offering extra-curricular activities to a group normally outside those with whom you have direct contact.

Communication with Parents

1. Written progress reports as required.
2. Attending parent-teacher interview days or evenings.
3. Attending functions of the School as requested by the Principal and/or Head of Campus and using those for social interaction with parents.
4. Contacting the parent (with the permission of the Principal and/or Head of Campus) should it be deemed in the worthwhile interest of the child for any reason at all.
5. Attending functions and activities as requested by the Principal and/or Head of Campus.

Administration

1. Keeping up-to-date records on pupils in your care.
2. Organizing and keeping up to date an efficient filing and retrieval system on pupils records, curriculum materials and



correspondence.

Presenting a Professional Image

1. Being pleasant and efficient in the performance of duties.
2. Contributing to the development of ideas for the further refinement of School policies and practices
3. Always being neatly presented, courteous and helpful.

Contribution to School Events

1. Assisting in the planning and execution of sports events as requested.
2. Assisting in the planning and execution of drama and musical presentations as requested
3. Assisting in the planning and execution of CAC events as requested.

Assistance to the Principal

1. Contributing to the successful management of the School.
2. Performing other reasonable duties requested by the Principal and/or Head of School.

(c) Local Teaching Assistants (TA) & Learning Support Assistants (LSA)

(i) Employment Criteria

AIS prefers to offer TA and LSA positions to qualified and registered local teachers with the possibility of promotion to a teaching post at a later date. However, it is recognised that these roles may be successfully carried out by locals with a strong work ethic, enthusiasm, a love of children and other personal characteristics consistent with assisting in the classroom or caring for a student with learning difficulties.

You must have completed your secondary education and have:

- Good English communications skills (written & verbal);
- The ability to work independently;
- High-level interpersonal skills and a positive attitude to working in a team;
- A sensitivity and empathy towards the expectations and understandings of people from diverse cultural, religious and language backgrounds;
- An ability to thrive within another culture;
- An ability to effectively work with people from non-English language backgrounds;
- A warm and inclusive sense of humour.

(ii) Job Description

At AIS we employ Teaching Assistants who take on mainly **Classroom** responsibilities or who are assigned to provide **Student Support** for an individual child.



Classroom Role:

- Manage a small learning group as directed by the class teacher.
- Engage students in activities through talk and encouragement.
- Communicate any observations or concerns you have about any student's learning or behaviour with the class teacher and / or case manager.
- Assist the class teacher in making or preparing resources for the classroom.
- Assist the teacher with setting up activities and preparing work for the next day.
- Assist the teacher with organising and setting up activities throughout the day.
- Assist students in developing independence with cleaning up and taking care of their own belongings. Prompt them to do things for themselves i.e. packing their bag, sharpening their pencils.

For Teaching Assistants assigned to a particular child with special needs, the following Support Service responsibilities take precedence over the Classroom responsibilities but do not replace them.

Student Support Role:

- Participate in the development of Individual Education Plans (IEPs) for your assigned student and attend meetings with parents as arranged by the case manager.

- Collaborate with the class teacher, specialists, Head of Campus in the creation and implementation of Action Plans and/or Behavioural Management Programs for your assigned student.
- Work with the student during learning activities and incorporate individual learning goals where possible.
- Escort the student to and from sessions scheduled with support staff and specialists.
- Help create materials and resources for your student.

Subject-Based Teaching Assistant (TA)

Subject-based Teaching Assistants are accountable to the Head of Campus through the subject teacher(s) or department where they are assigned. Subject-Based Teaching Assistants should:

- Demonstrate high level expertise in the designated subject area;
- Use appropriate and effective communication skills and professional behaviour when interacting with parents or guardians, students and colleagues;
- Be aware of and support the care, safety and wellbeing of students;
- Be able to produce and maintain appropriate practical classroom resources;
- Support aspects of the wider school program;
- Critically evaluate workplace practices to enhance professional growth;
- Provide practical support to other Teaching Assistants.



The subject-based Teaching Assistant position calls for a person who, as a team member, will be required to carry out duties that support everyday classroom programs in the area of their designated specialisation. Each Teaching Assistant must be flexible in her or his ability to be placed as an assistant in any class as organisational needs change. Specific duties will be negotiated with the appropriate Head of Campus and Head of Department but typically include;

- Preparation of materials for instruction in a classroom;
- Assisting students in a classroom on an individual or small group basis with specific tasks, as directed by the teacher;
- Applying subject expertise in practical ways to assist students to access the classroom programs and successfully participate in school life;
- Communicating between students and teachers, particularly with the understanding and implementation of instructions;
- Providing physical and emotional care for students, including basic first aid;
- Assisting with the everyday maintenance needs of a highly functioning classroom;
- Supervising students during break times as directed by the Head of Campus and on the bus as directed by the bus coordinator. Monitoring and watching the students to ensure safety precautions are heeded at all times;

- Assisting students with conflict resolution by modelling appropriate behaviour and language and helping them resolve issues in assertive ways;
- Reporting issues and incidents of concern to the subject teacher;
- Performing other practical duties as reasonably required by the subject teacher or Head of Campus.

(d) Part-Time Teaching

It is recognised that some teachers may prefer, for a variety of reasons, to work less than a full load. Part-time fractions may be negotiated with the Head of Campus who will take into account the requirements of the timetable for the next academic year. Any application for part time employment will only be approved by the Principal if the relevant Head of Campus is satisfied it would not have a negative impact on the school's educational programs or the ability to assign classes.

The expectations of a part-time teacher are as follows,

Fraction	Expectations
0.9	20 (50 minute) periods of teaching or assigned classroom supervision; 7 (50 minute) periods of lesson preparation, marking, report writing etc; Attendance at the weekly Staff Meeting;



	One ECA each week; Attendance at after school events as required; A negotiated whole school responsibility.
0.8	18 (50 minute) periods of teaching or assigned classroom supervision; 6 (50 minute) periods of lesson preparation, marking, report writing etc; Attendance at the weekly Staff Meeting; One ECA each week; Attendance at after school events as required; A negotiated whole school responsibility.
0.7	15 (50 minute) periods of teaching or assigned classroom supervision; 6 (50 minute) periods of lesson preparation, marking, report writing etc; Attendance at the weekly Staff Meeting; One ECA each week; Attendance at after school events as required.
0.6	13 (50 minute) periods of teaching or assigned classroom supervision; 5 (50 minute) periods of lesson preparation, marking, report writing etc; Attendance at the weekly Staff Meeting; Attendance at after school events as required.

0.5	11 (50 minute) periods of teaching or assigned classroom supervision; 4 (50 minute) periods of lesson preparation, marking, report writing etc; Attendance at the weekly Staff Meeting; Attendance at after school events as required.
< 0.5	By negotiation

- Salary is calculated by determining the Salary Scale Level that would apply if the teacher was full time and then multiplying by the agreed time fraction.
- Fraction to be offered will be determined by timetable requirements.



4. Parents

(a) Introduction

AIS values the role that parents play in their child's education and encourages them to become active participants within our school community. It is acknowledged that the ability of parents to engage with school events and contribute to the work of various parent groups varies according to work commitments and life styles but the school does have minimum expectations in respect of the support parents need to offer their children throughout their school years.

AIS actively supports open, honest and courteous communication between staff, students and parents/guardians. All are encouraged to cultivate and improve the school environment and existing practices through mutual and effective communication. This constitutes the essential basis of a closely-knit and harmonious school community.

All academic staff are expected to respond promptly and professionally to all parental/guardian inquiries and to follow-up on issues by telephone and/or in writing through email to ensure that all details and agreed actions have been fully understood by both parties. The Head of Campus will respond personally to any parental/guardian inquiry received through direct contact with the

Head's office. Inquiries are confidential and are to involve only those staff members applicable to the inquiry.

(b) Community Code of Conduct

When families and staff members become members of the Australian Independent School community, they adopt the expectations of our school about how they will relate to each other and the protocols that guide interactions in the school. These expectations are described in this policy and have been created in the spirit of all parties interacting with goodwill and good intentions.

For the purposes of this document, the term "parent" applies to;

- Adults responsible for the ongoing day-to-day care and supervision of students in the home environment;
- Legal guardians and custodians;
- Relatives with temporary responsibility of care;
- Adult friends designated by the family as temporary care givers;
- Parents who no longer reside with the children of the family.

The term "staff member" applies to any adult under the employ of the school or government agencies providing services to the school, including casual, temporary, part time and ongoing employees. It also applies to adults working at the school voluntarily. It does not apply to delivery people, contractors or occasional tradespeople repairing or



maintaining the school's facilities.

Guidelines

At the Australian Independent School, parents, staff members and students can expect to be treated with respect and courtesy at all times, with care taken to preserve dignity and personal integrity. The following guidelines are designed to support the achievement of this expectation. For students, this expectation and guidelines will be articulated in terms that are appropriate to their developmental ability level.

Parents, staff members and students will actively promote and support the school in the community, highlighting the school's positive attributes and reserving issues of concern for resolution through proper process.

Parents, staff members and students will respect and comply with the policies of the school, as determined by the School Board and the Government of Indonesia.

Parents, staff members and students will actively attempt to resolve issues of concern by engaging in appropriate interactions with the relevant people. All interactions shall;

- have the goal of achieving outcomes mutually acceptable to the parties concerned.
- be conducted in a calm and reasonable manner.

- be issue-based, avoiding personal conflicts.
- give due consideration to the points of view of all parties concerned.

An appropriate time and place shall be mutually arranged for discussing issues that are sensitive, contentious, and confidential or in need of prolonged consideration. In the event of a parent, staff member or student being dissatisfied with the manner in which an interaction is conducted, an appointment will be made with the Head of Campus for further discussion.

The Head of Campus shall resolve conflicts objectively, using an issue-based approach to broker reconciliation, taking into due consideration all points of view.

- In the event of unsatisfactory behaviour on the part of a student, the involved adult shall follow due process. If the involved adult is not a staff member, then they will refer the issue to the relevant Head of Campus.
- In the event of unsatisfactory performance or behaviour on the part of a staff member, the Head of Campus shall notify the Principal and then follow due process.
- In the event of irresolvable, inappropriate and unreasonable behaviour by a parent, the Head of Campus will confer with the Principal to consider offering to assist the family with relocation



to an alternative school.

(c) Formal Complaint Procedures

Most general concerns and minor complaints a parent might have can be readily resolved by reference to the relevant classroom teacher, subject teacher or administrative officer. If a satisfactory resolution of the issue cannot be achieved in this manner then the parent should bring the matter to the attention of the Head of Campus who will then take appropriate action.

If a parent is still not satisfied that the concern or complaint has been adequately addressed and wishes to lodge a more formal complaint the procedures outlined in this document will be implemented. These procedures set out the manner in which formal complaints should be brought to the attention of the school and the resolution processes that will be put in place.

(i) Our school's values

The school's approach to handling formal complaints is based on our values of:

- providing a safe and supportive learning environment
- building relationships between students, parents and staff
- providing a safe working environment for staff.

(ii) Concerns and complaints covered by the procedures

- serious issues of student behaviour that are contrary to the school's Code of Conduct
- persistent incidents of bullying or harassment in the classroom or the school yard
- learning programs, assessment and reporting of student learning
- school fees and payments
- administrative issues
- unsatisfactory employee conduct or performance

(iii) Expectations

The school expects a person lodging a formal complaint to:

- do so promptly, as soon as possible after the issue occurs
- provide complete and factual information about the concern or complaint
- maintain and respect the privacy and confidentiality of all parties
- acknowledge that a common goal is to achieve an outcome acceptable to all parties
- act in good faith, and in a calm and courteous manner
- show respect and understanding of each other's point of view and value difference,
- rather than judge and blame
- recognise that all parties have rights and responsibilities which must be balanced.



The school will address any concerns and complaints received from parents:

- courteously
- efficiently
- fairly
- promptly, or within the timeline agreed with the person with the concern or complaint.

(iv) Lodging a formal complaint

The complainant should telephone, visit or write to:

- the Head of Campus if students from several classes are involved
- the Principal about issues relating to staff members or complex student issues
- the Principal about issues relating to school policy or school management.

(v) Help with raising concerns or complaints

Complainants can seek the services of an advocate when they feel they are unable to express their concern clearly. An advocate can be a friend or someone who is available through an appropriate support organisation who does not receive a fee for service. All parties involved in addressing a complaint may seek the services of a mediator when there is difficulty coming to an agreement.

The school will ensure that the complainant is aware of these supports.

A complainant who wishes to use these support services should ensure the person addressing the concern or complaint is aware of their intention and is in agreement.

(vi) Managing parent concerns and complaints information

The school will record the following details of all formal complaints received:

- name and contact details (with permission) of the person with a concern or complaint
- the date the concern was expressed or complaint made
- the form in which the concern or complaint was received (e.g. email, telephone, letter)
- a brief description of the concern or complaint
- details of the school employee previously responding to the concern or complaint
- action taken so far on the concern or complaint
- the outcome of investigation and any future action to be taken on the concern or complaint
- any recommendations for future improvement in the school's policy or procedures.

(vii) Addressing concerns or complaints

The school will give a complainant a copy of its Formal Complaints Procedures. All complaints will be noted and acted on promptly by the staff member who receives the complaint. The school will acknowledge



all complaints made in writing. It will provide the complainant with a timeline for investigating the complaint. The school will investigate all complaints and will provide a response to the complainant.

The school will make every attempt to resolve a concern or complaint as quickly as possible. If the complaint involves many students and a range of issues, the school will need more time to investigate and resolve it. Should the complaint involve complex issues, the school might need to take advice from its legal advisors. The school will tell the complainant the new timeline for addressing the complaint and the reasons for any delays. In all cases, the school will try to resolve a concern or complaint within 20 school days.

(viii) Remedies

If a concern or complaint is substantiated in whole or part, the school will offer an appropriate remedy. For example, at its discretion and depending on the circumstances, the school might offer:

- an explanation or further information about the issue
- mediation, counselling or other support
- an apology, expression of regret or admission of fault
- to change its decision
- to change its policies, procedures or practices
- to restructure or discount any payment due (such as for school fees)
- to instigate employee performance improvement or disciplinary

procedures

The school will implement the remedy as soon as practicable.

(ix) Communication

The school will make information about procedures for addressing concerns and complaints readily available to parents and the school community, in clear and easy-to understand language and, where appropriate, in a range of community languages and formats that are accessible to everyone so that no-one is disadvantaged.

The information will include:

- how a person can make a formal complaint
- the person's responsibilities
- information to be provided by the person
- who the person should contact and their contact details
- the process and timeframes for managing complaints.

The school's procedures for addressing concerns and complaints will be:

- published on the school's website

The school will:

- brief all members of staff about its procedures to address concerns and complaints annually
- ensure staff who manage complaints demonstrate the



appropriate personal attributes.

(d) Parent Opinion Survey

Towards the end of each academic year Heads of Campus must arrange for the preparation, distribution and collation of results obtained from the Parent Opinion Survey. The survey is to be online with capacity to identify respondents. This will allow Heads of Campus to follow up with parents who have not responded. A minimum 80% respondent rate is required. Many of the items are consistent from one year to the next so as to provide data for longitudinal analysis but other items may change from year to year to reflect the objectives outlined in the Campus Improvement Plan.

(e) Parents and Friends Association

A Parents and Friends (P&F) Association is a constituted body recognised by the Australian International School – Indonesia and is accountable to the relevant Head of Campus.

Name

The associations will be known as “Parents and Friends” followed by campus identification as follows;

Parents and Friends (Kemang)

Parents and Friends (Pejaten)

Parents and Friends (Bali)

Parents and Friends (Balikpapan)

Objectives

The objectives of the Association shall be:

- To provide opportunities for parents to volunteer, share or contribute their services, knowledge, expertise or time to the campus for the benefit of the campus community.
- To develop and promote positive relationships between parents and teachers through the organisation of social activities and interaction.
- To raise funds that may then be used to purchase goods and services that assist the campus to meet its educational objectives and/or improve the amenity of the campus.
- To receive reports from the elected Parent Members on the Campus Advisory Council (CAC) and to provide feedback to those Members on matters before the CAC.

Note: The P&F is primarily focused on the organisation of social events and fundraising. All matters relating to the operational management and educational administration of the campus are to be referred to the CAC Parent Members for further discussion and possible action.

Membership

All parents of students currently enrolled at the campus shall be considered members of the P&F Association.



Executive Committee

The Association shall be managed by, and entrusted to, an elected Executive Committee. The Executive Committee shall consist of

- a. Chairperson
- b. Secretary
- c. Treasurer

And may, depending on the size of the campus and the number of willing volunteers also have

- d. Coordinator of the Fund Raising Committee
- e. Coordinator of the Social Committee

Note: Where possible elected members of the Executive committee should reflect the multi-cultural nature of the campus community.

The Head of Campus is always a non-voting, ex-officio member of the Executive Committee.

Casual vacancies on the Executive Committee shall be filled by calling for nominations at the next scheduled regular meeting. The vacancy is filled by a vote of the members.

Members of the Executive Committee must have children enrolled at the campus for the period they are in office. Should a member of the Executive Committee move their child(ren) during the school year they

must resign.

Sub-Committees

The Executive Committee may form sub-committees of itself or of other members of the Association. The function of the sub-committees is to help the Executive Committee achieve specific functions and or tasks that form part of the work of the Association. Sub-Committees may be formed and/or disbanded at meetings of the Association following a motion to this effect being put and passed.

Annual General Meeting (AGM)

The AGM shall be held annually as soon as practicable in the first term of each academic year. The functions of the AGM shall include the following:

- Receive and if approved, accept annual reports from the Chairperson and the Treasurer.
- Receive and if approved, adopt the audited annual accounts for the preceding year.
- Elect the Executive Committee. The election to be carried out by the Head of Campus. Voting to be done by a show of hands.

Special General Meeting (SGM)

Special General Meetings shall be called only in order to:

- Pass a motion of no confidence in the Executive Committee.



- Determine action to be taken where financial impropriety has been detected or suspected.

A SGM can be called by the Executive Committee by giving at least 21 days' notice (not including school holiday periods) in writing to members. The Executive Committee is required to call a SGM if a written request is received signed by at least ten (10) members of the Association.

Regular Meetings

Regular meetings are to be held at least twice per term. These meetings are to be conducted by the Chairperson or nominee and should follow recognised standard meeting procedures (see Appendix A).

Financial Matters

The campus, via the AIS Chief Accountant or his/her nominee (campus accountant), shall hold in trust and bank all money collected by the P&F Association or its sub-committees. The P&F Association may not independently open or operate a bank account.

The Treasurer of the Association shall keep copies of deposit and receipt slips issued by the campus accountant. The campus accountant will bank the money and produce a financial statement for the P&F for each regular meeting and a yearly statement for the Annual General Meeting.

For auditing purposes the School requires the Association to hand in any financial records held by the Association at the end of each academic year. All outstanding funds are to be lodged with the Finance Director or his/her nominee within five (5) working days of a major event. Cash from other activities is to be lodged as soon as possible after the activity.

At the end of every school term, or before leaving the country, the Treasurer or the Chairperson shall lodge the financial records of the Association with the Chief Accountant or his/her nominee.

All funds raised during the course of a single academic year are to be either spent or earmarked for the purchase of goods and services that assist the campus to meet its' educational objectives and/or improve the amenity of the campus during that year. In this way parents get to see the benefit of the time and effort expended on the behalf of the campus during the year. However, this provision may be varied where the Head of Campus and the P&F Association agree to a longer term funding objective.

A sum, no greater than Rp 10 million, may be earmarked as working capital in connection with planned events or as a carry over to the next academic year for administrative purposes including costs associated with the Annual General Meeting.



All funds raised by the P&F Association must be spent on goods and services or facility improvements that are consistent with the annual Campus Improvement Plan. To ensure that the funds are spent in a targeted and effective manner the Head of Campus will supply the P&F Association with a list of items and projects requiring funding and will then allow the P&F Association to choose which items and projects they would like to fund.

Note: The Head of Campus, in consultation with other academic leaders, is responsible for developing the list of items and projects requiring funding. The P&F Association can suggest other items and projects which may, at the discretion of the Head of Campus, be added to the list.

The P&F Association may not allocate funds to any item or project that is not on the list. If the P&F Association has not advised the Head of Campus of their funding preferences by the end of the academic year then the Head of Campus will make the decision on how any accumulated funds are to be spent.

Variations to the Model Constitution

This AIS-Indonesia Parents and Friends Model Constitution will be uniformly applied at each campus. No variations are allowed to this Model Constitution without the prior approval of the AIS-Principal.

Standard Meeting Procedures

Preparation

- a. The Agenda is to be circulated seven (7) days before the scheduled meeting and uploaded to relevant campus section of the AIS-Indonesia website.
- b. An attendance register is to be circulated at the beginning of the meeting.
- c. Attendee's names are to be recorded in the minutes.
- d. The meeting is controlled by the Chairperson and the Chairperson has the discretion to seek clarification on issues raised before they are placed on notice for the next meeting.
- e. All discussions shall go through the chair.
- f. Minutes are to be taken at every meeting.
- g. A written and electronic copy of any report presented at a meeting should be given to the Secretary by the person delivering the report.
- h. "General Business" items are to be listed under this heading on the Agenda.
- i. The Chairperson may, at his/her discretion, allow items of General Business that are not on the Agenda for a particular meeting to be discussed at that meeting, or may request that such items be placed on the agenda for the next meeting.



Motions are voted on and passed by a show of hands equal to a simple majority of the members who have voted.

j. The Agenda may contain the following items:

- Welcome by the Chairperson
- Motion to read and adopt the minutes from the previous meeting.
- Matters arising from the minutes of the previous meeting.
- Chairperson's Report
- School Reports: Heads of Campus Reports and Questions arising from these Reports
- Treasurer's Report and Questions arising from the Report
- Other Reports:
 - Fund Raising Committee Report and Questions arising from the Report
 - Social Committee Report and Questions arising from the Report
 - Campus Advisory Council Parent Member's Report and Questions arising from the Report
- General Business
- Date for the next meeting.

Meeting Procedure

- a. Chairperson calls the meeting to order and welcomes members and any special guests and reminds members to turn hand-phones off

- b. Chairperson asks the Secretary to pass around the minutes and the Attendance register.

- c. Time taken to read the minutes (5 minutes)

- d. Matters Arising. Members take turns to seek clarification of any item that appears in the minutes. This is the time when adjustments to the minutes are made. Any matters arising that in the judgment of the Chairperson are going to generate discussion should be placed in the General Business section of the agenda. The Chairperson seeks agreement from the members to delay the discussion until General Business.

- e. Chairperson asks the meeting to move acceptance of the minutes. A member who was at the meeting must move the acceptance and a member who was at the meeting must be the seconder.

- f. Once the minutes from the previous meeting have been adopted, the Chairperson can move through the agenda items dealing with reports.

- g. Any questions arising from the presentation of reports shall be asked through the Chairperson. The response is also to go through the Chairperson. Questions that cannot be answered are placed on notice and shall appear on the agenda for the next meeting.

- h. The Chairperson moves through the items appearing under General Business. The Chair announces the topic/s and calls for the person who placed the item on the agenda (or their



nominee) to speak on the topic. The Chairperson calls for discussion. When the Chairperson senses that the time is right discussion is closed or the motion before the meeting is put. The motion must be seconded. A vote shall be taken using a “show of hands”. A simple majority of the members who voted ensures the adoption of the motion.

- i. All the items of general business shall be dealt with using this procedure.
- j. The Chairperson calls for items of General Business for the next meeting. The Secretary notes these items down. No discussion of these items shall take place.
- k. The Chairperson negotiates the date for the next meeting and declares the meeting closed.

(f) Campus Advisory Council (CAC)

Introduction

In late 2007 the first broadly representative school community bodies were established in an effort to improve communication between school managers and the wider school community. Known as School Boards and with membership drawn from parents, teachers, local staff and managers they provided a forum for an exchange of views that then informed decision-making at the campus level. At this time each location was treated as a separate school and each had its own Yayasan Board. In August 2012 the School Board at each location (Jakarta, Bali & Balikpapan) became known as the Campus Advisory Council (CAC).

(i) Role

Each CAC provides feedback and advice to the local Head of Campus, AIS Principal and the Yayasan Board. Members are expected to exercise individual judgment and discretion when considering or voting on any matter or issue being discussed by the Campus Advisory Council. This requires Members to take a holistic view and to consider what is in the best interest of the campus community. Members are not bound, by practice or convention, to advocate the views of any particular interest or lobby group.

Individual Responsibilities

- Act in a manner likely to exemplify and reinforce AIS-Indonesia core values and ethos;
- Develop and maintain healthy relationships with key stakeholders and provide regular reports to the electorate being represented (see “Communication” below);

Collective Responsibilities

- Provide feedback on the implementation and impact of teaching and learning policies;
- Provide feedback on the provision of security, maintenance, cleaning, catering, marketing and transportation services;
- Monitor the Campus recurrent budget and fee schedule;



- Provide feedback to the Yayasan Board relating to the campus building master plan and other proposed major capital expenditures;
- Review the annual Campus Improvement Plan;
- Review feedback about academic performance (e.g. NAPLAN results), marketing initiatives (e.g. enrolment data) and community perceptions (e.g. Parent Opinion Survey);
- Establish committees where appropriate.

(ii) Communication

It is essential that all members of the Campus Advisory Council establish two way lines of communication with the school community.

Parent members must make themselves known to other parents and be willing to share contact details to facilitate input, feedback and communication. Parent members are expected to work with, and report back to, their campus Parents & Friends group. This can be done via oral or written report. Parent representatives should share this responsibility. They should also be prepared to discuss items of concern or issues of interest with any parent wishing to provide feedback or express an opinion about matters on the CAC Agenda or reported in the CAC Minutes.

Expatriate teacher members must make themselves known to other expatriate teachers and be willing to share contact details to facilitate input, feedback and communication. Expatriate teacher members are

expected to highlight issues, and report back to, staff meetings or gatherings of teachers. They should also be prepared to discuss items of concern or issues of interest with any teacher wishing to provide feedback or express an opinion about matters on the CAC Agenda or reported in the CAC Minutes.

Indonesian academic staff members must make themselves known to all local teachers, specialists, Teaching Assistants and Learning Support Assistants and be willing to share contact details to facilitate input, feedback and communication. Indonesian academic staff members are expected to highlight issues, and report back to, staff meetings or gatherings of local academic staff. They should also be prepared to discuss items of concern or issues of interest with any local academic staff wishing to provide feedback or express an opinion about matters on the CAC Agenda or reported in the CAC Minutes.

The AIS-Indonesia website has a section for each campus and dedicated pages for each CAC. These dedicated pages should list the CAC Members, contact details and meeting schedule for each academic year. There is also a hyperlink to the *Campus Advisory Council Members Handbook* that allows readers to understand the CAC role and operating procedures. Copies of the Minutes should be posted on the AIS website within 7 days of a meeting being held.



(iii) Membership & Meeting Procedures

The Campus Advisory Council (CAC) generally meets twice each school term to discuss issues and provide feedback on school policy and practice. It also provides a link between the school community and the Yayasan Board via the Principal.

The CAC is composed of appointed, elected and ex-officio Members.

The Head of Campus chairs the relevant CAC meeting. At AIS-Jakarta the location of the meeting and Chair alternates between the Kemang Campus and the Pejaten Campus. Where a campus has a Deputy Head of Campus that person is also a Member.

Expatriate teachers, local academic staff and parents elect Members to serve on the CAC for a term of two years. General elections are held in February every second academic year. The last election was held in January 2016.

The AIS-Principal is a non-voting ex-officio member of the CAC at each campus.

Membership of the Campus Advisory Council at Each Campus

AIS-Jakarta

Head of Campus	2
Deputy Head of Campus	2
Parent (Kemang)	2
Parent (Pejaten)	2
Expatriate Teacher (Kemang)	1
Expatriate Teacher (Pejaten)	1
Indonesian Academic Staff (Kemang)	1
Indonesian Academic Staff (Pejaten)	1
Total	12

AIS-Bali

Head of Campus	1
Deputy Head of Campus	1
Parent	2
Expatriate Teacher	1
Indonesian Academic Staff	1
Total	6

AIS-Balikpapan

Head of Campus	1
Deputy Head of Campus	1



Parent	2
Academic Staff member	1
Total	5

Meetings

Meetings are generally held twice each term but may be cancelled if the Chair deems that there is insufficient business to warrant meeting or that a quorum cannot be assembled. A simple majority of CAC members is required for a quorum.

The first meeting is usually held in Week 3 or 4 of each term and the second meeting is usually held in Week 7 or 8 of each term. Notification of a meeting must be emailed to all CAC members by the Chair at least one week beforehand.

Agenda

The Chair should distribute a draft agenda to all CAC members by the preceding Friday accompanied by a request for any further items. Any further item to be listed by a Member for discussion should be sent to the Chair no later than 24 hours before the meeting is to take place. The final Agenda is then emailed to all CAC members on the evening prior to the meeting together with an updated Campus Recurrent Budget Summary, Head of Campus Report and AIS Education & Management Consultant Report.

Reports

The Chief Accountant will provide the Head of Campus with a Recurrent Budget Report to be passed on to CAC Members. This spread sheet should show the year's predicted income, expected expenditures and current actual expenditures for all Recurrent Budget line items.

The Head of Campus report summarises recent events, staffing issues, student activity, reporting and assessment schedules, parent meetings, curriculum, timetabling and teaching program matters.

The Education & Management Consultant's report is a compilation of whole school items relevant to all locations. It includes information about enrolment trends, marketing initiatives, professional development, whole school accreditation issues, recruitment, recurrent budgeting, site development and feedback from the Yayasan Board.

Meeting Procedure

The meeting commences by the Chair noting absentees and recording apologies. The quorum for a valid CAC meeting is a simple majority of members (50% of total membership plus one member).

The Chair then seeks a proposer and seconder for the motion "That the Minutes of the previous meeting as published on the website be accepted".



The Chair then asks members if there is any business arising from the Minutes of the previous meeting and/or feedback from the Yayasan Board resulting from motions, recommendations or requests that may have been made.

The Chair then invites members to ask questions or seek clarification about any matter dealt with by the previously distributed Reports before proceeding to the first item on the Agenda.

The first item on the Agenda is always a review of the Recurrent Budget. An updated spread sheet summary of Recurrent Budget should be provided for the information of all CAC members.

Meetings generally commence at 4.00 pm and conclude at 6.00 pm but this may be varied by the Head of Campus to suit local conditions. Any extension of time beyond the allocated two hours is at the discretion of the Chair. Agenda items not discussed due to a lack of time are added to the agenda for the next meeting and are given priority.

Most discussions are brought to a conclusion by the Chair establishing that a consensus view exists “on the voices” however any member may request that a motion be voted upon. Members wishing the CAC to consider a written motion should make every effort to have the wording prepared and distributed along with the Agenda. Motions composed and written during the meeting can only be put forward with the agreement

of the Chair. Unless a specific request is made the names of members voting for or against a motion are not written into the Minutes where the motion is recorded and noted as either “passed” or “not passed”.

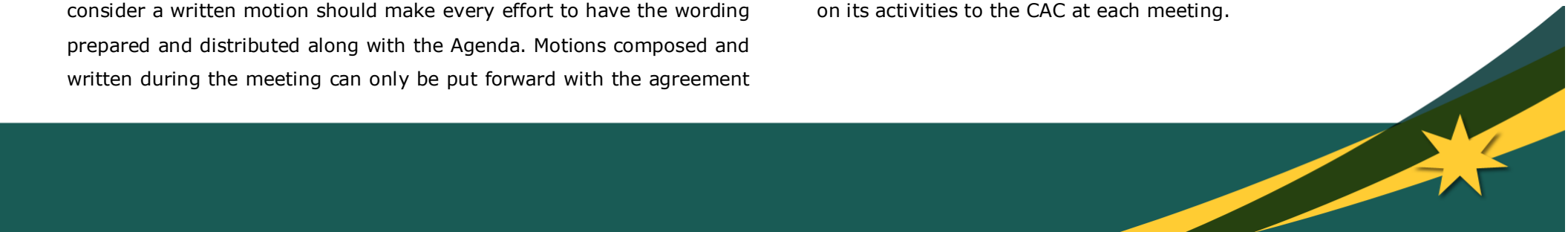
Minutes

Minutes must be written up from notes taken during the meeting and circulated to all CAC members within one week of the meeting. In Jakarta the non-chair Head of Campus or nominee will act as Minute Secretary. Minutes will be recorded using a standard template. The Minutes will also be uploaded to the school’s website but considered “provisional” until formally accepted at the next CAC meeting.

Elected CAC members need to establish effective lines of communication with their electorates and must make every effort to inform their constituents of the discussions, feedback, motions and other matters being debated and considered by the CAC.

Standing Committees

The CAC can choose to establish special purpose standing committees. Such committees should have broad representation and be tasked with assisting the CAC to gather information, analyse data or develop policy for consideration. If a standing committee is established it should report on its activities to the CAC at each meeting.



(iv) Code of Conduct

The Chair of each CAC meeting will conduct proceedings in a manner consistent with the principles outlined in the CAC Code of Conduct. If the Chair forms the view that a member is in breach of the Code of Conduct then that member will be asked to leave the meeting. CAC meetings may be brought to an early closure, at the discretion of the Chair, if a member continually fails to adhere to the Code of Conduct.

Campus Advisory Council (CAC) members should observe the following principles:

- The primary considerations in making decisions are the school's values and what is in the best interests of students;
- The CAC is accountable to and must report to, both its local school community and the Yayasan Board via the Principal;
- CAC members will at all times behave in a civil and respectful manner.

The underlying principles of the Code of Conduct include the promotion of:

- **Respectful** partnerships;
- Clear and **honest** two-way communication;
- **Transparent** processes;
- **Democratic** procedures;
- Personal and professional **integrity**.

Any conflict between CAC members needs to be dealt with respectfully and fairly and in a manner that reflects this (i.e. in accordance with the principles of natural justice).

All CAC members are expected to represent all members of the school community. Members are not there to represent just one viewpoint or the view of an individual. Members should regularly seek the views and opinions of the whole school community, especially when major policies are being discussed.

It is expected that an elected member will attend at least 75% of the scheduled meetings in a year to effectively fill the role. Where a member fails to attend at least 75% of scheduled meetings the Head of Campus may declare a vacancy and conduct a by-election.

CAC is not an appropriate forum for the discussion of individual school staff, students, parents, or other individual members of the school community.

A member who is approached by a parent with a concern relating to an individual is in a privileged position and must treat such discussion with discretion, protecting the confidentiality and privacy of the people involved. If the issue relates to an operational matter of the school, the parent should be encouraged to speak with the classroom teacher, unit leader or Head of Campus. However, if the issue relates to a wider



school policy or procedure, it should be put on the agenda for discussion at the next CAC meeting, where it will be dealt with in a generic sense to protect the privacy of individuals involved.

Members should respect the need for confidentiality and privacy with regard to sensitive or confidential matters that might arise at CAC meetings.

Members should observe the need for orderly meetings and accept that the CAC needs to “speak as one voice” in the public arena on matters of agreed policy and practice.

Members must declare any potential conflict of interest when it arises.

(v) Elections

Elections, if required, are held in January of every second academic year. The next election is due in January 2018. All Expatriate Teacher, Local Academic Staff and Parent Member positions are subject to an election if the number of nominations received exceeds the places available. Note: It is expected that an elected member will attend 75% of the scheduled meetings in a year to effectively fill the role. Any person standing for election must be able to fulfill this obligation.

CAC Member	Nomination and Voting Eligibility
Expatriate Teacher	Employed as an expatriate teacher or education specialist under a Fixed Term Employment Agreement (FTEA) at the relevant campus.
Local Academic Staff	Local Indonesian Teacher, Teaching Assistant (TA), Learning Support Assistant (LSA) or Therapist working at the relevant campus.
Parent	Has a child enrolled and attending classes at the relevant campus.

Nominations

- Nomination Forms will be available from the Campus Administration office at least 10 days prior to the published election date.
- Candidates must be Nominated and Seconded by members of the electorate to be represented. Nominators and Seconders must clearly print and sign their name on the Nomination Form. The candidate being nominated must also sign the Nomination Form.
- Each candidate may submit a short written statement (no more than 500 words) in support of their candidacy. Written Statements must be made available to the relevant Head of Campus at least 3 days prior to the election. These statements will be printed and made available to voters along with Ballot Papers.



Voting

- Voters must collect a Ballot Paper from the campus administration office. The name of each voter requesting a Ballot Paper will be recorded on the voting register. A voter may collect, and sign for, a Ballot Paper on behalf of a spouse or partner but not for any other voter.
- Voters place a tick (✓) next to the candidate(s) of choice. Where two candidates are to be elected and the voter uses more than two ticks the Ballot Paper will be declared invalid and not counted.
- The completed Ballot Paper must be placed in the sealed Ballot Box kept at the Campus administration office.
- Voting is open for 5 consecutive school days.
- At the end of the voting period the number of Ballot Papers cast must tally with the voting register.
- The candidate(s) receiving the most votes will be declared elected and notified by email.

THE PRINCIPAL MAY DIRECT THAT A MODIFIED PROCESS BE USED TO FILL VACANCIES THAT OCCUR MID TENURE



5. Admissions

Applications are sought from the parents of students who support the Vision and Mission of the School. The purpose of Yayasan Sekolah Australia is to operate an international school, using English as the language of instruction, serving Indonesia (Jakarta, Bali and Balikpapan) for students in Preschool 3 through Year 12 who wish to take advantage of an inclusive international education.

Applications for admission will be accepted throughout the school year based on the suitability of the School's educational program for the prospective student and space availability.

The granting or refusal of admission is the responsibility of the relevant Head of Campus.

At the time of admission, students will be evaluated for year level placement with a view to students being able to successfully gain promotion to successive year levels, eventually leading to the awarding of the International Baccalaureate Diploma and/or the AIS High School Diploma.

(a) Admissions Procedures

Selection / Acceptance

AIS is an Inclusive School therefore student admission will be based on inclusive practices.

Students who have English Language Support needs and students who have Learning Support needs will be admitted.

Admission however will be contingent upon AIS being able to provide both personnel and facility requirements for the applicant. Should AIS not be able to provide these requirements then admission will not be accepted.

Refer to sections, Learning Support and English Language Support for details.

The granting or denial of admission is the responsibility of the Head of Campus. All decisions are final. Correspondence or discussion cannot be entered into given that many variables are taken into account in making a final admissions decision.

Any attempt to influence a decision or gain advantage by personal approaches by parents of applicants to Yayasan Board members, Campus Advisory Council members, faculty members or testing staff, are strongly discouraged and may result in an application being declined.

Application Timetable

Applicants may be admitted throughout the year.

For admission at the beginning of any one school year, application documents will be accepted as of July of the previous year, at the earliest.



Application Fee

A non-refundable Application Fee of IDR2 700 000 per applicant is due and payable at the time of application.

Application Documents

The following documents must be submitted, as appropriate, for each prospective student before the application will be considered:

- Completed Application Form – Note: (INFORMATION FOR LEARNING SUPPORT NEEDS and sibling details) must be completed.
- Copy of student's birth certificate
- Copy of student's passport
- Copy of both parents' passport
- Two photographs (passport size) of student
- One photograph (passport size) of both parents
- Copy of any English language test results
- Photocopies of official school reports for the last two academic years. If the school year has not been completed, please send mid-term reports. All reports must be (translated) in English.
- Photocopies of report from Specialist (for Special Needs only)
- Copies of previous Individual Education Plans (for Special Needs only)
- Copy of entry permits into Indonesia for parents and student. (KITAS)

- Application Fee (IDR 2 700 000)

Documents to be submitted prior to commencement at AIS

- Completed School Bus Application Form where applicable
- Bus Permission form
- Photo Release Form
- Student Health Form
- Student Health Insurance Form

Allocation of Places

Students who have met all admission criteria will be given priority for admission in this order:

- Children of AIS expatriate employees (as per contract)
- Siblings of current students.
- Students moving from one AIS-Indonesia campus to another
- Families posted out of Jakarta and previously attending AIS and who are returning.
- Children of alumni.
- Children of Australian passport holders.

Year Level (Grade Level) Placement

Students enrolling into AIS will be required to sit online placement tests in Literacy and Mathematics.

The result will be used to assist the Head of Campus to determine the most suitable class placement and to provide additional information for



the teacher to assist with 'in class' groupings.

In addition to the Placement Tests the following factors are considered in making class placements:

- Year Level in their previous school
- English Language Proficiency
- Class make-up (nationalities, gender, Learning Support students, English Support students etc.)
- Previous academic performance as indicated in the previous 2 years academic reports
- Age

As a coeducational international school, we try to maintain a balance of genders, abilities and nationalities in each of our grade years and classes. We therefore may limit the number of students from any one Nationality in each year/class to maintain an appropriate balance.

Year Level placement decisions are the responsibility of the appropriate Head of Campus.

Preschool Enrolment

Students admitted to Preschool must;

- be at least 3 before March 31st in the year they enrol.
- be toilet trained.

Parents may choose to enroll their children into preschool on a fulltime basis or on a part time basis. The fee to be adjusted accordingly with a

small loading.

Senior School (Year 11 and 12)

All non-native English-speaking applicants whose school records indicate limited proficiency in English must take an EAL test. Only those who do not require English Support will be admitted into the Senior School.

In Jakarta, the IB Coordinator will indicate whether or not the IB program is suitable for the applicant and will advise on a program suitable to the applicant.

In Bali the Head of Campus will advise on suitability for the student to be placed into the A.C.T. Board of Senior Secondary Studies program.

School Size / Class Size

Growth of the School is regulated to ensure that the high quality of education at AIS is continuously maintained. The class size is limited to enable the School's objectives to be met.

The Yayasan Board is responsible for decisions which determine the size of the School in any given academic year. The Heads of Campus recommend to the Yayasan Board through the Principal the size of their campus that may be sustained in any one year, given staffing ratios and facilities available to deliver the educational program.



Maximum Class sizes:

Preschool: - 18 students

Foundation to Year 6: - 22 students

Year 7 to Year 10: - 20 students

On the recommendations of the Heads of Campus, the Principal may decide to increase the class size for a limited period of time.

Learning Support

Students will be admitted into the Learning Support Program if;

- the Director of Learning Support is satisfied that adequate physical and human resources are available to meet the child's learning needs.
- there are vacancies in the appropriate level of admission.
 - Mainstream with Learning Support (a maximum of 2 students per class)
 - Student Support Centre (SSC) – maximum of 18 students.

To be considered for admission parents must;

- provide an up to date, most recent copy of a Psychologist/ Specialist/ Pediatric, clinical or school testing, and evaluation reports. (if not in English must be a certified English translation)
- complete the Learning Support section of the Application Form.
- Agree to enroll all siblings into AIS.

AIS may request Confidential Teacher/Principal references as deemed

necessary.

Placement into the Level of Learning Support will be a joint decision of the Director of Learning Support and the relevant Head of Campus.

Pejaten High School Campus

Students with learning difficulties will be placed in mainstream classes, with extra support in the form of a Teacher Assistant. Access to withdrawal services is provided.

Students with more severe learning disabilities will enrol directly in the Active Learning Centre

Bali and Balikpapan Campuses

Students with learning difficulties will be placed in mainstream classes, with extra support in the form of a Teacher Assistant. Access to withdrawal services is provided however this may be limited.

English Support

Students with non-English speaking backgrounds will be required to sit an English language proficiency test to determine their competency in spoken and written English. This testing maximises the student's chances of academic success at the School.

If the student does not demonstrate a proficiency in English commensurate with his or her year level, he or she will be provided with extra support. There is an extra cost for this service.

Please note that admission will be refused if the level of English Support



is not accepted.

Kemang Campus

Support is 'in class' for Foundation students.

Foundation students assessed as requiring English support will receive in class support and will be billed a Foundation EAL fee after 2 terms of Foundation. This fee to be the fee applicable for 1 Semester of Supplementary support.

In October of the child's Foundation year the student is to be assessed to an English Proficiency level and the parents informed of this level which will commence in Year 1

Support for Year 1-6 is on a withdrawal basis.

Three levels of English Proficiency

- Supplementary
- Intermediate
- Intensive

The decision regarding the level of English Proficiency and so entry level to English Support will be made by the English Support **Coordinator**.

Pejaten Campus

Three levels of English Proficiency:

- Supplementary
- Intermediate
- Intensive

Students are withdrawn for English Support classes with the frequency being dependent on the English proficiency level. The decision regarding the level of English Proficiency and so entry level to English Support will be made by the English Support Coordinator.

Bali

Two levels of English Proficiency.

Support is 'in class' for Foundation to Year 5 students.

Support for Year 6-10 is on a withdrawal basis.

Students are withdrawn for English Support classes with the frequency being dependent on the English proficiency level.

The decision regarding the level of English Proficiency and so entry level to English Support will be made by the Head of Campus.

Balikpapan Campus

Level of support is dependent on the English proficiency level. In class support is provided.

The decision regarding the level of English Proficiency and so entry level to English Support will be made by the Head of Campus.

Disclosure Clause

The parents and/or guardians of all prospective students must certify that, at the time of admission, all

Information pertinent to the admission of a student to AIS has been disclosed. Failure to provide accurate translations of academic



documents or to declare accurately and fully any assessments or evaluations made for educational support (e.g. Learning Support or gifted programs, individual educational plans, child guidance clinics, private tutoring, speech therapy, psychological assessment, etc.) and/or a student's psychological/medical background, and sibling details may result in the annulment of the School's acceptance offer or the student may be required to withdraw from AIS.

Placement into the School's Waiting Pool

If an applicant meets admissions requirements but is applying for enrolment in a year level or program (EAL, Learning Support) that is full, then that applicant will be placed into the waiting pool for that particular school year.

When a place becomes available, parents are notified and receive an offer of placement and must accept within the indicated time period.

If it is determined that space will not be available during the requested school year, parents are notified in writing by the Admissions office in a timely manner.

If a candidate is interested in applying for the following year, the application must be updated with the Admissions office.

A Wait List fee of IDR 1 350 000 must be paid to be placed on the Wait List.

Non Acceptance of an Application at this time

An applicant's admission may not be accepted when it has been

determined that AIS does not have a place or is unable to offer a program to adequately meet an individual student's learning needs. Applicants who have not been accepted may re-apply for reconsideration at a later date.

Guardianship

Students living with someone other than their parents must notify the appropriate Head of Campus and have the Campus's approval. For students living with guardians, there must be provision made for automatic tuition payments and written confirmation that the student is directly supervised by the guardian in residence, who is responsible for the student's well-being. Authorized guardians must be over 21 years of age.

(b) Enrolment Procedure

Information Visit

Prospective student and their families are most welcome to make an appointment to visit the Campuses and learn more about the programs offered at AIS. The Information visit will be conducted by the Enrolment / Admission Officer or the Marketing Director.

Application Procedures

All Application Documents to be submitted with Application Fee to the Enrolment / Admissions Officer for each prospective student before the application will be considered:



Applications can be sent;

- online - visit <http://www.ais-indonesia.com>
- Fax: Pejaten (62.21)782 7871 Kemang (62.21) 7179 0937 Bali (62.361) 732 209 Balikpapan (62.542) 750 791
- In person to the Campus office.
- Scanned and emailed: enquiries@ais-indonesia.com

Placement Test

Upon receipt of the completed Application Form and Application Fee, applications will be assessed and students will be invited to the relevant campus to sit online Placement Tests in Reading and Mathematics. There may be times when this test is conducted after enrolment.

Admission Meeting With Head of Campus

Parents whose child is to be admitted will be invited to a meeting with the Head of Campus.

Information given at this meeting:

- the proposed Year level, class and class location
- Campus Information Booklet
- Uniform requirements
- Specific Program Information:- ECAs, Swimming, Assemblies

Parents will be given the opportunity to purchase Uniform from the Uniform Shop.

This meeting can be conducted using video Skype.

Enrolment

Students will commence enrolment a minimum of two days after this meeting.

In Balikpapan an agreed starting date will be determined.

Formal Letter of Offer

A formal Letter of Offer from the Admissions / Enrolment Officer will be sent.

(c) Appendix

Primary School

In the Primary School placement is based on the student's educational background, English Language proficiency and their age on March 31st e.g. A student entering the Preschool 3 programme must have reached his/her third birthday on or prior to March 31st of the current school year.

In exceptional cases and only with the approval of the Head of Campus a student may be placed in another year level.

Age of Child	Class
3+	Preschool 3



4+	Preschool 4
5+	Foundation
6+	Year 1
7+	Year 2
8+	Year 3
9+	Year 4
10+	Year 5
11+	Year 6

Middle School and High School

In the Middle and High School placement is based on the student's past school records, number of years in school, age, English Language proficiency as well as any other factors deemed relevant by the Head of Campus.

The following age/year level chart is a guideline for placement in the Middle and High School.

12+	Year 7
13+	Year 8
14+	Year 9
15+	Year 10
16+	Year 11
17+	Year 12

(d) Fee Information

Students will be invoiced annually or by semester. All invoices for new students must be finalized prior to the student commencing classes.

Fee Applicable

1. A one-time non-refundable **Application Fee** of IDR 2,700,000 upon submission of the Application form.
2. A one-time non-refundable **Enrolment Fee** of IDR 6,750,000.

Note: the Enrolment fee is converted to *Refundable School Deposit* upon enrolment and will be refundable upon termination of enrolment as an AIS student.

3. For students commencing after Term 1, the **Development Levy** and **Tuition** fees are calculated on a pro-rate (by term) basis:



- A student who attends during Week 1 to Week 5 of the term will be charged the full Development Levy and Tuition fees for that term
- A student who attends after Week 5 of the term will be charged a pro-rated Development Levy and Tuition fees for that term.

Terms of Payment

Tuition fees and Development Levy may be paid annually or by semester; a semester covers two terms. Invoice will be issued one term in advance and is payable two weeks prior to the starting of the following term. New students are required to pay prior to commencement of classes. A late payment charge of 2% per month (24% per annum) will be applied to any overdue accounts.

Payments

For new students paying with the annual rate, payment shall be a single payment (in one invoice).

For new students paying with the semester rate, invoices for payment will be issued twice in a year.

New enrolments commencing in Term 2 or Term 4 only

Options (annual and installment) for new students commencing in Term 2 or Term 4;

Annual basis

One invoice will be issued and payment will cover four terms using the

annual rate.

Two options for Installment basis

1. One invoice will be issued and a single payment should be received.
 - Payment covers the commencing term fee (at the Semester rate for the running Term) and the following semester's fee.
2. Two invoices will be issued. Two payments should be received.
 - Commencing term fee (at the Term rate which is 5% higher than the semester rate for the running term, due within 2 weeks)
 - The following semester's fee (at the Semester rate, due 2 weeks before the start of the following semester)

Cancellation of Enrolment

For a fee refund, a written notification is to be received by Finance Department one month prior to the last day of school.

1. Refund applies for the Tuition Fee, Development Levy and Bus Service Fee
 - For students who pay annually – please fill in the **Refund Form** available from the Administration desk.
 - For students who pay by semester – please fill in the **Refund Form and provide a letter from the employer confirming overseas employment relocation**. Refund cannot be processed unless the supporting letter is provided.
2. The refund calculation shall be as follows;
 - A student who attends less than half a term (5 Weeks) will



receive pro-rated refund for the term not attended

- A student who attends more than half the term will not receive any refund for that term
3. In the event that a student is expelled no refund will be made.
 4. The deposit is fully refundable where the required notice is given.

Parents Requiring Financial Assistance

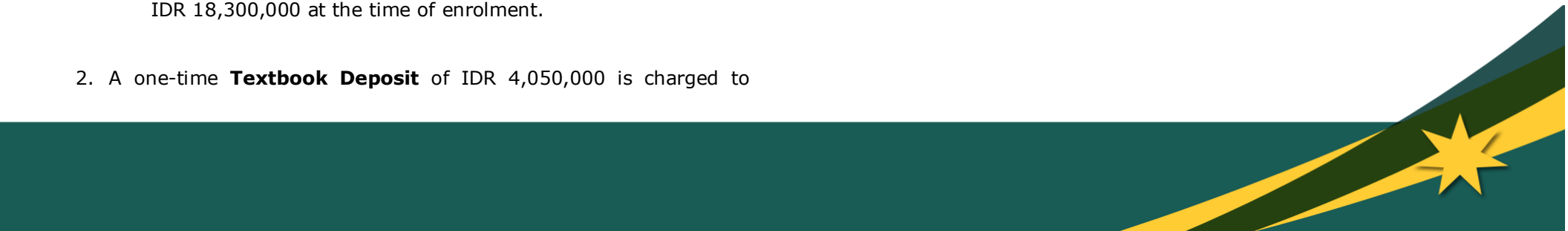
Financial Assistance may be provided to families of students who have been enrolled in the School for more than one year and pay their own fees. The Financial Assistance Application Form is available at the Admissions Office and the Head of Campus's office. The criteria and regulation of the Financial Assistance is stipulated in the application form. The School has discretionary power to award financial support on a needs basis.

FOR SECONDARY STUDENTS ONLY

1. Additional **International Baccalaureate Diploma (IB)** Fee applies:
 - For new students enrolling in Year 11, the IB fee of IDR 9,150,000 is charged at the time of enrolment and subsequently IDR 9,150,000 at the beginning of Year 12.
 - For new students enrolling in Year 12, the IB Fee charged is IDR 18,300,000 at the time of enrolment.
2. A one-time **Textbook Deposit** of IDR 4,050,000 is charged to

Secondary students (Year 7 – Year 12).

This deposit is fully refundable on return of textbooks & locker key prior to the student's final departure from school. Textbooks and locker key will not be issued until the Textbook Deposit is paid. Fines are imposed for those books which show excessive deterioration in condition or have been lost whilst in the student's possession. Students are required to pay for lost locker keys.



6. Students

(a) Student Code of Conduct

The Student Code of Conduct rests on four basic rules: respect for themselves; respect for others; respect for their own and others' property (intellectual and material) and respect for those in leadership positions, who in turn respect those whom they lead. All detailed School regulations, classroom rules, safety rules, bus rules, etc. will be logical extensions of these four basic expectations and are explained in the following terms:

Fair Play

Fair play is expected of all students who participate in any form of school-sponsored sports events. Good behaviour rests again upon the four basic principles set forth in the behaviour code above: students are expected to behave with self-respect, respect for others, respect for their own and others' property; respect for those in leadership positions. Specific regulations pertaining to behaviour and discipline during school-sponsored events are developed and enforced.

Student Leadership

The development of leadership is an important part of the educational and life experience and recognises that students in a variety of roles, such as bus monitors, assistants to coaches,

student council officers, all represent the School as a result of their academic achievement or individual talent. For this reason, the School expects that these students will hold their positions without compromising themselves or their fellow students and with the full intention of serving the goals and ideals of exemplary student conduct.

Student Rights

Each student has the right to be treated with respect, courtesy and consideration by every other student, teacher, School employee, or other adult in the School. They have the right to know what the rules are; to appeal to higher authority when they feel unfairly treated. However, persons in charge of classrooms and of the School as a whole must have the authority to carry out their work for the benefit and safety of everyone concerned without constant discussion.

Students should never feel they have been unfairly treated and that they have no recourse. Most complaints and grievances can and must be resolved at the level at which they arise, and as often as necessary, with the help of the Head of Campus. In every case, students must be dealt with courteously and promptly. If any matter cannot be resolved at the campus level, the Head of Campus may consult the Principal whose decision will be final.



Transport

Every attempt will be made to assure maximum safety at the bus stops and on the buses as students travel to and from school. For this reason students must conduct themselves in a manner that respects other riders, including the driver, and that they cause no disturbance or damage to vehicles. Further, AIS expects students to also adhere to this code when travelling on all school-sponsored activities, regardless of the means of transportation.

Investigations

Inspection of School property, including but not limited to lockers, may be made at the discretion of the Head of Campus. If items considered illegal or detrimental to the educational process are thought to be kept at the School by a student then the Head of Campus may search the School property without notifying the student or parents/guardians. Two adults representing the School will be present at such searches. A written report must be made to the parents/guardians and to the Principal.

When there are reasonable indications that a student has drugs, narcotics, weapons, explosives or any other dangerous contraband in their possession, which may endanger the safety and welfare of the student, or other persons School officials of the same sex as the student may be authorised by the Head of Campus to search a student's person. Such searches will be made only in the

presence of two adults of the same sex as the student in question. Where possible a parent/guardian will be called in to witness such a search. A written report must be made to the parents/guardians, and to the Principal.

Discipline

It is expected that students will conform to the general Code of Conduct and more specific campus-based rules put in place to ensure safety, orderly conduct and compliance with school policy. When transgressions occur academic staff must ensure that the student understands why their behaviour is unacceptable and, when deemed necessary, apply appropriate sanctions.

(b) Learner Profile

Values	Characteristics
1. Care and Compassion Care for self and others. 2. Doing Your Best Seek to accomplish something worthy, try hard and pursue excellence. 3. Fair Go	1. Principled They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice. 2. Caring They show sensitivity towards



Pursue and protect the common good where all people are treated fairly for a just society.

4. Honesty and

Trustworthiness

Be honest, sincere and seek the truth.

5. Integrity

Act in accordance with principles of moral and ethical conduct; ensure consistency between words and deeds.

6. Respect

Treat others with consideration and regard, respect another person's point of view.

7. Responsibility

Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take

the needs and feelings of others. They have a sense of personal commitment to action and service.

3. Open-minded

They respect the views, values and traditions of other individuals and cultures, and they are accustomed to seeking and considering a range of points of view.

4. Well-balanced

They understand the importance of physical and mental balance and personal well-being.

5. Inquirers

Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and their love of learning will be

care of the environment.

8. Inclusion

Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

sustained throughout their lives.

6. Knowledgeable

They have spent time in school exploring themes, which have global relevance and importance. In doing so, they have acquired a critical mass of significant knowledge.

7. Thinkers

They exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.

8. Communicators

They receive and express ideas and information confidently in more than one language.

9. Up for a challenge

They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to



	<p>explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.</p> <p>10. Reflective</p> <p>They give thoughtful consideration to their own learning and analyse their personal strengths and weaknesses in a constructive manner.</p>
--	--

(c) Non Discrimination

No person in our school shall be discriminated against on the basis of race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability. This policy does not preclude any policy, programme, or activity that has as its aim the improvement of conditions for disadvantaged individuals or groups. For example, remedial programmes for children with language, cultural or learning difficulties shall not be considered “discriminatory” under the terms of this policy. The letter and spirit of applicable human rights laws shall be carefully observed, enforced, and supported, so that all members of the school community may work together in an atmosphere of mutual respect for individual

difference.

This policy of non-discrimination shall prevail in all matters of instruction, course selection, facility provision; the choice of instructional materials, the provision of career guidance and counselling; and in all matters pertaining to cultural and community relations. Specifically, the Yayasan Board abhors and prohibits the distribution or any material based on racial or religious prejudice, either inside the school on school grounds, or through misuse of confidential school data bases.

(d) Child Protection

Principle

Every child has the right to be safe and to receive loving care and support (Council of Australian Governments, 2009, p.6). It is also the right for every child to live a full and productive life in an environment that builds confidence, friendships, security and happiness.

The Australian International School-Indonesia (AIS) is committed to the prevention of child abuse and the protection of children. The *National Framework for Protecting Australia’s Children* (2009) states that ‘protecting children is everyone’s responsibility’. All staff employed at AIS are responsible for the care and protection of all students enrolled at the school, and for the reporting of information about child maltreatment, concerns such as neglect or physical, sexual and



emotional abuse.

AIS will support families and ensure that they are made aware of the services available to them and of the benefits these services can provide. When dealing with students AIS staff are to have the best interests of the child to be their main consideration.

AIS staff members will

- value diversity
- contribute positively to the safety and wellbeing of themselves and others
- act independently, justly, cooperatively and responsibly in school, work, civic and family relationships
- contribute to the implementation of appropriate strategies that create and maintain a safe and supportive learning environment

(National Safe Schools Framework, Australia, 2003)

Definitions

(as adopted by the Department of Education and Early Childhood Education, Victoria, Australia)

Physical Abuse

Consists of any non-accidental form of injury or serious physical harm inflicted on a child or young person by any other person. It does not mean reasonable discipline, though it may result from excessive or inappropriate discipline. Physical abuse can include beating, shaking,

burning and assault with implements.

Sexual Abuse

A child is sexually abused when any person uses their authority or power over the child or young person to engage in sexual activity. Child Sexual abuse involves a wide range of sexual activity and may include fondling genitals, masturbation, oral sex, vaginal or anal penetration by finger, penis or any other object, voyeurism and exhibitionism. It can also include exploitation through pornography or prostitution.

Emotional Abuse

Emotional abuse occurs when a child or young person is repeatedly rejected, isolated or frightened by threats or by witnessing family violence. It also can include hostility, derogatory name calling and put-downs, or persistent coldness from a person, to the extent that the behaviour of the child or young person is disturbed or their emotional development is at serious risk of being impaired.

Neglect

Neglect includes the failure to provide the child or young person with an adequate standard of nutrition, medical care, clothing, shelter or supervision to the extent that the health or development of the child is significantly impaired or placed at serious risk. A child is neglected if they are left uncared for over long periods of time or abandoned.



Family Violence

Family violence is defined as violence (actual or threatened) that occurs within a family, including physical, verbal, emotional, psychological, sexual, financial and social abuse. Family violence is a criminal offence and can be liable to prosecution.

Reasonable Grounds

A belief that a child or young person has experienced or is experiencing abuse or neglect may be formed when the abuse is disclosed, someone advises you, or your own observations of the physical condition, or the observations of the behaviour of the child or young person or someone who has responsibility for the child or young person indicates abuse may have occurred or is occurring.

Mandatory Reporting

All AIS staff members report to the Head of Campus as soon as practicable after forming a belief on reasonable grounds that a child or young person is in need of protection from significant harm.

Bullying and Harassment

Bullying and harassment are often thought of separately; however both involve a more powerful person or group oppressing a less powerful person or group, often on the grounds of 'difference'. These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical

appearance, personality, age, marital status, parenting status or economic status.

Staff

AIS is committed to maintaining and developing staff awareness of how to prevent, recognise and respond to child abuse and neglect.

The school acknowledges research that children and young people with disabilities are at a much higher risk of maltreatment than non-disabled children as an inclusive school we also acknowledge the challenges teachers are faced when developing safety skills with students with disabilities.

Regular professional development sessions on child protection will be incorporated into staff meetings and the school will invite any local agencies in the child protection field to present at meetings when possible.

New staff upon induction will be required to familiarise themselves with school policies relating to child protection and will be encouraged to read resource materials located on the school network.

Staff Responsibilities

- To treat all students with respect and dignity
- Provide duty of care and protect students in their care



- Provide a physically and psychologically safe environment for students
- Participate in training and staff development opportunities which provide knowledge on child protection
- Teach students skills and understanding that will empower them to achieve and maintain personal safety
- Assist students in developing positive, responsible and caring attitudes and behaviours which recognise the rights of all people to be safe and free from both harassment and abuse
- report abuse once disclosure has occurred or you have suspicions based on reasonable grounds
- Adhere to the schools 'Code of Conduct' policy.

Responding to Observation, Disclosure or Allegations of Abuse

All staff or volunteers at the school have a duty of care to support and protect the children and young people with whom they are personally involved. When any staff member forms a belief that a child or young person has been harmed or at risk of being harmed they are ethically bound to take action and all are mandated by this policy to do so.

Any staff member to whom a disclosure or allegation of abuse is made or any staff member who observes abuse must:-

- a) Listen to a child or adult who is telling or indicating that something abusive has happened to him/her or someone else.
- b) Allow the child or adult to tell you as much as they want to, without interrupting. Remember you need to record this.

- c) Limit any questions to clarifying what happened and strictly avoid leading the child/person by making suggestions or introducing your own ideas in the questions. Do not try to investigate further.
- d) Tell the informing child or adult that you will make sure that the right people follow up what they have said.
- e) Re-assure the child that they will be supported by a person of their choice at all times.
- f) Ask them if there is anything they immediately need to feel safe and assure them that the staff will try as far as practicable to follow their wishes.

Staff can never give guarantees of confidentiality to children or adults wishing to confide something serious. They should guarantee that they will only pass on the information to the minimum number of people who must be told in order to resolve the problem.

In situations where a person's health is at risk and/or urgent medical treatment is required, immediate action should first be taken to ensure the well-being of the person. Further enquiries concerning protection should be conducted as soon as possible afterwards.

The member of staff who first raises the concerns will make a full written record of the circumstances and detail of the concern raised (in the case of a disclosure, as soon as possible after a disclosure).



Reporting

Any AIS staff member or volunteer working at our school must immediately report any observation, disclosure or allegation of abuse to the Head of Campus. The Head of Campus must immediately contact the AIS Principal and together determine upon a plan of action that includes further investigation.

If the seriousness of the allegations suggests the need for further on-reporting to relevant Indonesian authorities such as the Police or National Commission on Child Protection (Komnas) the Principal must first consult with the Chairperson of the Yayasan Board and agree upon a coordinated whole school strategy for dealing with the situation.

Employment

AIS is committed to employing staff of high calibre. Our employment procedures include a thorough checking of an applicant's employment history. The school will make personal contact with referees along with past employers. Australian expatriate teachers must have current registration with a State Registration Authority and other expatriate teachers must have a Working with Children clearance.

When hiring staff one of our prime considerations is for our teachers to have the skills and attributes, which contribute to our student's safety, and to their physical, emotional, intellectual and social development.

Supervision

AIS is committed to the protection and safety of its students. The school ensures that all staff, volunteers and visitors are well supervised and visible in the activities they perform with children.

Opportunities for staff, volunteers and visitors to be alone with students are to be kept to a minimum. Professional boundaries have been established and are discussed with staff and other adults who have contact with students at the school.

No student is allowed to be taken from the school without written parental permission. In an emergency this may happen, in this case the parents will be notified immediately through the office.

Professional Boundaries

All staff are to foster positive relationships in ways that do not compromise a student's welfare. Professional boundaries have been established and all staff are expected to respect these boundaries.

Boundaries	Example of violation
Communication	<ul style="list-style-type: none"> inappropriate comments about a student's appearance



	<ul style="list-style-type: none"> • inappropriate conversations or enquires of a sexual nature • use of inappropriate pet names • vilification or humiliation • obscene gestures and language • failing to intervene in sexual harassment of students • correspondence of a personal nature via any medium (phone, text message, letters, email, internet postings) that is irrelevant to the staff members role • AIS Staff must not have students as "friends" on Facebook or other social media.
Personal Disclosure	<ul style="list-style-type: none"> • discussing personal details of self, other staff or children
Physical Contact	<ul style="list-style-type: none"> • unwarranted or unwanted touching of a student • corporal punishment • initiating, requesting or permitting inappropriate or unnecessary physical contact with a student

	<ul style="list-style-type: none"> • inappropriate use of physical restraint
Place	<ul style="list-style-type: none"> • inviting, allowing or encouraging children to attend the staff members house.* • allowing students access to your personal internet locations • attending students' homes or social gatherings* • being alone with a student outside of your responsibilities <p>*teachers with children attending our school are exempt from these violations but must exercise considerable discretion.</p>
Targeting individual children and young people	<ul style="list-style-type: none"> • tutoring • giving personal gifts • offering care of students for respite for parents
Role	<ul style="list-style-type: none"> • adopting an ongoing welfare role • photographing, recording or filming students via any medium when not authorized by Head of Campus
Possessions	<ul style="list-style-type: none"> • correspondence or communication to or



	<p>from students where a violation of professional boundaries has occurred</p> <ul style="list-style-type: none"> • still/moving images or audio recordings on personal equipment or kept in person locations that have not been authorized by the Head of Campus • Uploading or publishing still/moving images or audio recordings of children and young people to any location, without parental or the Head of Campus's permission.
--	--

Source: Government of South Australia (2011)

It is important for staff to realise that when boundaries are violated they risk:

- harmful consequences for the child or young person
- seriously undermining the learning process
- seriously undermining their professional reputation and the confidence of the education or care community in their suitability to be working with children or young people
- formal directions or other disciplinary action

Student Images

AIS personnel will ensure that information or images about students are never used in a way that places them at risk, or

compromises their safety or dignity and will at all times portray children in a respectful, appropriate and consensual way.

- Students should always be portrayed in a respectful manner and not in vulnerable, submissive or sexually suggestive manner.
- Wherever possible, a student and their family will be asked for consent when using their images.
- There should be no identifying information of the child used in the publication of images.
- When sending images electronically, file labels should not reveal identifying information.

AIS also respects the confidentiality of information regarding student's health, academic records, family backgrounds and personal histories.

Relationships with Parents

AIS takes great pride in its positive relationships with parents. The school has an 'open door' policy where parents are encouraged to visit at any time. School policies, including the Child Protection Policy are available to current members of the school community, as well as prospective parents.

Parents are encouraged to voice any concerns that they may have about



the treatment of a child or the behaviour of a member of the school community. These concerns can be raised with the Head of Campus or where the concern may relate to the Head of Campus, parents are encouraged to contact the school Principal.

All concerns will be investigated and the appropriate action will be taken.

(e) First Aid

The care of students who become sick or injured while at school is an integral part of our Student Welfare Policy.

Procedures

Generally, First Aid will be of a supportive kind, with emphasis on:

- observation of the patient.
- keeping the patient comfortable.
- Providing a basic level of treatment until medical treatment by a Medical doctor can be obtained.

Playground

Efficient supervision of the playground will keep accidents to a minimum. However, as accidents and illnesses will occur from time to time, staff, students and parents need to be familiar with this policy.

The following procedures are to be implemented at all times.

- It is highly desirable that sick and injured students report to the teacher on duty before going to the school nurse. Students requiring band aids are to be sent to the school nurse for treatment.
- Other students are to be encouraged to report on behalf of any student who is too ill to walk to the teacher on duty.
- If the teacher on duty is unsure about the nature of the illness or injury, the student must be sent to the sick bay for assessment by the school nurse.
- An Accident Report will be completed by the teacher on duty and the school nurse immediately following any injury to a student.
- Parents will be informed by note if their child has had treatment for a minor condition by the school nurse (even if only a Band-Aid was applied). Phone contact to parents will be made in situations where further treatment is recommended.

Classroom

At all times, teachers must exercise a Duty of Care for the students in their charge. The following procedures are to be implemented at all times:

- Teachers will provide support as necessary for any sick or injured students.
- Any sick or injured student is to be sent with a Referral Note to the school nurse in Sick Bay accompanied by an LSA or TA, or



send a TA or LSA to get the school nurse should the child not be able to walk.

Treatment

- In the event of an injury requiring doctor treatment or any injury to the head, an SOS ambulance may be called by the School nurse. (front office staff to make the call).
- Parents will be contacted by phone by front office staff as soon as possible but generally after the ambulance is contacted in emergency situations. In situations that are less urgent we will endeavor to contact parents first so that they can accompany the student to a doctor of their choice. This decision is to be made by the school nurse or Head of Campus.
- If ambulance officers decide that the sick or injured student should be taken to the SOS Clinic for treatment and the parents or care givers cannot be contacted or have ambulance not arrived at the school, the school nurse will accompany the student in the ambulance and remain with the student until a parent arrives at the SOS Clinic.
- Where phone contact is not successful we will email the parent.
- At no time in the initial treatment stages will parents be requested to transfer funds for medical treatment. This may come at a later stage in a face to face meeting with hospital staff (there is a scam operating that requests in a phone call that funds be transferred for treatment; parents are asked to

immediately contact the school and not to transfer any funds).

(f) Emergency Procedures

Each campus must have a clearly understood and practised set of emergency procedures. Emergency drills must be carried out at least once each term.

(i) Evacuation

To be used in emergency where it is safer for students to be removed from their classrooms such as Fire, Gas Leak or possibly a Bomb Threat or Earthquake, at the discretion of the teacher.

Procedure

DURING CLASS TIME

1. The evacuation alarm bell (signified by a ringing bell) is activated by Head of Campus (HOC) or admin staff. (Rick Kee to be contacted)
2. Students are to leave their classroom/study area immediately. They will not be able to collect personal belongings, before being led by the subject teacher in an orderly fashion to the designated evacuation point. Students are to remain quiet at this time so that any instructions given can be heard.
3. Students are to line up in their current class on the football pitch.
4. Teachers are to bring class rolls to the evacuation point.



5. Front office staff to bring absentee lists for the day (and bus lists) to the evacuation point.
6. Class teachers are to mark off their students and inform the Emergency Warden when completed. Class teachers are to inform the Emergency Warden that their Teacher Assistants and Learning Support Assistants are also in the evacuation area.
7. If you don't have a class, go to the evacuation area (football pitch) and remain there.
8. HOC will inform students of the situation.
9. Parents will be informed via SMS that they can pick up their children from the school or a designated safe area.
10. Students will remain at the designated evacuation point and will leave the school grounds from this area. School bus students will depart from the school bus area or from the evacuation point.
11. Once school buses have departed Class Teacher Assistants will accompany car students to the departure area and supervise their departure by car.
12. All students whose parents have not been contacted will stay behind at the evacuation point supervised by teaching staff until their parents can be contacted.

BREAKTIME or ECA

*Should the **evacuation alarm** sound at a break time or during ECAs:*

- Students are not to enter the building but must proceed to the football pitch and line up in their normal teacher class groups.

- The teacher on duty is to sweep the area of their duty.
- Art staff to sweep Art area.
- PE Teacher to sweep the Sports Area
- Teacher Assistants to sweep toilets that are close to their classes.
- Specialists should check that their room is clear of students.

(ii) Lockdown

To be used in emergency where it is safer for students to remain in their classroom such as Earthquake, Intruder, or possibly Bomb Threat

Procedure

1. Lock Down alarm (signified by a continuous voice command) to be activated by HOC or Admin Staff.
2. Teacher to close or lock all doors to the classroom and place a table that will block the exit points.
3. All students should remain in the classroom, lying calmly and quietly under their desks out of sight of the windows. Or to be hiding in an area of the classroom that is not visible to an intruder.
4. Students in the toilet should remain there.
5. Students in the corridor should enter the closest room.
6. Students and teachers should remain where they are until given further instructions via PA.
7. HOC to notify Rick Kee/Principal.



Earthquake

1. Same alarm as LOCKDOWN but distinguishable by ground movement. Staff need to decide if it is safe to evacuate students from the classroom. If safe – refer to EVACUATION policy procedures.
2. If outside lay calmly on the ground
3. If deemed unsafe to evacuate, staff should ensure that students remain in their classrooms sitting quietly under their desks.
4. Students should remain underneath desks until notification by PA or runner.
5. Evacuate to the designated area and report any injuries to Emergency Officer at the assembly area.
6. First aid Station will be set up at the assembly area.

(g) Accident Insurance

The school does not provide Student Accident Insurance and the costs for Medical treatment for injuries that occur as a part of the school program, at breaks, on excursions and on camps will be the responsibility of parents who are encourage to provide cover for their children under a family Medical Insurance Scheme.

If a child is injured at school, our school nurse or other personnel will assess the severity of the injury and a parent will contact you as soon as possible. If our nurse or other personnel determines that the injury

requires treatment at a medical facility, the school will arrange ambulance transport to SOS (In Jakarta and Bali), Siloam (In Balikpapan) and then contact parents, asking them to meet us at the point of treatment. The school will pay for the ambulance fee, however all costs upon arrival will be the parent's responsibility. Parents can then choose to continue treatment at the medical facility or to move their child to an alternative at their cost. On camps and excursions we will transport the child to the nearest medical facility.

(h) Swimming and Water Safety

Swimming and water safety programs are conducted by our school in a variety of contexts. Swimming and water safety instruction may be include stroke correction, fitness training and/or the preparation of students for competition in aquatic sports such as competitive swimming, triathlon, water polo and life-saving. Such programs may be conducted in locations on or off the school site, ranging from potentially high-risk areas such as surf beaches, to lower risk locations, such as swimming pools.

Generally, activities conducted in aquatic environments require a high degree of risk analysis and management. However, the level of risk will vary according to the nature of the activity. Swimming and water safety programs do not present the same level of risk as "free" swims and other less structured water-based activities.



(i) Definitions

Closed Water

A controlled water environment (still or slow moving) or sheltered water with a low swell, such as a swimming pool, sheltered coastal area or river, dam, waterhole, or inland water body.

Excursion

Any student-learning activity conducted off the site of the school, at which the student is enrolled, that is organised or managed by a member of the teaching staff.

External Provider

A business/individual paid by the school to provide a venue, service and/or expertise appropriate to a particular school activity.

Open Water

An uncontrolled water environment that may be fast flowing or turbulent, (white water) such as a surf beach, flowing river or waterway, or tidal coastal water.

Qualified Supervisor

An adult who holds the necessary qualification(s) appropriate to the specific activity or activities.

Supervisor

An adult who acts in a designated supervisory capacity.

Supervisory Team

All adults who have a supervisory role at the activity.

Teacher-in-Charge

The member of the teaching staff who is nominated by the principal to manage a school activity.

Venue

The building, grounds and facilities, external to the school, where planned activities occur during an excursion.

Volunteer

An adult or organisation who/which offers services for school activities but receives no remuneration from the school for the services provided.

(ii) Procedures

In planning a swimming and water safety program, the teacher-in-charge must consider risks relevant to the

- environment;
- students' capacity;
- activities to be conducted;
- capabilities of the supervisor/supervisory team;
- involvement of external providers.
- required level of supervision;
- supervision strategies;
- means of identifying participants;
- information to be provided to parents/guardians for their consent;
- communication strategies;
- emergency response planning; and
- briefing for participants.



(iii) Risk Assessment

The teacher-in-charge must conduct a risk analysis of the:

- environment;
- students' capacity;
- activities to be conducted;
- skills of the supervisor/supervisory team; and
- involvement of external providers.

Environment

The teacher-in-charge must establish the suitability of the venue(s) relative to the students' skills and experience, the planned swimming and water safety activities and the supervision required. Consideration must be given to the potential risk of injury. Selected activity areas are to be appropriately defined. Venue signage with respect to diving must be adhered to.

Advice for Teachers-In Charge

Potential dangers in aquatic environments may include immersion in deep water, impact injuries from dumping waves or from diving into shallow water, cuts and abrasions from rocks or snags, sunburn, hypothermia, marine stings and the presence of marine craft. Supervisors should recognise that each aquatic environment is unique and that open-water environments are more hazardous than closed-water environments. The effects of current, wind, waves, tide and land

formations are less predictable and more difficult to control, and should be continuously monitored.

It is recommended that the length of shoreline defined for use in an open-water environment not exceed 100 metres. The selected activity area may be defined by the use of on-shore markers, flags or natural features and off-shore buoys or anchored markers. Where possible, board/ski riders should be engaged to provide additional safety.

In swimming pools, consideration should be given to the teaching and performance of diving. Diving should not be taught in shallow water (generally 1.2m deep or less). Flat racing dives should be taught from the poolside in deep water before allowing a dive entry into more shallow water or from a starting block.

Similarly, a minimum depth of 900mm is recommended where tumble turns are expected to be performed and turn indicators, e.g. flagged ropes must be used when backstroke is being performed. Flagged ropes should be suspended across the pool 5m in from any end where swimmers will turn or finish. Supporting poles should not obstruct the concourse. Where lane 'ropes' are used they should not have sharp edges or fittings that could entrap fingers.

Students' Capacity

Prior to participation in a swimming and water safety program, the teacher-in-charge must ensure that students have the required



swimming and water safety skills to participate safely. Where diving is to be performed, consideration must be given to diving competence and depth of water. The teacher-in-charge must be aware of student health care maintenance and/or intensive health care needs.

A reassessment must be undertaken if any circumstances surrounding the activity change. This includes any change in the condition of the aquatic environment, or in the medical fitness, e.g. conditions such as asthma, epilepsy or fatigue or capacity of the students to undertake the activity.

Advice for Teachers-In-Charge

The Swimming and Water Safety Continuum (see Appendix A) may be a useful tool to gauge students' swimming skills and awareness of water safety. However, such information is only indicative of the students' skills at the time of assessment and does not guarantee students' safety nor reduce the duty of care teachers owe to their students.

Activities to be Conducted

The full range of activities to be conducted during a swimming and water safety program is to be assessed and decisions made in relation to the selection of activities and areas to be used.

Advice for Teachers-In-Charge

The teacher-in-charge should determine the additional skills required by

students to

- *participate safely in activities such as:*
- *diving or jumping from various heights;*
- *swimming under water;*
- *swimming in turbulent water;*
- *catching waves; and*
- *entering and exiting the water.*

Supervisors should be aware that activities involving the use of diving towers and springboards, interactive or floating play equipment presents a greater risk.

Equipment to be Used

The teacher-in-charge must ensure that equipment to be used is checked to ensure that it is appropriate to the activity, safe and in working order. Emergency rescue equipment such as surfboards, rescue tubes, wave skis, body boards or swim fins and a first aid kit (including a thermo blanket) must be readily accessible.

Skills of the Supervisor/Supervisory Team

The teacher-in-charge must ensure that there is a supervisor/supervisory team with appropriate experience, knowledge and skills to identify and manage potential risks at any stage during the swimming and water safety program.



Collectively, the supervisor/supervisory team must have the skills to:

- identify and establish a safe activity environment;
- effect a rescue and render emergency care;
- monitor and respond to weather and environmental conditions before and
- during activities; and
- monitor and assess the physical well-being of the students.

At least one member of the supervisory team must hold a recognised qualification. Where a member of the non-teaching staff, external providers or volunteers agree to perform tasks that require them to personally care for students in the absence of a member of the teaching staff, the teacher-in-charge must consider the suitability of that adult for the task being assigned taking into account the:

- number of students involved;
- age, experience and capabilities of the students;
- activities to be undertaken;
- characteristics of the venue; and
- health status, skills, and experience of the adult.

The role of supervisors will be determined by the teacher-in-charge.

Advice for Teachers-in-Charge

Adults, who are not teachers, but who possess the appropriate

experience, competencies

and/or qualifications, may be supervisors. Non-teaching staff, volunteers and external providers have a right to refuse a request to personally care for students and to have their decision respected by members of the teaching staff.

Volunteers may be requested to complete a Confidential Declaration indicating whether or not they have any convictions or whether there are any circumstances or reasons that might preclude them from working with or near children. Lifeguards on duty may be considered as a member of the supervisory team only where their sole responsibility, at that time, is to actively supervise the area in which the activity is being conducted.

Involvement of external providers

Where an external provider is engaged, the teacher-in-charge must be satisfied that the provider is competent. External providers (and their staff) involved in activities with students must have current working with children clearance. The teacher-in-charge and the manager of the venue/external provider must clearly establish the respective responsibilities of their staff. The teacher-in-charge must inquire whether the selected external provider(s) has the appropriate level of public liability insurance.



Advice for Teachers-In-Charge

The suitability of an external provider may be determined from the information provided (via telephone, website or correspondence) relating to:

- *recent experience (including maintained logbooks);*
- *peak body organisation accreditation;*
- *commercial operator's permit;*
- *other licences and permits required by statutory authorities and land owners;*
- *current qualifications, accreditation and any other relevant training of instructors;*
- *public liability insurance; and*
- *reference from previous school clients.*

Determining the required level of supervision

General

The level of risk in aquatic activities is dynamic and must be constantly monitored. Supervisory requirements must be considered in accordance with the:

- age of the students;
- experience and ability of the students;
- student medical conditions or disabilities;
- supervisor(s) competence and experience;
- type of activity to be undertaken;
- nature of the environment, e.g. open or closed water;

- location of the activity;
- weather.

Minimum Level of Supervision

For swimming and water safety programs, there is a minimum level of supervision for students in the water. At no time will there be less than one qualified supervisor. Different levels of supervision are required for closed and open water environments.

Closed water

There must be at least one qualified supervisor and another adult supervisor for every 24 students.

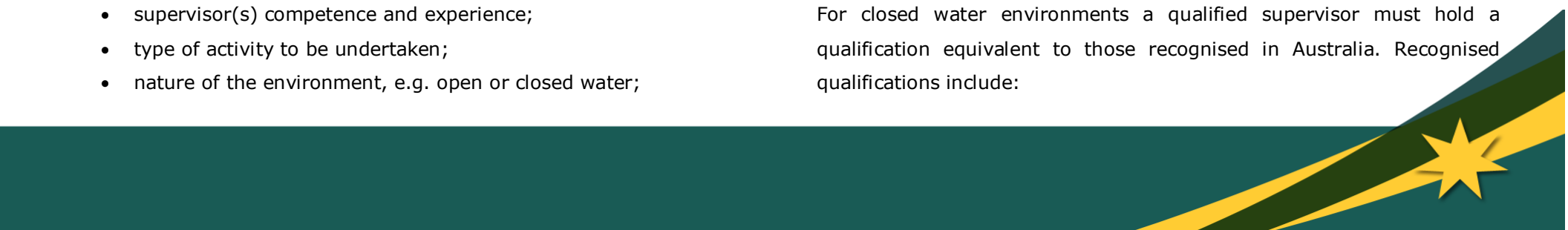
Open water

There must be at least one qualified supervisor and another adult supervisor for every 12 students.

Lifeguards on duty may be considered as a qualified adult only where their sole responsibility, at that time, is to actively supervise the area in which the activity is being conducted.

Qualifications

For closed water environments a qualified supervisor must hold a qualification equivalent to those recognised in Australia. Recognised qualifications include:



- Level I, II or III Coach (relevant to the specific activity) under the National
- Coaching Accreditation Scheme;
- RLSSA11 Bronze Medallion;
- SLSA12 Bronze Medallion;
- SLSA Surf Rescue Certificate;
- AUSTSWIM Teacher of Swimming and Water Safety Certificate (recognised as being appropriate for swimming pools only);
- RLSSA Swimming Instructors Certificate (recognised as being appropriate for swimming pools only).

For open water environments, recognised qualifications include:

- Level I, II or III Coach (relevant to the specific activity) under the National Coaching Accreditation Scheme;
- SLSA Bronze Medallion;
- SLSA Surf Rescue Certificate;
- RLSSA Bronze Medallion (is suitable for a flowing river or waterway).

The teacher-in-charge must ensure that the qualification held:

- has current rescue and resuscitation components; or
- there is a member of the supervisory team who is qualified to rescue and administer cardio pulmonary resuscitation.

Advice for Teachers-In-Charge

A CPR qualification is a component of most of the recognised qualifications. It may be acquired from St John Ambulance, Red Cross, RLSSA or other providers. Rescue and resuscitation qualifications from RLSSA and SLSA are current for 12 months. In the case where the group is in an isolated or remote area, a member of the supervisory team should have advanced first aid qualifications. Remote or isolated areas may include any location where outside assistance might be more than one hour away.

Supervision Strategies

Supervision strategies must ensure that the safety and well-being of students is maintained at all times.

The teacher-in-charge is to determine the number of supervisors and the supervisory strategies. The teacher-in-charge must recognise that the number of schools and other user groups at a venue will increase the potential risk. The teacher-in-charge must determine the nature and number of other groups using the venue. Supervisory strategies must reflect the additional risk.

It is essential that students in the water are actively supervised at all times. That is, the supervisory team has a clear view of all students. The appropriate number of supervisors directly monitoring the students in the water must be maintained at all times. Supervision strategies for students not in the water must reflect the risks associated with the proximity of water.



Advice for Teachers-In-Charge

From time to time, a supervisor may need to leave his or her position. In such a situation, the supervisor should alert others on duty of his or her impending absence to ensure adequate supervision is maintained. However, the appropriate number of supervisors directly monitoring the students in the water must be maintained at all times. As part of a management plan, a roster should be developed both to relieve and rotate supervisors.

Identifying participants

Students and supervisors must be easily identifiable. The teacher-in-charge is to decide on a suitable system(s) of identification for participants based on the assessment of the aquatic environment, students' swimming and water safety skills, the type of activities to be undertaken, and the number of students.

Advice for Teachers-In-Charge

Systems for identifying students include:

- *the wearing of 'lifesaver' or AIS swimming caps, neoprene armbands or rash shirts; and*
- *confining students to designated areas not being utilised by other schools or the public.*

Provide Information and Seek Parental Consent

Parent/guardian consent is required for all swimming and water safety programs. Information must be provided to parents/guardians to enable them to make informed decisions about their children's participation. Parents/guardians must be reminded to provide information about any changes to their children's health or fitness prior to the commencement of the swimming and water safety program.

Advice for Teachers-In-Charge

Consent may be obtained for the duration of a swimming and water safety program. The teacher-in-charge should ensure that parents and guardians of culturally and linguistically diverse students are provided with all necessary information regarding a swimming and water safety program.

Communication Strategy

Planning for a swimming and water safety program must include the development of a strategy that enables regular communication amongst all members of the group. The strategy must clearly identify a signal for gaining the full group's attention. An emergency signal must be selected and explained to all participants.

The communication strategy must enable contact with on-site and off-site support services. An alternative mode of communication must be available in case of the failure of the primary communication method.



Advice for Teachers-In-Charge

Communication strategies that enable regular communication amongst all members of the group may include public address systems, megaphones, air horns, whistles, hand signals or flags.

It is suggested that the teacher-in-charge use the following signal system

- *One blast – stop, look and listen.*
- *Three long blasts – activity finished.*
- *Short blasts in succession and arms waved above head – emergency. Clear the water immediately and assemble in a safe area nominated by the supervisor.*

Complete Emergency Response Planning

The teacher-in-charge must develop or obtain a suitable response plan that will ensure access to emergency support without compromising the safety and welfare of the group or of a casualty. The teacher-in-charge is to ensure that emergency procedures, including emergency signals, are clearly understood by all students and supervisors. All supervisors must be familiar with the evacuation procedures and the location of emergency equipment. Supervisors must be appropriately attired to provide assistance during the activity.

(i) Anti-Bullying

All members of the AIS Community are committed to providing a safe, secure and caring environment for learning, emotional wellbeing and

social growth. Bullying of any form has no place in such an environment. The anti-bullying policy is based on the following principles;

- Students at AIS attend school to participate in a quality of education that provides them the skills and knowledge to contribute to the wider community.
- Each student has the right to feel safe and secure at all times within the school. Bullying will not be tolerated.
- Students, teachers and parents have a shared responsibility to create an environment that is conducive to learning and is free from bullying, thus allowing everyone to work and learn in a safe, secure environment.

(i) Definitions

Bullying is repeated acts of intimidation by an individual or group against a target individual or group, carried out with the intention of causing embarrassment, pain or discomfort for the enjoyment of the perpetrators. It can take a variety of forms as outlined below:

Cyber-bullying

- use of communication technologies including the internet or mobile phone to post or pass on messages or images intended to hurt or embarrass another person.



Physical Bullying

- Fighting, pushing, gestures or invasion of personal space.

Verbal Bullying

- name calling, offensive language
- using put downs, belittling others abilities and achievements
- spreading rumours and gossip
- ridiculing people because of their race, gender, sexuality or religion

Visual Bullying

- writing offensive notes, graffiti
- stealing, damaging destroying other people's possessions
- implied insults or degrading written comments
- contemptuous looks, gestures, utterances

Victimisation

- stand-over tactics, picking on others
- threats to 'get' people
- intentionally excluding others from a group
- forcing others to act against their will

Sexual Bullying

- sexually oriented jokes

- drawings of, or writing about, someone's body
- using rude names or commenting about someone's morals
- asking questions or making comments about someone's private life

(ii) Actions against Bullying

All students will be made aware that bullying is unacceptable behavior and that there are procedures in place for dealing with this problem, including reporting any incidences to a member of staff. The crucial role that "bystander" students who witness or become aware of bullying play in either allowing the bullying to continue or ensuring it ceases will be outlined to students and their responsibilities clarified. All incidents will be taken seriously and action will follow to resolve the situation and to ensure that bullying does not continue.

Student Strategies

- Students who find themselves the target of bullying are advised to seek safety by removing themselves from the bullying situation and alerting an adult as soon as possible.
- Bystanders are expected to tell the perpetrators to stop and/or report incidences to a trusted staff member as soon as possible.

Parent Strategies

- Watch for signs of distress; unwillingness to attend school, missing equipment or requests for extra money.
- Encourage their child to report the incident to a staff member



- Inform the Class Teacher if they suspect that their child has been bullied
- Reassure your child that once the school is aware of the situation it is highly unlikely that the bullying will continue.

Staff Strategies

- Staff will be alert to any signs of distress or changes in behavior of students which might hint at the suspicion of bullying
- All reports of bullying will be brought to the attention of staff in senior positions of responsibility.
- Both target student and alleged perpetrator/s will be interviewed and parents notified of outcome.
- The situation will be monitored until it is clear that no further bullying in the upcoming days, weeks and months has occurred.
- From time to time, student surveys will be carried out to check that covert bullying is not taking place within a year level or beyond.

(iii) Procedures and consequences

For repeated incidents:-

1. Your teacher will speak to you and your parents will be informed.
2. If you stop the offending behaviours, nothing further will happen unless your actions have been violent in nature or illegal.
3. If the behaviour continues, it will be determined as bullying and will be reported to the Head of Campus. The Head of campus will

have an interview with the alleged perpetrator's parents. A decision will be made regarding whether an in school or out of school suspension is needed, based on the severity of the situation.

4. Ongoing monitoring of the child and behaviour will begin and further incidents will result in suspension. If the activity is illegal or brings AIS into disrepute the student will be expelled.
5. Further incidences after suspension will result in expulsion..

Physically hurting another student at AIS:-

1. If you start a fight, punch, hit or choke another student you will be sent **immediately** to the Head of Campus office and your parents will be called to come and take you home.
2. An interview between your parents and the Head of Campus will take place. A decision will be made regarding whether an in school or out of school suspension is needed, based on the severity of the situation.
3. The practices of restorative justice will be implemented in an effort to develop a positive outcome.

(iv) Advice to Staff if bullying is reported

- Take the incident or report seriously
- Remain calm. You are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation.
- The students will look to you for an example of an appropriate response, not an over-reaction or dramatic interaction.



- Take action as quickly as possible.
- Think carefully about whether your action has to be public or private.
- Reassure the targets don't make them feel inadequate or foolish.
- Offer concrete advice, help and support for the victim(s).
- Make it plain to the bully that you disapprove, without over-reacting or being aggressive.
- Reacting aggressively or punitively gives the message that it's alright to bully if you have the power.
- Document all discussions and correspondence.
- Try to look objectively at the behaviour.
- Ensure that the incident does not live on through reminders from you or that it colours your response to, and your subsequent behaviour towards, the students involved.
- Allow for the students to change and grow from the situation.

(j) Substance Abuse

The Principal delegates the responsibility of safeguarding the health, character, and personality development of its students to each Head of Campus. AIS recognises that the illegal or inappropriate use of drugs, alcohol or tobacco constitutes a great danger to young people's lives.

AIS will provide education to all students (appropriate to Year level) about the consequences of drug, alcohol, and tobacco use, and

provide staff with the necessary information and in-service training to accomplish this. Wherever possible, the School will encourage and support staff in creating a school climate in which students will feel free to seek information or help related to drug, alcohol, and/or tobacco abuse.

Although the principle of trust and confidentiality between a student and his/her teacher or counsellor is to be treated with great seriousness, there are at times overriding considerations that make it necessary for the School to take action to protect a student who may be placing him/herself at risk of breaking Indonesian laws with incumbent penalties on drug possession and use. Employees will, therefore, have the responsibility of discussing with their appropriate Head of Campus any instances of suspected substance abuse, so that the Head of Campus may, in consultation with the Principal, contact the parents/guardians and take any other action deemed to be in the best interests of the student/s involved and indeed of the School itself.

(k) Bereavement

In the event of the passing of a student, family member or staff member the Head of Campus should notify the Principal and then liaise to ensure that appropriate recognition is given to the memory of the deceased and all available support is provided to the grieving family. The school counsellor will be made available if required. With family permission, such recognition may include the



following:

- A letter of condolence to the family;
- A bereavement notice placed in the local, national, international newspapers, as appropriate;
- A memorial assembly at school or another location if practical;
- A collection of donations for needy students;
- A tree planting with a memorial plaque; or
- An event, facility, or other educational resources may be named after the deceased if appropriate.

(I) Academic Honesty

AIS obliges all teachers and students to conform to the guidelines described in the IBO publication – “Academic Honesty: Guidance for Schools” which is distributed to all teachers and Year 6-12 students annually.

Accordingly, all teachers and students are expected to ensure that academic work conforms to the principles of academic honesty with respect to:

- 1) properly conducted academic research
- 2) original authorship
- 3) ownership of creative material (it must be noted that works of literature, art or music must be respected, appropriately acknowledged and are protected by law)

- 4) zero tolerance for plagiarism (representation of the ideas or work of another person as the person's own.)
- 5) full and appropriate acknowledgement of sources used or referred to
- 6) acknowledging the source of all photographs, maps, illustrations, computer programmes, data, graphs, audio-visual and similar material, if they are not the author's own work
- 7) treating CD-Rom, e-mail messages, websites on the Internet and any other electronic media in the same way as books and journals
- 8) collusion (supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another)
- 9) duplication of work (presenting the same work for different assessment components or course requirements)
- 10) behaviour designed to gain unfair advantage (e.g.- taking unauthorized material into an examination room, falsifying a CAS record)
- 11) proper conduct in examinations

In addition teachers must ensure that they observe the following:

- maintenance of exam security
- avoidance of directly assisting students with work



contributing to the assessment requirements of the IBMYP/IGCSE/IB Diploma

- appropriate supervision of students during examinations
- observance of authorized special examinations conditions
- observance of authorized timetables for the release of examination papers

7. Curriculum

Principles of Teaching and Learning

Teaching and Learning at AIS Indonesia is based on the following principles;

1. The learning environment is supportive and productive.

The teacher builds positive relationships with and values each student. Through teacher modelling and classroom strategies based on cooperation and mutual support, an environment is created where students feel comfortable to pursue inquiries and express themselves. They take responsibility for their learning and are prepared to pursue and try out new ideas.

2. The learning environment promotes independence,

interdependence and self-motivation.

Teachers model practices that build independence and motivate students to work in an autonomous manner. Students are involved in decision making within the classroom in relation to what and how they learn and are encouraged to take responsibility for their learning. Team building skills are also explicitly taught so that students learn to collaborate, negotiate and contribute to joint assignments and experience the sharing of roles, responsibilities and ownership.

3. Students' needs, backgrounds, perspectives and interests are reflected in the learning program.

A range of strategies is used to monitor and respond to students' different learning needs, social needs, and cultural perspectives. Students' lives and interests are reflected in the learning sequences. A variety of teaching strategies are used to accommodate the range of abilities and interests, and to encourage diversity and autonomy.

4. Students are challenged and supported to develop deep levels of thinking and application.

Students are challenged to explore, question and engage with



significant ideas and practices, so that they move beyond superficial understandings to develop higher order, flexible thinking. To support this, teaching sequences should be sustained and responsive and explore ideas and practices.

5. Assessment practices are an integral part of teaching and learning.

Assessment contributes to planning at a number of levels. Monitoring of student learning is continuous and encompasses a variety of aspects of understanding and practice. Assessment criteria are explicit and feedback is designed to support students' further learning and encourage them to monitor and take responsibility for their own learning.

6. Learning connects strongly with communities and practice beyond the classroom.

Students' learning needs to connect with their current and future lives, and with contemporary thinking in the broader community. A variety of links are made between the classroom program and the local and broader community, leading to students developing a rich view of knowledge and practice, including social and ethical issues. This principle concerns relevance and connectedness, and also the communal nature of

learning.

(a) Early Years

(i) Philosophy

The Pre-school at AIS embraces a holistic approach to learning. That is, we regard young children as part of a family, culture and community group, aiming to support every child's development whilst respecting and incorporating the experiences and beliefs of their particular family, cultural and community group. In keeping with modern teaching practices, AIS Pre-schools do not perpetuate stereotypes. Children are given opportunities to draw on and share their own life experiences with their peers, encouraging respect and understanding of the value inherent in human differences.

Pre-school education introduces children to life at school by exposing them to regular routines and a range of age-appropriate experiences through which children develop their ability to self care and interact with others in socially acceptable ways. It also lays the foundations for children to build a solid understanding of core skills which we divide into six key areas of learning, present in all levels of primary education. At the heart of our philosophy is the desire to provide a positive, enriching learning environment for all children, where activities are safe, challenging and fun. In so doing, we strive to help children develop a



positive attitude towards school and learning, thereby setting the stage for a successful future in education and beyond.

(ii) Teachers and Teaching Assistants: Roles and Responsibilities

The Pre-school program is designed and implemented by highly trained staff and is based on current teaching theory and practice in Australia. “Teachers” are staff holding a university qualification to teach young children. They are responsible for planning and leading class based activities. Hence, such activities are designed to be age-appropriate, safe and challenging for young learners.

Teaching assistants (hereafter referred to as TAs) are in the classroom to support the activities designed by the teachers. As such, they take instructions from the teachers to assist in preparing for and implementing a range of classroom activities. TAs may help small groups of students, prompting, explaining and demonstrating activities. However, they are not assigned to particular individuals as this is the role of a learning support assistant (LSA). Both teachers and TAs have the safety of all children in the pre-school foremost in their minds. Parents can relay concerns or information to either teachers or TAs, secure in the knowledge that regular communication between all Pre-school staff ensures that messages are passed on and appropriate action is taken. The Pre-school at AIS is a team environment where all staff work together to support children in their endeavors to experience

and learn about the world around them in a safe and positive environment.

The ratio of staff to students in pre-school at AIS, aims to be 1:8 or better; fluctuating to some degree during the course of any given year as some students leave and new students join the school. This is based on the fact that a low teacher-child ratio is important for young children to develop language, thinking skills and positive relationships and behaviours with others.

(iii) Early Childhood Students

As with most International schools, AIS is proud to teach children from all cultural backgrounds. Some children join the school with little or no English skills, and they are well catered to in the hands-on, visual environments of the early childhood classes at AIS. The play based program affords children learning English as a second or third language many natural opportunities to build their understanding and speaking skills in English. Children are encouraged to speak in English at school, without discouraging or punishing use of their native/preferred language. Thus both languages can develop concurrently.

AIS is proudly an inclusive school, and the early childhood program provides children of all abilities with the opportunity to develop and learn at their own pace. The flexible nature of the play based learning programs at AIS, means that high achievers can work towards quite



different goals from their peers, some of who may have a learning support assistant to facilitate their learning. Thus, all children will achieve in different ways and at different rates as they access a range of materials and activities, and are guided by the early childhood staff. This approach teaches all children to respect different languages, and indeed different skills, and to develop positive ways of interacting with children from all backgrounds and abilities, whilst working towards their own goals.

(iv) Our Learning Environments

Although all AIS grounds are not identical, some aspects of the early childhood areas are similar and warrant explanation. Each campus has both indoor and outdoor areas in which learning takes place. The indoor areas are designed to facilitate various types of play simultaneously, as well as semi-formal lessons at designated times of the day. That is, children can access a huge variety of materials independently, and move freely from one area to another (consistent with Montessori classrooms). All classrooms also have an area for whole class activities. Teachers and TAs work together to decorate the classroom with the children's work. By displaying children's work in a visually appealing fashion, children will take pride in what they have done. Every effort is made to post children's work so that they can see their own and their classmates work easily. Teachers also try to label each child's work with their name as well as a title for the work. This helps children understand the concept of labeling and provides children and visiting

parents with a starting point to talk about what they have done. Parents are encouraged to visit the classroom from time to time, specifically to talk with their child about their work and praise their efforts.

Outdoor areas used at all campuses include age-appropriate play equipment and space to run and sit. Each campus provides some shaded outdoor areas, and asks that children wear a hat when outside, reflecting a Sun Smart approach. Sand and water play are important for early childhood development, and each campus strives to provide access to water and sand on a regular basis to facilitate this type of explorative play. Teachers also plan and lead various outdoor activities during the course of the year, such as group games (e.g. What's the time Mr. Wolf), skipping and ball activities as well as outdoor art activities (e.g. Drawing with large chalk, messy play and water painting).

Thus both indoor and outdoor environments cater to individual needs and interests, and afford an impressive variety of learning experiences for all children.

(v) Focus of Early Childhood Programs

The Early Years Learning Framework for Australia, *Belonging, Being and Becoming* (2009) informs and guides our program. Children in the AIS early years program benefit from an integrated approach to learning



where the six areas of learning are linked, applying various skills and knowledge to a meaningful context. The six areas of learning include:

- Literacy skills (Pre-reading and writing, listening and speaking)
- Numeracy skills (counting, shapes, sequencing, patterns, measuring)
- Problem solving skills (completing puzzles, sorting, construction, exploration)
- Social/emotional skills (self care, feelings, cooperation, rules and routines, relationships)
- Aesthetic skills (sensory exploration, appreciating the arts, designing and making)
- Physical skills:-
 - Fine motor (pencil grip, manipulating objects)
 - Gross motor (locomotor abilities, body awareness, balance, eye hand coordination)
 - Play based techniques are put in to practice so that each child's ideas, strengths and experiences are valued explored and enriched.

The goals for young children at AIS are to become:

- Independent learners
- Inquisitive and creative individuals
- Competent and active citizens.

(vi) Play Based Learning

Play based learning refers to the knowledge, skills and attitudes learned by children during the course of playing with others. Play is now recognised as one of the best ways for young children to learn (Department of Education and Training, 1999, Board of Studies New South Wales, 1998, Board of Studies Victoria, 2000). Children naturally like to play, hence a program based on play facilitates a less stressful introduction to school, where children can develop their skills, confidence and independence across all areas of learning. The social nature of play helps children learn about and build positive relationships with their peers as they develop their understanding of various concepts.

Through play, children choose and plan learning experiences providing teachers with the building blocks to further their existing knowledge of the world. In this way, the pace of learning is determined by the child, whilst teachers suggest new directions and encourage a progression of learning rather than isolated structured blocks of teacher lead instruction. Such a program develops language, problem solving skills and the ability to self-direct learning, supporting a smooth transition into formal schooling. The AIS early years program is designed to allow children to enjoy their learning experiences, build self-confidence and a positive attitude to learning which is invaluable throughout school and forms the basis for future success.



Implementing the play based learning program

A play based program places a child at the centre of the curriculum. This is made possible because each individual is afforded opportunities to explore their own areas of interest and build on their strengths and weaknesses at their own pace. AIS Early Childhood programs strive to provide materials and resources which cater to the many multiple intelligences (Gardner, 1993) of individuals, so that children can explore different concepts in ways that best suit their own knowledge, abilities and learning style.

Implementing such a potentially varied program of activities is made possible through an “emergent curriculum” (Arthur et al, 2005) such as that offered at AIS. This is where the curriculum is flexible enough to accommodate children’s interests by using those interests to generate discussions, and negotiations to determine classroom activities (Arthur et al, 2005). An emergent curriculum encourages children to ask their own questions about the world and work towards finding the answers to those questions through hands on activities. The confidence to ask and explore questions as well as the skills needed to do so, are vital components for future success in both education and the wider world.

Teachers play an active role in the emergent curriculum at AIS, supporting and encouraging spontaneous play, guided play, directed play, and teacher-directed activities in the following ways:

Spontaneous play

Spontaneous play occurs when children freely choose to take part in an activity with minimal adult intervention. The resources and materials in the classroom somewhat form and influence what kind of play a child may choose. Spontaneous play encourages a child to make decisions and independently plan and complete a task. It encourages them to learn about shapes, colors, cause and effect, the world around them, and gives them the ability to express feelings, hopes and fears, likes and dislikes. Through spontaneous play children take part in activities without penalty or fear of failure promoting self-confidence.

Guided play

Guided play is when a teacher participates during the course of a child’s chosen play activity. After observing the child’s play and assessing the child’s needs and interests the teacher may enter the play scenario in order to extend the child’s learning. Interacting with a child during play is a beneficial way for a teacher to identify what methods, resources, and teaching strategies would best support the child’s learning.

Directed play

Directed play refers to play experiences in which the teacher has more of an input either initiating the play or controlling the resources available. The teacher would usually plan a play episode with specific aims and learning intentions in mind, which influences the nature of the child’s play and learning. While directed play is more structured than



other types of play, the child continues to gain hands on experience from the play scenario and is still actively involved in the learning experience.

Teacher directed activities

Teacher-directed classroom activities are those in which the teacher introduces an activity and helps the students complete a recognizable end product. The teacher is primarily responsible for making and presenting the lessons to the children. These sessions would usually involve large group instruction with separate time periods set aside for the children to learn specific material with the teacher instructing the children what to do and when.

(vii) Learning Opportunities

Opportunities for learning occur in virtually every aspect of life. At AIS, we aim to provide a comprehensive range of scenarios in which children can learn.

- Daily routines (teacher assisted and child directed learning)
- Learning Centres (child directed learning)
- Semi-formal lessons (teacher directed learning)
- Special events (snapshots of the world/ local community)
- Transition program (an introduction/orientation to life after Pre-school)

(viii) Communicating and Reporting to Parents

Over the years, AIS like most schools has tried a range of communication and reporting styles. The current system reflects this experience by providing regular opportunities for parents to be involved with the school, as well as both personal and written progress reports during the course of the school year.

Parents are invited to attend class performances at school, which may include singing, dancing and/or drama. Although we tend to keep parent visits to the classroom to a minimum in Term 1 (this is to allow children to settle into school routines and separating from parents and nannies), there are different opportunities during the rest of the school year to visit the classroom, see your children at work and share your own experiences and knowledge with the class. Such opportunities help to link school and home life, thereby making the start of school life a smoother and less stressful experience for all. It also encourages children to talk about and take pride in their work.

Furthermore, AIS encourages parents to communicate regularly with their child's teachers. Initially, parents are invited to an information session so that teachers can explain the AIS Early Childhood program in detail, and parents can ask questions and orientate themselves with the classroom. There is also a parent-teacher interview in which parents are afforded the opportunity to share information, expectations and concerns about their child with the teachers. "Open Days" provide the



opportunity to share some school experiences with your child, and for children to explain and demonstrate their work. Throughout the year, “The Communication Book”, online weekly newsletters and the opportunity to make appointments to meet with teachers in person if necessary provide regular forms of communication between parents and teachers. In addition, detailed written reports are sent home at the end of each semester. These reports are based on teacher observations and informal testing during a full range of activities across a semester, rather than the more formal testing often associated with schooling older children. Parents are always welcome to discuss these reports and their child’s progress by appointment.

(iv) Transition Programs

Transition programs are opportunities for children in the early childhood program to become familiar with the staff, children and routines of the Preschool classes. The transition program is intended to be a positive experience for all involved, and sets the stage for a positive start to more formal schooling practices.

(b) Primary

The Primary School (Foundation to Year 6) curriculum is based on the new Australian Curriculum.

Designed to foster a life-long love of learning, it is a curriculum that will provide students with a sound foundation for academic life in school and beyond.

Traditional subject areas such as English and Mathematics are high priority learning areas. Skills and concepts developed in these subject areas underpin learning across the entire curriculum. A complete Curriculum Scope of Sequence Overview is available to all members of the school community via links published on the school website. A shorter overview of the curriculum is provided in the booklet A Guide to Primary Curriculum. All AIS curriculum guides are living documents that are subject to revision and change as we strive to provide the best possible guidance for our teachers and the school community.

We believe that an integrated curriculum stimulates creativity, confidence and curiosity in our students and hence, an integrated curriculum approach is used to deliver the content of the above subjects. Major features of integrated learning are its authenticity, relevance, collaborative approach and celebration of success. Over each year of study, each of the above learning areas acts as the host for an extended unit of work. Normally, each unit of work takes about ten weeks to complete, depending on the complexity of the work. Six units of work are to be undertaken in a year with the duration of each unit being dependent on its complexity.



Assessment is carried out against standards set by the Australian Curriculum framework. Using this framework of learning outcomes, students and teachers determine individual needs by reviewing and planning learning goals. Teachers are tasked with ensuring that the learning covers a full range in depth of thinking, allowing each student to experience success along with practical application.

(c) Secondary

(i) Years 7 to 10

The Secondary School (Year 7 to Year 10) curriculum is based on the new Australian Curriculum.

Our curriculum guidelines define what is essential and developmentally appropriate for students to know and be able to do at each level of schooling and sets expected standards. The standards are central to the teaching and learning process. Assessment against these standards enables teachers, schools and parents to form a clear picture of individual student progress.

With the exception of Advanced Indonesian the language of instruction is English. A strong English as Another Language (EAL) program (with

in-class support) allows students from other language backgrounds to improve their proficiency in English.

(ii) Years 11 & 12 (Balikpapan campus to Year 6 only)

AIS Jakarta is an authorised school for the IB Diploma program. Students can study the full IB Diploma or a combination of IB subjects and school based subjects that will lead to an AIS Year 12 Certificate.

AIS Bali is affiliated with Australian Capital Territory (ACT) Department of Education and Training. Our senior students study courses accredited by the ACT Board of Senior Secondary Studies (BSSS) and the resulting certification is widely recognised. Our students can access universities in Australia by either sitting the Australian Scaling Test (AST) in September, which contributes to an Australian Tertiary Admission Rank (ATAR) or by direct application relying on individual merit.

(d) Curriculum Coordination

The Campus Curriculum Coordinators work together collaboratively to achieve whole school curriculum goals and then working with their campus on agreed policy. There is no leader but rather a group of coordinators having equal status and decision making power within the group. The meetings for coordinators need to be a shared responsibility; agenda, hosting, minutes, leading the discussion. Once decisions are



made by this group there is no scope for an individual campus to "opt out" and not follow agreed policy.

(i) Inquiry-based Approach

The inquiry-based approach to teaching has been adopted as the cornerstone of curriculum delivery at AIS. All teachers must use the inquiry approach and inquiry focussed planners to record program intentions. Teachers are to model best practice classrooms informed by the inquiry based approach. Assessment processes are to be based on "Assessment in the Inquiry Classroom" model. All campuses are expected to provide on-going professional development in support of the inquiry-based approach.

(ii) Australian Curriculum

All teachers must ensure that the Australian Curriculum content prescriptions form the basis of their core programs. The specified Australian Curriculum content must be covered. Reporting of progress must be against the Australian Curriculum standards specified at each year level. Furthermore, the "Process of Learning" needs to be reported upon. As a minimum, Geography and History need to be integrated into generalised topics. "Primary Connections" units will form the basis of primary Science teaching but can be integrated into the Units of Inquiry. Whole school Scope and Sequence documents have been developed for all learning areas and performance statements need to be covered by all campuses in the same Semester.

(iii) Reading & Writing

Each campus must teach a phonics/spelling program based on Sound Waves.

Each campus must teach the New South Wales writing style and ensure that this is also consistently taught across all levels of the campus.

(e) Inclusive Learning Support

(i) Introduction

The foundation of AIS as an inclusive school has become legendary. In 1996, Ms Penny Robertson (Founder, Yayasan Board), opened the school in response to the difficulties she was having in finding a suitable place for her daughter. Even today it is difficult to find a school in Jakarta willing to enrol youngsters with special needs or requiring specialist learning support. AIS Indonesia remains one of the few beacons of hope for these children.

AIS Indonesia has earned the respect and admiration of the educational community for its inclusion philosophy and success in educating students facing more than their fair share of challenges during their developmental years.



Every child, regardless of nationality, race, religion, language or learning ability is valued and encouraged to achieve his or her fullest potential. From its very earliest years, AIS was quick to provide programs that strive for the development of the whole person. Academic success is balanced by the school's emphasis on personal growth and development. Our students are challenged and encouraged to discover their individual interests and abilities. Our teachers are committed to developing well-rounded individuals who are confident, creative and have the ability to contribute positively to their community.

The AIS community is based on an extended family of teachers, students and parents. Classes are small, teachers take a real interest in each individual and differentiate their lessons to maximise engagement and learning.

Programs catering for students with special needs or requiring learning support were among the first to be developed in the early years. Highly qualified specialist staff were recruited to provide services at the school that would normally only be available in the wider community. The school can now provide Occupational Therapy, Speech Therapy and support to students with social and emotional difficulties through the Director of Learning Support or the School Counsellor. All of the classroom and subject teachers receive support and regular professional development to assist their differentiated lesson planning and classroom management.

Since the school opened in 1996, over 150 students with a diverse range of learning support needs have enjoyed the warm and inclusive atmosphere that has become the hallmark of our school. The future of AIS promises to be one of growth and continual improvement but we will never forget the inclusive mission entrusted to us by the school's founders.

New Students: Admission and Placement

(ii) The Inclusive Philosophy

Our school has an inclusive admission policy and admits pupils irrespective of their sex, race, disability or special educational needs. We have facilities, teachers, specialists and therapists available to help students requiring learning support. Our school has been able to enrol students with Down Syndrome, William's Syndrome, various degrees of Autism, Attention Deficit Hyperactivity Disorder (ADHD), Cerebral Palsy, Dyslexia, Hearing Impairment, Visual Impairment, Delayed Learning and a range of unspecified learning or behavioural difficulties. The school is also able to provide some support to students with social and emotional difficulties through the Counsellor and the Director of Learning Support.

Once accepted, any student enrolled at AIS will be included in mainstream programs and activities wherever possible.



Each request for enrolment, where a parent has indicated their child may have special needs or require learning support, is individually considered. A student may not be accepted if we cannot provide essential facilities and services that match an individual's current requirements or where the best interests of the student would be met in another educational setting.

(iii) Assessment and Placement

Prior to acceptance and placement, all previous school and specialist reports are carefully read and an interview is held with the Director of Learning Support (Jakarta) or the Head of Campus (Bali & Balikpapan), the parents and the child in order to assess individual needs and the manner in which these needs would be best met.

A placement assessment will be delivered to ensure that the right placement is made for the student. This will include a PAT Maths and PAT Reading and Comprehension Test online. An observation sheet will also be implemented to gauge the level of support necessary for the student.

The Director of Learning Support and Head of Campus will determine if the enrolment application should be accepted and to decide on the appropriate placement of the student. An enrolment may be accepted conditional on further assessments, the employment of a Learning Support Assistant (LSA) or other matters as specified by the school and agreed to by the parents.

Students will be placed on a program and in a setting that maximises inclusion in the mainstream wherever possible and appropriate. When deciding on the appropriate placement and program, consideration will be given to where and how the student's individual needs are best met. The Director of Learning Support and Head of Campus will take into account;

- the number of students in the class receiving LSA assistance;
- the number of students in the class receiving high levels of EAL support;
- type of learning support required;
- overall effect on the particular class and the whole school;
- therapists or specialists available; and
- learning materials and other resources required.

The result of the application will be communicated to parents by letter along with any requirements such as further assessments, the employment of an LSA or other matter specified by the school. Where an application for enrolment is not accepted an explanation will be provided setting out the reasons why we believe a placement in our school would not be in the child's best interests.

Types of Placement

After careful consideration of the application from potential new students who require learning support, they will be accepted if we can offer facilities and a program suited to their needs. Types of placement



and programs include,

A1 Full inclusion in a mainstream class

Some students have minor disabilities, behaviours or conditions that can be accommodated in the mainstream classroom if the teacher is made aware of the student's needs and associated teaching strategies that will improve the student's ability to participate and access learning activities. This type of placement will be supported by a Support Plan (SP) drawn up by the Director of Learning Support or Head of Campus in consultation with the teacher, parents and relevant therapists or consultants. The SP will be reviewed and rewritten where necessary, each semester.

A2 Full inclusion in a mainstream class with a dedicated full or part time LSA

Some students have significant disabilities, behaviours or conditions that can be accommodated in the mainstream classroom if a dedicated LSA is available to help the student access learning activities. The role of the LSA will vary depending on the individual needs of the student. This type of placement will be supported by a Support Team (ST) consisting of parents, teacher(s), relevant therapists and the Director of Learning Support. The ST will develop an Individual Education Plan (IEP) to be monitored, reviewed and rewritten where necessary, each semester.

B1 Based in the Support Services Centre (Jakarta only) with high mainstream inclusion

Some students require a special setting with close supervision and high levels of assistance. They also require programs and/or therapies tailored to address specific disabilities, behaviours or conditions that prevent full-time mainstream inclusion. However students in this category might spend some of their time in mainstream classes supported by SSC teaching staff. A Support Team (ST) comprising parents, teacher(s), relevant therapists and the Director of Learning Support will support this type of placement. The ST will develop an Individual Education Plan (IEP) to be monitored, reviewed and rewritten where necessary, each semester.

B2 Based in the Support Services Centre (Jakarta only) with moderate mainstream inclusion

Some students require a special setting with close supervision and high levels of assistance. They also require programs and/or therapies tailored to address specific disabilities, behaviours or conditions that prevent full-time mainstream inclusion. Students in this category will spend most of their school day in the SSC but may spend a percentage of their time in mainstream classes supported by SSC teaching staff. A Support Team (ST) consisting of parents, teacher(s), relevant therapists and the Director of Learning Support will support this type of placement. The ST will develop an Individual Education Plan (IEP) to be monitored, reviewed and rewritten where



necessary, each semester.

C Placed in the Support Services Centre (Jakarta only) with limited mainstream inclusion.

Some students require a special setting with close supervision and high levels of assistance. They also require programs and/or therapies tailored to address specific disabilities, behaviours or conditions that prevent mainstream inclusion. Students in this category will spend their school day in the SSC but will be included in whole school activities or classroom lessons where appropriate and with the support of by SSC teaching staff. A Support Team (ST) consisting of parents, teacher(s), relevant therapists and the Director of Learning Support will support this type of placement. The ST will develop an Individual Education Plan (IEP) to be monitored, reviewed and rewritten where necessary, each semester.

The placement of students requiring learning support will be reviewed each semester during the review of their Individual Education Plan or Support Plan.

(iv) The Support Services Centre (Jakarta Primary Campus)

The Support Services Centre (SSC) is located at the Jakarta Primary Campus and supports students requiring a special setting with close supervision and high levels of assistance. The SSC provides programs and/or therapies tailored to address specific disabilities, behaviours or

conditions that require learning support. Students with special needs placed in the mainstream classes may visit the SSC from time to time for therapy or take part in programs to assist personal development. The Support Services Centre is based at the Kemang (Primary) campus. The Pejaten (Secondary) campus also supports students with high needs, however has a mainstream model where possible.

The SSC staff consists of teachers, a full-time Occupational Therapist, Speech Therapist and Learning Support Assistants. Places can be offered to students depending on their individual needs. The Director of Learning Support oversees their programs. The SSC consists of a large teaching space, clearly defined one-to-one activity spaces, outside play area and a therapy room. The SSC has a range of resources to support students with special needs. It has appropriate literacy and numeracy teaching materials.

Learning Support Programs for Students Based in the SSC

Students based in the SSC will have access to trained staff at a ratio of 2:1.

Staff will work with students in one-to-one, paired, small or big-group sessions. Group teaching is conducted by a teacher and is assisted by Learning Support Assistants.

The general program will incorporate learning in the following areas:

Skills: Play, communication, conversational, group, socio-emotional, daily living, domestic and self-help.



Academic: Computer, Literacy, Numeracy, Creative arts, PE and integrated studies.

Speech and Language: One-to-one sessions with a therapist of 1 to 2 hours per week.

Occupational Therapy: One-to-one and small group sessions with a therapist.

Behaviour Management: Related to the specific needs of the student.

Students will also have the option of attending day trips each term related to their integrated studies unit and if deemed appropriate, an annual, over-night stay, extended trip.

(a) Monitoring Progress

Parents will receive updates through a communication book. Each semester, written reports aim at reporting on general factors and identifying progress towards specific Individual Education Plan (IEP) objectives.

(b) Specific Support

Specific support will vary between students. Identification of needs will be based on language, physical, behavioural and/or cognitive requirements as outlined by specialist assessments including Full Scale IQ, Psychological, Occupational Therapy and Speech and Language.

(c) Inclusion

Where relevant, students will have access to inclusion classes to meet their academic and/or social needs. SSC Learning Support Assistants will support inclusion. Goals for inclusion will be discussed and/or developed in the Support Team (ST) meeting and will be included in the IEP.

(d) Individual Education Program (IEP)

Students based in the SSC will also have an individual program, which focuses on goals related to specific needs. Needs and goals will be developed and/or discussed in ST meetings. Monitoring of the IEP will be by continual assessment of progress towards goals against measurable outcomes as specified. ST meetings will be conducted half yearly and will include relevant family members and school staff including the Director of Learning Support, the SSC Lead Teacher, other SSC staff with specific support responsibilities for the student. The Occupational Therapist and the Speech and Language Therapist may also attend if therapy commitments allow, but where this is not possible the Director of Learning Support will represent them. Relevant Home Support Therapists may also attend on invitation. ST meetings will address progress towards goals, changes in needs and the setting of new goals when necessary.

Learning Support Program for Students Based in Mainstream Classrooms



All mainstream students with an Individual Education Plan (IEP) will have the same curriculum as their peers. English and Maths sessions will be streamed according to ability. In some areas of the curriculum the student may require adaptation or modification of content and/or assessment.

(a) Adapted Programs

An adapted program addresses the learning outcomes of the mainstream curriculum but with minor variations that allow the student to participate. These adaptations may include other formats for resources (for example, enlargement of worksheet, books-on-tape), instructional strategies (for example, visual cues, learning aids), and assessment procedures (for example oral exams, additional time). Students on adapted programs are assessed using the Australian National Curriculum. Behavioral adaptations are also made, so as to offer a student a chance for optimal learning. This would include timed breaks, access to the sensory room and adaptable timetables.

(b) Modified Programs

Modified programs are substantially different from the prescribed curriculum, may lead to different learning outcomes and are selected to meet the student's special needs. For example, a student may need to work on a Maths program at a substantially different level from other class members. Modified goals will be raised in the ST meeting and recorded in the student's IEP. The adaptations for these students are as

described above.

(c) Support Services

Students with an IEP in a mainstream class may require additional support from the teaching assistant or from a dedicated one-to-one LSA for the school to meet their learning needs. Some students may also require additional therapies including EAL, Occupational Therapy, Speech and Language Therapy, Social Skills or Behaviour Therapy. The need for a one-to-one LSA or additional therapies will be discussed with parents during the ST meeting. Specific support will vary among students. Identification of needs will be based on language, physical, behavioural and/or cognitive requirements as outlined by specialist assessments including Full Scale IQ, Psychological, Occupational Therapy and Speech and Language Programs.

(d) General Program

Mainstream IEP students will have their progress recorded by the class teacher using the same procedure as their peers. Progress is recorded on two reports per year.

(e) Individual Education Plan

Goals will be discussed each semester during an ST meeting. Information about progress towards measurable goals will come from the class teacher, relevant learning support assistant and/or therapists. Goals will be amended or updated based on the information presented



in the ST.

ST meetings will be conducted half yearly and will include relevant family members and school staff including the Director of Learning Support, the class teacher, LSA and where therapy commitments allow other staff with specific support responsibilities for the student (for example, the Occupational Therapist). Relevant home support therapists may also attend. ST meetings will be one hour and address progress towards goals, changes in need and setting new goals when necessary.

Admission and Placement Guidelines

Our school has an inclusive admission policy and admits pupils irrespective of their gender, race, disability or special educational needs. We have facilities, teachers, specialists and therapists available to assist students requiring learning support.

Each request for enrolment, where a parent has indicated their child may have special needs or require learning support, is individually considered. A student may not be accepted if we cannot provide essential facilities and services that match an individual's current requirements or where the best interests of the student would be met in an alternative educational setting.

The Head of Campus and the Director of Learning Support reserve the right to review and reallocate a student to a learning support enrolment

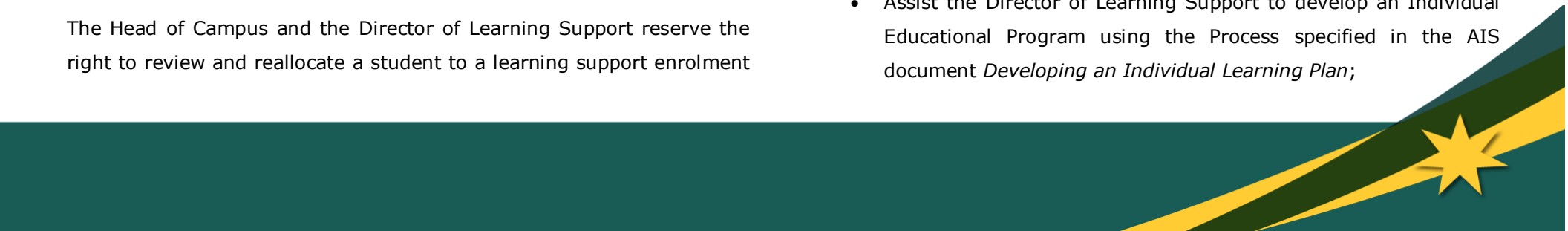
if this is found to be necessary after the time of enrolment. It is highly recommended that at the time of enrolment all information on a student's past academic, social and emotional history are divulged and supported by documentation, in order for the school to ensure the best possible placement of a student. Failure to divulge a student's learning history will result in the school requiring full assessment and testing of that student and a possibility of the enrolment

The Support Team

The formation of a Support Team (ST) ensures that those with the most knowledge of, and responsibility for, the student work together to establish shared goals for the student's educational future. The ST plans reasonable adjustments for the student to access the curriculum, provides educational planning that is ongoing throughout the student's school life and monitors the progress of the student. The establishment of an ST for each student requiring an Individual Education Plan is the responsibility of the Director of Learning Support.

In order to achieve these aims it is the responsibility of the Support Team to:

- Identify the student's needs;
- Determine adjustments that need to be made to the curriculum;
- Assist the Director of Learning Support to develop an Individual Educational Program using the Process specified in the AIS document *Developing an Individual Learning Plan*;



- Identify and clarify that SMART TARGETS are being met in the mainstream/ high needs setting; and
- Review and evaluate the student's program on a regular basis as determined by the group.

Membership

A Support Team is to consist of:

- The Director of Learning Support;
- Learning Support Coordinator
- The parent(s) of the student;
- A class teacher (primary) or teacher(s) nominated as having responsibility for the student (secondary);
- LSA;
- Therapists working with the student; and
- The student (where appropriate).

Individual Responsibilities

- The Director of Learning Support will convene and chair Support Team meetings regularly and ensure that accurate records of the Support Team meetings are kept and provided to all members.
- The Learning Support Teacher/ Coordinator will assist with the implementation of SMART TARGETS and report criteria setting for students on IEPs. They will work alongside teaching staff to support individual programmes for students. The Learning

support teacher is a vital link between parents, the Director of Learning Support and the class teacher in ensuring the daily programming of students on IEPs.

- The Parent(s) play a vital role in the Support Team. They have a holistic understanding of the child and provide ongoing involvement in their education. Parents are often in the best position to provide information on the effectiveness and practicality of particular strategies and programs. They provide knowledge and experience of previous events that may influence programming decisions. Parent(s) are able to contribute to the goals and strategies that will support the education of their child.
- The Classroom Teacher will provide the Support Team with current information regarding the student's progress and assist in determining future educational goals. It is the classroom teacher's responsibility to ensure that the student has access to the school's educational programs and implements the classroom content of the Individual Educational Program. LSAs working with the student do so under the direction of the classroom teacher.
- The Therapist(s) report(s) on progress being made in their area of expertise and help set the goals related to the services being provided. Therapists will provide weekly session notes to parents and the classroom teacher/LSA, who will then share it



with the Director of Learning Support. Where time constraints make it impossible to attend ST meetings, the Director of Learning Support will represent therapists.

- Where appropriate, the Student should be part of the program development process. In some cases, the student's age or severity of disability may restrict direct participation. However, in all cases, the preferences and interests of the student, regardless of how they are expressed, should be actively considered when planning programs.

Consultants

The Support Team may also seek input from other personnel who have relevant expertise and/or information to:

- Assist in the establishment of educational goals for the student;
- Provide support in the development of educational programs; and
- Help determine appropriate strategies to implement agreed programs.

All consultant/specialist reports provided by the parents are to be given directly to the Director of Learning Support who shall have sole responsibility for storing the reports and sharing information with appropriate personnel as needed. A Support Team meeting should be convened as soon as possible after a new student has been offered a

place at the school and thereafter at least once each semester.

All discussions and reports considered by, or arising from, the Support Team process are to be treated in the strictest confidence and confined to members of the group, unless all members agree otherwise.

Meetings

The Director of Learning Support is responsible for arranging the initial Support meeting and ensuring that the ST meets at least once each school semester.

The formation and operation of Support Teams is an integral part of our school's inclusive approach to education and ensures that all stakeholders work together in the best interests of students requiring learning support.

(v) Developing an Individual Education Plan

The focus of the Support Team is on the educational planning and monitoring of a student's progress. This planning process will enable our school to facilitate optimum learning outcomes for every student with a need for learning support. To best meet the needs of these students the Support Team assists the Director of Learning Support to develop an Individual Education Plan (IEP).

Development of an IEP ensures that all stakeholders are aware of the



student's short and longer term learning goals and objectives. The following process guidelines have been developed to assist the ST in this crucial task.

Sharing an understanding of the student as a learner

The members of a Support Team all have an important contribution to make. All are committed to the best educational outcomes for the student and will have information to exchange concerning the student and the learning process.

Parents bring information about the student's skills, teaching methods that have been successful and important background information. Teachers bring expertise in designing and delivering an educational program. Therapists who have an understanding and knowledge of the student as a learner may add to the information sharing.

The purpose of information sharing is to bring together understanding and relevant information, and identify the implications for the student's educational program. Shared information will form the foundation for deciding what to teach, how to teach and when to teach, and how to deliver the most effective educational program to maximise outcomes for the student. It will also help provide the basis for further assessment.

Student strengths, skills, preferences and abilities

Through direct observation and assessment, the parents, teachers and other relevant personnel can identify the student's interests, strengths, skills, preferences and abilities. It is most important to identify the student's preferred learning styles and rates of learning. All students have preferences in the way they interpret information, make connections between learning and demonstrate that learning. Major differences in learning styles include learning by experimenting, reflecting, doing or feeling, and learning individually or within a group. Enabling students to be involved in learning tasks in ways that are most comfortable for them, and give them the opportunity to face challenges, will improve the quality of their learning and ultimately the outcomes they will achieve.

Understanding the learning environment

The Support Team will need to consider the school environment including the layout of the school, location of toilets and classrooms and movement between classrooms and the playground

Focusing on planning

The primary focus for all students is preparation for future education and training, employment, or desired lifestyle. When planning for a student who may need learning support, it is especially important to maintain a focus on the student to make them ~~to~~ take an active role in the community in the future. It is essential to incorporate this focus in



planning the immediate program.

Setting educational goals

The Support Team considers the student's future aspirations and sets educational goals. The important aims when setting educational goals are to:

- Ensure that all parties are in agreement with the goals;
- Ensure the goals are a priority for the student;
- Build on the strengths and skills of the student; and
- Understand the difference between short and long term goals.

(a) Short term goals

Short term goals are developed by identifying the sub-skills that are required for a student to achieve a longer term goal, for example the ability to use a pair of scissors. Short- term goals specify what is to be achieved in periods ranging from a week to a semester. They are specific statements describing the expected behaviour or skill to be achieved by the end of a semester. Goals need to be specific, measurable, achievable, relevant and time bound. Short term goals are set and reviewed at each Support Team meeting.

(b) Long term goals

Long term goals are broad statements of expected learning outcomes reflecting the social, academic and life skills required by the student, for example, to live independently, or access further education and

training. Careful recognition of future needs is necessary in all educational planning.

Short and long term goals should be:

- Designed to ensure the participation of the student in their classroom programs;
- Based on curriculum content and experiences similar to those for same-age peers; and
- Fully inclusive where possible.

The Support Team should set goals that:

- Enable the student to undertake a meaningful educational program;
- Are realistic, achievable and written in such a manner that it is possible to measure the extent of the student's progress;
- Describe the expected learning outcomes for a student at the end of the semester; and
- Enable the school to report effectively the academic progress of students who are receiving learning support in a similar manner to reporting the learning of all other students in the school.

Teaching and Learning

It is important that content of what is taught to students requiring learning support is related to what the rest of the class is learning. Choice of activities should reflect the individual needs of the student.



The activities should be comprehensive and balanced. It is important that activities are age appropriate, relevant and functional. A sufficiently broad repertoire of activities should be selected to permit some student choice of activity where appropriate.

Students with disabilities may learn at differing rates from their non-disabled peers. It is vital that maximum teaching time is spent on identified priorities. Activities given greatest priority need to be those that build on and extend the strengths of the student and form the foundation for later more complex tasks.

As well as taking longer to learn than many other students, students requiring learning support often require more practice exercises and repetition to consolidate learning. Matching the best way of delivering the curriculum with the student's individual learning style is important. There are different learning styles that are effective for students requiring learning support. Teachers should be skilled in the diverse range of teaching methods available and in selecting the most appropriate learning style for the student's preferred way of learning.

Determining Organisational Strategies

Organisational strategies need to address the questions of when, where, by whom and with whom the curriculum is to be delivered. For example, the appropriateness of the environment for the student's learning, the amount of time necessary to teach an activity and the amount of time

required for practice will need to be considered. Other factors such as the need for intensive teaching times to coincide with the times of day when the student learns best and maximising the time spent in active student engagement, also need to be considered.

Flexible groupings of students within classrooms will allow for a variety of learning groups for students. Programs for students with disabilities may include individual learning, small group learning, peer and cross-age tutoring and cooperative learning arrangements consistent with those used for other class members. Organisational strategies will also need to be flexible. Team-teaching is to be encouraged as is the sharing of resources between teachers.

Developing Evaluation and Review Procedures

The evaluation/monitoring/review phase of the planning sequence for students requiring learning support is most important. Evaluation enables progress to be measured, the effectiveness of the program to be assessed and new goals to be developed. It is important that the educational plan for a student with a disability is constantly monitored so that it is responsive to the changing needs and educational progress of the student, and can be adjusted accordingly. The review process needs to include all relevant people as agreed to by the Support Team. Where progress appears to be minimal, it may be helpful for the group to adopt problem solving strategies that will help reassess such things as goals and targets, as well as the appropriateness of activities and



methods used. Assessment *of, about* and *for* learning, all need to be considered.

(f) English as Another Language (EAL)

Ever since the Jakarta school opened in 1996 English language support has been available. English as a Second Language (ESL) and English for Speakers of Other Languages (ESOL) programs have assisted students with limited English language skills.

The nature of the programs and the method of delivery have evolved as the number of children requiring language support has increased. Today, the EAL and English Support programs at our school are widely acknowledged to be highly effective. Students with very little or no English language skills progress quickly and are soon able to access mainstream learning with confidence. Parental feedback is consistently positive. Students who were initially rejected by other international schools in Jakarta when they first arrived in Indonesia are embraced at our school and their individual learning needs are met. Although this means that some students will leave our school when they gain sufficient proficiency in English our reputation as an effective provider of English language support in particular, and as an inclusive school in general, is continually enhanced.

Initial Assessment

Year 1 and above: Upon enrolment in Year 1 and above, students

identified as likely to require English language support are assessed by the EAL Coordinator or nominee.

Each student should complete the age appropriate Cambridge Young Learners English Test consisting of listening, writing, reading and speaking components or the age appropriate Oxford Placement Test. Children enrolling in Years 1-2 complete the Starters test and children wishing to enroll in Years 3 – 6 complete the Movers test. The assessor also takes into consideration:

- Previous school reports;
- Language spoken in the home;
- Earlier EAL programs; and
- Previous exposure to English language

The student is then classified as needing Supplementary, Intermediate or Intensive English language support.

Each student's progress is reassessed at the end of each Semester. Both the EAL teacher and the year level teacher have an input into this assessment. If a student seems to be making exceptional progress then a reassessment can be made at the end of one term.

Foundation: Upon enrolment in or when commencing study in the Foundation Year level, the EAL teacher and the classroom teacher will monitor and assess the child's EAL level over the course of at least a semester and determine the level to be applied when the child enters



Year 1. This level will be communicated to parents prior to the child completing foundation. Students requiring EAL support in Foundation will receive in class support from an EAL teacher and will pay a Foundation EAL fee for 1 semester

Class Size

The maximum class size is 10 students. The size of each class is determined by the abilities of the children at the particular year level and the size of the room available to the EAL teacher.

Curriculum

The EAL curriculum has been developed using guidelines provided by the Australian Curriculum (AC) documents. The EAL teachers take a lead from the text type or genre being taught by the classroom teacher during the Literacy Block.

Daily EAL teaching sets out to support the work of classroom teachers. All EAL teachers keep themselves informed about the classroom integrated topic or theme being taught at the level each term. Other subject-related vocabulary is also taught.

All EAL teachers must submit a 10 week scope and sequence at the start of each term. The EAL Coordinator reviews all lesson plans and units of work at the end of each 5 weeks. EAL staff meetings focus on sharing approaches and discussing ways of better supporting the

classroom teacher.

Assessment and Reporting

All EAL students are continually assessed using a variety of methods consistent with AIS assessment policies for mainstream classes. Students receive an individual report prepared by the EAL teacher included within the standard End of Semester written report.

English Language Support at AIS: A Guide for Mainstream Classroom Teachers

The program description and policies described above provide general information about the ES/EAL programs but do not provide guidance on classroom practice. To assist AIS teachers' understanding of appropriate classroom strategies and supportive teaching practice a booklet using the Frequently Asked Questions (FAQ) format has been produced. *English Language Support at AIS: A Guide for Mainstream Classroom Teachers* is a ready reference for teachers seeking guidance and direction concerning the teaching of EAL students in mainstream classes.

(g) Information and Communication Technology

(i) General

Technology Mission Statement

Our school adheres to the belief that technology plays a vital role in



meeting the needs of the broad range of abilities, cultural backgrounds, language proficiencies and learning styles to be found amongst the students attending our school. To ensure that information and communication technology (ICT) plays an effective role, our mission is to effectively integrate technology into the teaching and learning process.

Vision

To prepare students for the unprecedented opportunities that await citizens of the 21st Century, AIS recognises that a thorough understanding of technology is essential for success. Educational technology, thoughtfully and appropriately applied will enhance not only the learning experiences of all students but also the professional growth of our staff.

In the interest of having students take ownership of their education, technological skill-building will be integrated into the curriculum. Full and equitable access to technological resources, available anytime and anywhere, must be a high priority. Classrooms that facilitate inquiry-based learning, cooperative learning and collaborative partnerships require high quality access to ICT. Teachers need access to this resource to support guided inquiry and direct their students as they become independent and fully engaged learners.

In the global environment, where technology continues to significantly

change the normal course of business and education, students need proficiency in digital, visual, informational, and textual literacy in order to be active participants of the 21st Century. Critical thinking and creative problem solving will be increasingly essential in cooperative and collaborative work environments. The AIS curriculum is interdisciplinary, global and diverse. Technology facilitates this process and is a principal tool to accomplish these ends.

A rich technological environment that supports teachers will enhance our efforts to recruit innovative and creative educators. AIS will provide professional growth opportunities and responsive technology support to accomplish integration of these resources into the process of teaching and learning.

Similarly, AIS administration and support services require the same technology access and support to promote and enhance student activities, admission services, development services, financial services, communication, and facilities management. It is recognised that our investment in technological resources will bring about long-term benefits to the community improving productivity and allowing for the better distribution and conservation of financial resources. Good business practices dictates keeping abreast of new management technologies and applying them judiciously.



Objectives

- A. Equip AIS with state-of-the-art technology resources that support and enhance teaching, learning and administrative processes.
- B. Provide professional development training to ensure a baseline proficiency in technology for all staff.
- C. Provide technology support to enhance productivity and administrative processes.
- D. Ensure that information and communication technology is an integral part of learning and teaching.
- E. Review the Technology Plan annually and revise as necessary to stay current and relevant.

Focus Areas

ICT provision at AIS is focused on four major priorities:

- Student Learning ;
- Teaching;
- Data Management & Communication Processes; and
- Technical Support (Infrastructure and Personnel).

(ii) Student Learning

Technology has become ubiquitous, touching almost every part of our lives, our communities, our homes and our schools. Properly used, technology will help students acquire the skills they need to survive in a complex, highly technological knowledge-based economy.

Integrating technology into classroom instruction means more than

teaching basic computer skills and software programs in a separate computer class. Effective integration must happen across the curriculum in ways that research shows deepen and enhance the learning process. In particular, it must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curricular goals.

An inquiry-based classroom equipped with technology tools allows students to be intellectually challenged. Through projects, students acquire and refine their analysis and problem-solving skills as they work individually and in teams to find, process, and synthesise information they have found online. The myriad resources of the online world also provide each classroom with more interesting, diverse, and current learning materials. New tech tools for visualizing and modeling, especially in the sciences, offer students ways to experiment and observe phenomenon and to view results in graphic ways that aid in understanding. And, as an added benefit, with technology tools and an inquiry-based learning approach, students are more likely to stay engaged and on task, reducing behavioral problems in the classroom.

(iii) Teaching

Technology changes the way teachers teach, offering educators effective ways to reach different types of learners and assess student



understanding through multiple means. Making use of technology allows students the freedom to discover solutions to problems both independently and collaboratively. Teachers using ICT in the classroom must ensure that students engage with the subject or topic beyond a superficial level. We want them to be active learners, learners who have a thirst for discovery and knowledge.

Integrating technologies into teaching and learning, and building students' innovative and creative capabilities with technologies, is now seen, in Australia and overseas, as necessary for preparing students for the unknown futures they face. National curriculum developments in Australia are focusing on the dual priorities of students acquiring discipline knowledge, and developing general capabilities such as ICT, innovation and creativity capabilities.

Teaching students to be able to analyse and question information available to them across the disciplines is a capability that will be of value to students beyond schools. Inquiry-based, project-based and problem-based learning are approaches that use information processing to support students' learning about issues of meaning and relevance to them. These approaches fit well with technology-rich learning environments that focus on the learning experiences rather than the technologies. These approaches are appropriate both for personalised learning and for group work. In these environments the focus is on the learning and the inclusion of technologies in ways that support students

to achieve their learning objectives.

Inquiry-based learning and similar approaches can be used to support students to respond to problems in their immediate environs, by encouraging experimentation with the potential solutions and through using technologies to assist in predictions as well as background research. Software applications can be used as tools to support students' inquiries by assisting them to organise ideas (for example, with concept mapping software), to search for current information (for example, through accessing the websites of major libraries and universities around the world, using online books and checking news sources), to prepare background papers (using word processing software) and to present ideas (for example, with presentation software).

A challenge for AIS teachers aiming to build students' innovation and creative capabilities with and through technologies, however, is to move students from being users and consumers of technologies to being creators and producers with technologies.

(iv) Data Management & Communication Processes Majesty

Majesty is a group of Access Database modules originally developed by Chris Huang (ICT Manager) as an interim solution to school data management issues. Over time, new functions and modules have been



added. Apart from core student management functions, Majesty is used for assessment and reporting and library management as well as some other minor functions. The advantage of this approach has been our ability to develop, modify and replace tools over time as needs arise. Occasionally complex logic structures in relational databases create programming challenges but overall the system is very reliable and the efficiencies and time savings have been considerable.

A current weakness of the system is that it is not available interactively over the web. This creates some inefficiency. For example, teachers need to be in school to work on reports and we currently have no searchable remote access to the library catalogue.

Google Classroom

Google Classroom is currently the online tool of choice for teacher to student communication and communication between members of a group. Many teachers and students also use the share function to store documents in preference to USBs and the school network.

A typical workflow scenario is that a teacher will post set tasks and support materials to 'Classroom' as either a note or an assignment. Comments and questions will flow back and forth and eventually students will post their completed work on Classroom for the teacher to collect.

When a group for any purpose comes into existence, it is routine to create a Classroom group and invite members to join. This is quite widely used by both staff and students. With some groups, the fact that you can retain the record of the interaction with its attached documents and links is really useful.

Reporting Student Progress to Parents

All reporting is now done on the school network though paper is still used to progressively accumulate student data before writing reports. Outcomes are vetted for accuracy and imported to the reports through a relatively simple process. There is no centralized comment bank in use and teachers have demonstrated little demand for this facility. This leads to some issues in grammar, spelling and the appropriateness of comments when personal comment banks are not vetted up front.

Email

Currently, AIS does not have a dedicated server or application for email but uses the commercial email application and service provided by Google (G Mail).

As our email server is hosted overseas we avoid the instabilities caused by unreliable electricity supply and maintenance costs.

(v) Technical Support (Infrastructure & Personnel) Infrastructure



In recent years AIS has been transitioning from the purchase of expensive, high maintenance PCs, each with its own copy of operating system and to an environment with high quality wireless network and internet access that allows users to connect with cheaper, low powered, low maintenance devices. This “bring your own device” approach has enabled us to introduce school sponsored class sets and 1:1 iPad (Kemang campus) or Apple Chromebooks (Bali Campus) programs and at the same time meet the needs of individual students who bring their own tablet, notebook, laptop or other internet connectable device.

It is probable that our free standing PCs will eventually be replaced by terminals with no hard drive, no applications and only a basic operating system that lets the terminal communicate with the server. Existing PCs will continue to be fully functional because the entire performance load is transferred to the servers. The benefits of this approach are as follows:

- Lower deployment costs due to lower tech requirements at the classroom level;
- Fewer technicians required to maintain the hardware and software;
- Fewer complex machines to be maintained, meaning less downtime and increased availability of tech staff for higher duties;

- Replacement of multi copies of applications with centralised single copies of applications that allow multi session use (many users at once);
- Replacement of a patchwork arrangement of server, database, operating and application products with a single integrated and centrally managed system;
- Open platform – any terminal, PC, Apple Mac or other product that can run the logon client can access the server based resources;
- Smaller server footprint (fewer servers needed);
- Lower power consumption school wide;
- Available to all campuses; and
- Scalable as required.

Personnel

The Business Manager and Principal jointly appoint the ICT Manager who then takes responsibility for the maintenance of the school network and line manages campus technicians, IT assistants and external contractors or temporary staff (see *ICT Manager Job Description*).

In collaboration with the Principal and Heads of Campus the ICT Manager develops the annual ICT budget and is responsible for the purchase and installation of hardware. The ICT Manager works closely with the Principal and Heads of Campus to ensure that ICT personnel, software and applications necessary for the educational program and efficient administration continue to meet the needs of end users.



(vi) User's Guide

Information and Communication Technology (ICT) should fit comfortably and productively into the broader processes of investigation, creativity, sharing and dialogue that take place in every classroom. Students and teachers are provided access to internet, network based tools and resources in the wider context of their inquiry processes, discussions and responses to set tasks to gain both breadth of knowledge and depth of understanding.

Students

- ICT tools and resources give students the opportunity to create **richer and more diverse responses** to set tasks with the possibility of dynamic links and multimedia content.
- ICT offers **high value learning support** for students with additional learning needs.

Staff

- ICT **allows teachers and administrators to collaborate** and to gather, share and exchange information efficiently, productively and in ways that contribute to continuous improvement of teaching and learning

Parents

- ICT creates the opportunity for students, staff and parents **to share, collaborate and communicate for a range of purposes** as members of the AIS school community.

The use of information and communication technologies at AIS is governed by four key principles:

1. Equality of access

All students and teachers are entitled to fair access to the ICT resources of the school. This means time on computers, equality of access to bandwidth as well as the right to use computers in a calm, studious and productive atmosphere.

2. Appropriate use

The ICT resources of the school (including bandwidth) remain the property of the school at all times and are made available to promote learning and achievement.

3. Social responsibility

Staff and students are all members of a common community and all conduct in connection with the use of technology should reflect the standards of tolerance, care and respect that the school values and requires of its members.



4. Setting examples

Students learn by observing the example of teachers and younger students learn by observing the example of older students. All members of the AIS community should accept that they have a responsibility to lead by setting appropriate examples.

Common Standards

All members of the AIS community are expected to observe common standards based on the four key principles. However it is understood that there are occasions and circumstances where a variation of the common standard is reasonable or appropriate. Variations from the common standards will only occur when:

- Express permission has been given by an actively supervising teacher for an agreed learning purpose; and
- The requirements of the four governing principles continue to be met at all times.



FOCUS	REQUIRED & ENCOURAGED	PROHIBITED & DISCOURAGED
The IT Lab and other computer spaces on school property	The IT lab, classrooms and other areas designed for learning should be used exclusively for that purpose. The atmosphere should be calm, quiet and focused on relevant tasks. All users should take care with the equipment and be sensitive to the needs of other users.	Any activity that detracts from an atmosphere of study is strongly discouraged. Older students in particular should be aware of their obligation to set a good example for younger students. Food, noisy social interaction and gaming are prohibited.
Internet and networked resources	The Internet and other networked resources are provided by the school to facilitate learning through rich resourcing, collaboration, creation and exchange. The transfer, storage and use of Internet and networked resources for learning and sharing are strongly	The use of Internet bandwidth and other networked resources for personal purposes is strongly discouraged because of its impact on other users. Persistent or heavy file transfers by individuals for personal purposes by torrent or

	encouraged.	other file transfer methods are prohibited. The downloading or uploading of offensive or culturally inappropriate comments or materials is prohibited.
Laptops	Students are encouraged to bring and use their own laptops to promote their learning and to maximize their access to ICT resources during the school day.	Personal laptops are subject to the same standards of usage and conduct as any ICT device on school property. Any usage that detracts from the governing principles is not acceptable. Specific examples include inappropriate downloading, gaming and accessing or displaying inappropriate material.
Personal devices	Tablets, smartphones, cameras, headphones, music players can all be valuable supplements to fixed	Personal devices are subject to the same standards of usage and conduct as any ICT device



	computers and laptops when applied to learning tasks. It can be educationally legitimate for students to view videos, listen to audio or learn through games though this is a matter for the teacher to decide within the scope of the governing principles.	on school property. There should be no personal use during class time and devices should not be on display unless for an agreed educational purpose such as translator and dictionary functions, calculators etc. Students should not have earphones out during class time unless by prior arrangement with the teacher for an agreed purpose.
Social Networking	Social networking can be a valuable way of sourcing or delivering content for learning. Social networking resources can be very effective tools for collaboration, sharing and publishing student work.	When used or accessed inappropriately, social networking is at best a distraction and at worst a serious breach of conduct. Students and staff should not access social networking sites during school hours unless it is for

		an agreed educational purpose. Students should be very conscious of any personal remarks they make online whether at school or at home as they may constitute bullying or defamation. Indonesia has very strict laws governing defamation and inappropriate use may lead to legal consequences.
School Fidelity	All ICT users within the school have a duty of fidelity that acknowledges the value of the school's reputation as a socially responsible and ethically based community of learners. All members should acknowledge their responsibility for ways in which their use of ICTs can contribute constructively to	Actions that damage the reputation of the school as an organization or as a community of learners will be treated very seriously as a breach of conduct. Staff and students must not use school ICT facilities in ways that may bring the school into disrepute. This includes inappropriate



	the school's reputation and success as a place of learning.	comments and images privately posted on line that impact on the school's reputation as a place of learning.
Student Work	ICT offers tremendous opportunities for students to create richly resourced and detailed responses to set tasks. ICT plays a significant role in developing effective enquiry-based learning and confident individualised responses to tasks.	The school has policies on plagiarism and cheating that will be invoked against students who do not meet the required standards for referencing.
Security	All academic staff members and students will be issued with a user name and password to login to the AIS network. Always log off or lock any PC or device when not in use. Smartboards and classroom data projectors should be	Sharing user names and logins compromises individual responsibility for the PC or device being used. User names and logins must not be shared with any other person including IT staff.

	shut down properly when no longer in use.	
--	---	--

Consequences of Non-Compliance

The standards and expectations described in the school ICT policy are designed to protect the schools resources and reputation from harm and to serve the best interests of our community of learners. It is expected that all ICT users will observe the standards and expectations. Where standards and expectations are not being met, the Head of Campus will impose sanctions in accordance with the broader disciplines policies and processes of the school. In summary, a failure to respond to clarification with remediated conduct will lead to loss of rights and other sanctions as appropriate in the circumstances.

(h) Assessment

Two forms of assessment are used to track our students' progress:

- Summative assessments are tasks given to students at the end of a unit of work to test their understanding of the work covered and how well they have learned the planned outcomes.
- Formative assessments are tasks given to students throughout a unit of work to check progress and to help fine-tune the teaching approaches and learning arrangements for the students so that they remain on target.



These not only inform the teacher of a student's progress but also of the effectiveness of the teaching approach and curriculum design.

Assessment at all year levels from Foundation to Year 10 is internal. Teachers set a range of assessment tasks for students at all year levels. Students are advised of the nature of the task and its relevance to their overall results in advance. Consideration is given, when setting assignments, to students with learning difficulties.

Individual student assessment files are maintained from year to year. These enable teachers to plan their teaching around the needs of the class and each student.

At primary level, student progress is measured against agreed benchmarks in line with the learning standards specified by the Australian Curriculum. At secondary level, assessment reviews between our secondary school campuses ensures a consistency in standards within the AIS. In Years 11 and 12 external moderation by teachers in the BSSS system ensures that the standards of internal assessment set by AIS teachers correspond to those of the Australian education system.

The School's policy on late submission for Years 7 to 10 is included in the Daily Planner. The School's policies on submission and plagiarism for Years 11 and 12 are included in the Senior School Handbook, which is given to students upon enrolment.

(i) NAPLAN

Each year students in Years 3, 5, 7, and 9 take part in the Australian National Assessment Program in Literacy and Numeracy (NAPLAN). Students can be excluded from sitting NAPLAN tests using the following guidelines:

English Support

- Intensive level EAL students excluded
- Those less than Intensive EAL level can be excluded through a joint decision by the class teacher, EAL teacher and the HOC.

Learning Support

- IEP students are generally exempt however where the class teacher, LS Director (or campus nominee) and HOC agree that an IEP child can sit the tests then the child can sit the tests.
- Where a child is not on an IEP but is receiving LS Assistance then the HOC may decide that the student may sit the tests in a more supportive environment....small group setting, 10-15 minute time extension, rereading of instructional text by the supervising teacher.
- Normal NAPLAN provisions apply to students with disabilities.



Newly enrolled students

- Native English speakers can sit the test should the Head of Campus decide.

By way of preparation students should be exposed to practice tests that assist them to become familiar with the style of questions. The 2 Writing genres indicated should be the Term 1 and Term 2 Writing focus.

(j) Reporting

Our learning program at AIS celebrates every student's achievements. We believe that feedback is fundamental to effective learning, and to this end, our formal reporting process includes the following:

- Parent-teacher interviews in Terms 1 & 3
- Written Half-Yearly and Yearly Reports in Terms 2 & 4 identifying whether a student is working below, at or above Australian Curriculum standards
- Teachers also meet with parents regularly, both formally and informally, to share information about the education of each student. Parents may request a meeting at any time to discuss their child's progress and so teachers need to be prepared to supply verbal or written reports at any stage of the academic year.

Students in Years 3, 5, 7, and 9 who sit the annual NAPLAN assessments will receive a written report from the testing authority in Australia.

(k) Extra-Curricular Activities

Each campus must offer a program of Extra-Curricular Activities (ECAs) in addition to the standard timetabled academic program. ECAs may be conducted before or after the standard timetabled academic program or on the weekend. It is expected that every teacher will participate by offering a sport, craft or general interest activity for the number of hours and weeks determined by the Head of Campus.

(l) Academic Calendar, Timetables & Schedules

The Academic Calendar for any given year is set in the first weeks of August of the preceding year. The Academic Calendar is based on 2 Semesters and divided into 4 Terms of approximately 10 weeks each. There must be at least 185 days of formal instruction in each academic year. Indonesian Government gazetted public holidays are to be observed and sufficient days for local staff to travel at the time of Idul Fitri should be set aside. Planning and Preparation Days are scheduled at the commencement of each term. A draft calendar is agreed between the Education Consultant and Principal before being sent to



Heads of Campus and the Yayasan Board for feedback and/or approval.

Although the curriculum to be taught at each campus is mandated by AIS-Indonesia, and monitored by the Coordinators of Curriculum, the daily and weekly timetabling of classes is at the discretion of the Head of Campus. The Head of Campus and Leadership Group must take contextual factors into consideration when deciding on the number of lessons to be taught each day, the length of each lesson, use of rooms and the allocation of subjects or year levels to be taught.

(m) Resources

The selection of textbooks and other instructional materials are the responsibility of the Head of Campus and instructional staff and will be coordinated throughout the school.

Although many points must be considered, staff or committees involved in the selection and adoption of materials are expected to be especially mindful of the following:

- The needs of all learners, including the slow learners and the exceptionally able, must be provided for.
- Books chosen should lead the student and the teacher beyond the book itself into a wide variety of other materials and

educational experiences; they should stimulate a student's desire to explore on his/her own; and

- If a book deals with sensitive problems and issues, it should present and encourage examination of more than one point of view, so that students may develop the practice of analytical reading and thinking. For that reason, materials should be provided that show a variety of religious, political and cultural values. Care must be taken that instructional materials are not racist or sexist, except in rare instances where a particular course of study makes the examination of such attitudes educationally useful.

In general, instructional materials should be chosen that will enrich and support the curriculum, stimulate growth in factual knowledge and skills, enhance literary appreciation, teach aesthetical values and help students define ethical standards that will enable them to make intelligent judgements in their own daily lives. Educational materials are to be sought which enable the enrichment of the curriculum through the use of contemporary technology.

(n) Excursions, Day Trips and Camps

Rationale

At AIS we believe that through school camps and excursions, students



are given the opportunity to experience a wide range of activities that it is not possible for them to experience in the normal school setting. School camps and excursions offer the opportunity for students to interact with their teachers and peers in a setting vastly different from the classroom.

Through this Camp and Excursion Policy, our school hopes to provide students with a sequential and varied range of experiences that will enhance their physical, social, and emotional growth. We hope to provide students with the opportunity to experience different environmental settings and to learn new skills first hand in these settings. It is also our hope that students will grow in their relationships with peers and staff.

School camps and excursions will occur as part of the school curriculum and will be integrated into that curriculum. They will be a focal point for learning, not isolated experiences that occur in some classes. They will form part of a sequential program designed to enhance the school curriculum and provide students with experiences and activities relevant to their academic and personal development.

An organised and progressive camp and excursion program will be developed for the school. These camps and excursions will be integrated into the class curriculum for the year and will enhance units of work that occur in that class. The breakdown of camps and excursions is as follows;

Preschool – Year 2	Excursions in the local area only
Year 3 – 4	Overnight camp (1 night) in an established campsite no more than a 3 hour drive from the campus.
Year 5 – 6	2 night camp to an area no more than a 7 hour drive from the campus
Year 7	2 night camp to an area no more than a 7 hour drive from the campus
Year 9	maximum of 4 nights to an area within Indonesia requiring plane travel
Year 12	maximum of 5 nights to an area outside of Indonesia.

Accidents and Insurance

AIS does not accept liability, by insurance or otherwise, for injury sustained by students or parents on an excursion or camp. Parents and students are expected to be privately covered by an appropriate medical insurance policy.

Behaviour

Standards of behaviour apply in all camp and excursion situations. Students must remember they are ambassadors for the school and their behaviour is expected to conform to normal school rules and expectations.

Students, who breach excursion and camp rules may be refused



participation in further activities on camp / excursion, or, after consultation with the HOC, be sent home with the cost borne by parents.

Students whose behaviour at school has been unsatisfactory may be asked not to attend camp. This would occur if in the opinion of the teachers and HOC, the student's behaviour at camp would place staff and students in unnecessary danger or would place undue hardship on those attending.

Cancellations

Cancellations can only be made after consultation with, and approval from, the HOC. Reasons include; lack of numbers attending, weather and security risks.

Communication

A school camp mobile phone number will be given to all parents of children on camp. This phone will be held by the school nurse or teacher in charge of the camp. Parents are advised to use this number in emergency situations only.

Attendance

Camps are part of the yearly curriculum and as such, should be considered a compulsory school activity. We ask parents to contact the HOC should they not permit their child to attend. There will be no refund of camp charges already included in the school fees.

Students not attending camp are to attend school during this time. They will work in a class either above or below their year level. Any child not attending either the camp or school will be marked absent for the time they do not attend.

Duty of Care

Every teacher has a 'duty of care' towards every student under his or her supervision, by virtue of the conditions of the teacher's employment, and by virtue of the common law principles of negligence. Generally speaking a teacher owes a student a duty to take reasonable care to protect him or her from foreseeable risk of injury. This duty may be manifested in many ways including the duty to;

- supervise the students so that they comply with rules and practices designed for their own safety and that of other students;
- design and implement appropriate programs and procedures to ensure the safety of students;
- ensure that buildings, equipment and facilities are safe; and
- warn students about dangerous situations or practices.

The duty is in effect whenever the teacher/student/child relationship exists.

Duty of care continues throughout any school / preschool camp, excursion or sleepover outside school/preschool grounds, within and beyond normal hours.



It varies according to such factors as the age, maturity and experience of the student/child and the nature of the activity. Generally, there is a greater duty of care:

- the younger the student/child;
- the more complex the health care needs and/or disabilities of a student/child; and
- the more hazardous the situation.

A breach of duty of care will occur where there has been a failure to exercise the level of care required in any particular case. Parties involved in the actual delivery of educational and other services for camps and excursions also owe a duty of care to themselves. They **must** plan for their own health and safety.

Before journey commences

The teacher in charge should take adequate steps to ensure that:

- no child/student occupies a seat that is not fitted with a seat belt;
- seat belts are fastened at the commencement of the journey; and
- the vehicle has adequate seating capacity for the number of children/students travelling.

Financial Hardship

No child should ever be denied attendance at camp due to financial difficulties. There is a fund established at AIS to cover the cost of camp

for those students whose parents are unable to afford to pay. Any teacher who believes that a child's intended non-attendance at a camp is due to financial constraints should bring this to the attention of the Head of Campus.

First Aid Qualification

The school nurse will attend, however should this not be possible then a teacher with a current First Aid qualification (Medic1...6 hour course or above) must attend the camp. This person is to be delegated the First Aid role, which includes administration of medication to students.

Non-Approved Activities

- Hiking for more than 3 hours (Primary students only)
- Kayaking or canoeing
- Abseiling
- Rock / wall climbing unless in an approved centre with safety harnesses used.
- Riding motorised vehicles such as ATVs and motor cycles.

Payment

Excursions will be paid from the Excursion Budget. When this amount has been spent students will be billed for excursion costs. Camp costs to be billed to students with bank transfer the accepted mode of payment.



Parent Helpers

AIS recognises the positive role that parents can play on camp and where possible a parent representative should attend the camp. A clear and just selection process must be used to select those who will attend.

Photographs

Staff are encouraged to take photographs of camp activities. 10 to 15 good quality photographs showing a variety of children engaged in activities (preferably photographs clearly showing children's faces) should be provided to include in the Yearbook/ Website and class newsletters.

Devices

Children are not to take mobile phones, electronic games or other devices on overnight camps. Cameras can be brought, but at the student's risk.

Risk Assessment

Safety is paramount on all excursions and camps. There will always be risks but they need to be assessed and procedures put in place to minimize them and manage them.

Risk Assessment forms must be completed for all camps and excursions. It is advisable to visit the camp site before undertaking a risk assessment, however approved camp sites will be those that we have previously visited and have carried out a venue Risk Assessment. A risk

assessment of the activities and procedures will need to be carried out before the camp however.

Sleeping Accommodation

Wherever possible a leader should sleep in each caravan, tent or dormitory accommodating primary children. Where leaders are not in the sleeping accommodation, they should be nearby and available at all times.

Staffing Ratios

Will depend on the activity, but is 1:10 for general camp activities.

Camps should be attended by:

- The classroom teacher;
- School nurse;
- Parent Representative;
- LSA working with a student on the camp;
- TA where required to allow required student – adult ratios for activities being undertaken on the camp; and
- A school car with driver unless the camp site has an identified car and driver available in cases of emergency.

Depending on security circumstances school security may be asked by the HOC to accompany the camp or excursion.

It is advisable to have both male and female staff attend camps and excursions. Where this is not possible consult with the HOC at least 1



week before the camp or excursion.

Class teachers, LSAs and TAs are expected to attend camps and excursions. Should there be reasons that a staff member is not able to attend then approval must be given by the HOC.

Transport

To be booked through admin staff with the decision re buses and support vehicles to be made by the HOC in consultation with the Camp Coordinator. Preferred buses are those having seat belts.

Provision for luggage must be made when booking buses and there must be one seat per passenger available.

Uniform

Students must be correctly attired in school uniform for excursions (unless the activity calls for sports uniform).

Students can wear non uniform clothing on camps and when travelling to and from camp.

OVERNIGHT CAMP GUIDELINES

When planning a School Camp (overnight excursion) the following guidelines must be followed;

5 weeks before the camp

- Identify a Camp Leader who will be responsible for all paperwork and liaison with the DHOC, Ms Remy and the camp site manager.
- Proposal to Deputy Head of Campus before any notes are sent home or any final bookings made.
Proposal to include dates, venue, staff to attend, activities, expected cost range
- Book transport through Remy and have them confirmed.
- Complete a Risk Assessment with staff supervising and clear up any major concerns before booking the camp. (Risk Assessments on 'I drive' in Excursion file)

1 month before the camp

- Written information to parents - includes time, date, cost, reasons for the camp, mode of transport, teaching staff going and appropriate consent reply. (Proforma in "EXCURSIONS", 'Camps' on ACADEMIC drive.
- Give a copy of the camp note to DHOC for approval and counter signature.

3 weeks before the camp

- Collect consent forms and deposit.
- Alert the camp to any dietary needs. Should the venue not be able to meet the dietary needs of individual children, parents to be advised.



2 weeks before the camp`

- Collect final payment
- Alert other staff in the Tuesday morning meeting (2 weeks before)
- CHECK THE PLAYGROUND DUTY ROSTER, ARRANGE SUBSTITUTES
- Notify canteen through Anyssa.
- Check for possible students who may need financial assistance

1 week before the camp

- Ensure you are aware of medical needs of students attending and that the School Nurse/First Aid Teacher has been given a list of students requiring medication AND those having medical conditions.
- Staff attending camps are to meet to;
 - Define and clarify roles on camp
 - Agree as a group to 'sign off' on all aspects of the Risk Assessment Form and to be aware of the Emergency Response Flowchart
 - Share student information about medical needs and behavioural issues. (also exchange written information such as phone numbers, medical forms, swimming forms)

- Decide on the acceptable level of student behaviour that all staff will agree to and methods to deal with unacceptable behaviour.
- Decide on the format, time and place of the Student Camp Meeting – what will be presented and who will present it.
- Meet with students to ensure all are aware of expectations regarding behaviour and camp requirements.
- Send home a student code of expected behaviour, equipment and clothing list, student accommodation arrangements, final staff list, emergency phone number and final transport arrangements.

On the camp

- Meet with students to ensure all are aware of expectations regarding behaviour, boundaries, emergency procedures and meeting places.
- Meet with the campsite Manager to be informed about emergency procedures and to verify all activities and to assess the safety of them.
- Send daily reports back to the school so that parents can be updated with information.

Camp costs

- Transport (fare, toll fees, parking fees, tips)



- Entrance fees
- Accommodation/food
- Staff subsidy (staff costs to be covered by dividing among students)
- Camp costs will be charged to the student. They will not come from the Excursion Budget.

On Camp

- The School Nurse/First Aid Teacher will ensure a first aid kit is taken from school.
- Ensure you have a list of students and their contact details.
- Ensure all staff have a hand phone and that all numbers are shared so that staff can communicate if need be. It is also useful to have hand phone numbers of students. Obtain the hand phone number of your driver.
- Communicate expectations of behaviour and study requirements with students.
- Arrange all meeting times and places and communicate them to students.
- Hold a daily meeting with staff to raise and deal with any issues or concerns.

The Camp Leader has the final say regarding activities to be conducted for students..

The decision to participate is NOT the Campsite Manager's but is

the AIS Camp Leader's.

EXCURSION GUIDELINES

When planning an excursion the following guidelines must be followed:

- Refer to the Excursion Planner and Checklist and follow the procedures as outlined;
- Proposal to Head of Campus AT LEAST 2 WEEKS BEFORE THE EXCURSION and before any notes are sent home or any final bookings made;
- Book transport through Remy and have it confirmed;
- Written information to parents - includes time, date, cost, reasons for the excursion, mode of transport, staff going and appropriate consent reply, must go out at least 1 week before the excursion;
- Give a copy of the excursion note to DHOC for approval and counter signature;
- Alert other staff in the Tuesday morning meeting (1 week before);
- CHECK THE PLAYGROUND DUTY ROSTER, ARRANGE A SUBSTITUTE;
- Notify canteen through Anyssa.
- Ensure you are aware of medical needs of students attending;



- Complete a Risk Assessment with staff supervising and clear up any concerns before you leave. (Risk Assessments on 'I drive' in Excursion file)
- Meet with supervising staff to ensure all are aware of roles, student behaviour expectations and relevant medical and contact information BEFORE the excursion; and
- Meet with students to ensure all are aware of expectations regarding behaviour and study requirements.

Excursion costs

- Transport (fare, toll fees, parking fees)
- Entrance fees
- Accommodation/food if applicable
- Staff subsidy (staff costs to be covered by dividing among students)
- Each student has an allocation towards excursions and costs will be taken out of this until the amount is at zero. After this, excursion costs will be charged to the student.

Staff to Student Ratio

Will depend on the activity, but is 1:10 for general excursions.

Activities involving swimming (see Swimming Safety Policy).

It is advisable that both male and female staff attend the excursion. If this is not possible discuss with HOC at least a week before the excursion.

On Excursion

- Ensure first aid kit is taken from school.
- Ensure you have a list of students and their contact details.
- Ensure all staff have a hand phone and that all numbers are shared so that staff can communicate if need be. It is also useful to have hand phone numbers of students. Obtain the hand phone number of your driver.
- Communicate expectations of behaviour and study requirements with students.
- Arrange all meeting times and places and communicate them to students.

8. Financial Management

AIS was legally established in 1996 as a not-for-profit foundation (known in Indonesia as a "Yayasan"). It is bound by a regulatory framework determined by the Indonesian Government and administered by the Indonesian Ministry of Justice. Whilst it may be necessary to borrow money occasionally for specific large scale undertakings, all financial/business activities need to focus on the goal of operating on a prudent self-funding basis.

The Yayasan Board recognises that cash flow and money management



comprise the fundamental support of the whole School programme. To make that support as effective as possible, the Board will:

- Conduct advance planning;
- Explore all practical sources of income;
- Provide policy guidance for budgeting and management of school finances, so that adequate financial strength is maintained;
- Expect top quality accounting and reporting procedures; and
- Maintain the level of income and unit expenditure needed to provide high quality education.

It is the Board's responsibility to approve the annual capital and recurrent operating budgets for the ensuing year. Earned annual surpluses can be reasonably used to finance specific current and future capital projects. Before the budgets are approved the Board will take into account the present and projected needs of the students, the parents/ guardians, and the community.

(a) Campus Recurrent Budgets

The Campus Recurrent Budget is developed with the assistance of the Principal and Education Consultant but is the ultimate responsibility of the Head of Campus. The Recurrent Budget is divided into four major areas of expenditure:

- Minor Works & Equipment;
- Resources (and Professional Development in Jakarta only);

- Employee Costs; and
- Operational Costs.

and further subdivided into individual expenditure lines depending on the requirements of each campus. Allocations to each budget line are made at the discretion of the Director of Finance after consultation with the Head of Campus but having regard to advice from the Principal and Education Advisor.

The Recurrent Budget development process commences in September of the preceding year and begins with a consultative process in which Heads of Campus identify the essential components that need to be budgeted for

Advice should be sought from CAC in respect of campus improvements and the Chief Accountant in respect of:

- Observed overspend or underspend of any budget line in the current year;
- Expected final expenditure against each budget line for the current year;
- Adjustments that should be made given a similar pattern of expected expenditures in the next academic year;.

Advice is sought from the Yayasan Board in respect of:

- The percentage of total income to be allocated to the Recurrent Budget and the Capital Budget at each campus in the next year;



- Any fee rise that may be necessary to meet the objectives of the Yayasan Board Capital Budget for the next year;

Advice is sought from the Head of Campus in respect of:

- Predicted enrolments for the next year;
- Future staffing needs; and
- Expenditure priorities based on Campus and School Development priorities in the next year.

The Budget request is sent to the Finance Director for review and adjustment before being passed onto the Yayasan Board for approval for implementation.

A further review is held in each quarter of each year and adjustments made to take into account significant variations to any of the assumptions (enrolments, income flow, inflationary pressure, exchange rates etc.) used to frame the original budget.

(b) Capital Budget

The annual Capital (Yayasan) Budget is set as a percentage of the total expected income at each campus. The percentage of total expected income to be set aside for the capital budget may vary from one campus to another. The capital budget is used to meet licensing fees, legal costs, insurance, major works and allocations to the four year rolling surplus to be re-invested in school facilities and projects.

The Capital Budget is supervised by the Yayasan Board which approves expenditures at regular meetings throughout the academic year.

(c) School Fees

The Yayasan Board may set such annual fees and additional charges as may be required from time to time to operate the School program. The Yayasan Board shall establish school fees each year, as part of the budget preparation process. A Tuition Fee and Development Levy for each year level will be set after consultation with the Principal, Director of Finance and YAYASAN Consultant. The fees shall be so calculated that, based upon the enrolment projections for the budget year, estimated total tuition income including the application fees shall meet the operating or recurrent costs of each campus.

All tuition, entrance, and bus fees shall be payable as set forth in a payment schedule for each campus ("Terms and Conditions") by the Director of Finance. Charges for extra-curricular activities shall be paid as they fall due.

(i) Non-Payment

Parents / guardians have the ultimate responsibility for the settlement of outstanding fees on a timely basis regardless of whether payment is taken over by an employer. The Accounts Department will send reminder notices when fees are overdue.



(ii) Financial Assistance

Whenever parents find that they are having difficulties paying the school fees on time they should seek an interview with the Director of Finance to discuss payment options. If parents fail to meet their financial obligations to the school the Director of Finance will direct the Head of Campus to withhold any reports, certificates or any other documentation until the obligation has been cleared. Parents who fail to pay school fees in advance of a school term will be advised that their child will be unable to return to school until the matter has been satisfactorily resolved.

In individual cases of extreme financial hardship, requests for Financial Assistance may be made by completing the application form available from the Director of Finance. Applications for Financial Assistance are considered by the Director of Finance who may grant reduction in the Tuition Fees for the next academic year up to a maximum of 10% . The Director of Finance's decision in these matters is final and may not be appealed.

(d) Accounting and Reporting

In addition to the standard records of accounting the Accounts Department must maintain progressive expenditure against expected expenditure reporting spreadsheets for the Yayasan Board Capital Budget and individual campus Annual Recurrent Budgets.

Yayasan Board Capital Budget progressive reports must be made available whenever the Chairperson of the Yayasan Board requests an update and for each meeting of the Yayasan Board.

Individual campus progressive reports must be available whenever the Principal or Head of Campus requests an update and for each meeting of the Campus Advisory Council.

Accounting procedures must be consistent with best practice and reflect the regulatory demands of the Indonesian Government and its agencies.

An independent external audit must be carried out each year and any other financial reporting or accountability process required of a Yayasan by the Justice Ministry must be promptly carried out and with due diligence. AIS will ensure that the auditing process is in accordance with the generally accepted auditing standards to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. A summary of each year's audit must be published and displayed at each campus as required by regulation.



The Chairperson of the Yayasan Board may initiate a budget revision at any time, if the financial management of the school so requires.

(e) Insurance

The Yayasan Board requires the Director of Finance and Business Manager to arrange and carry adequate insurance coverage for the School's buildings and grounds and for its personnel for any liabilities it or its personnel may have under applicable laws.

It is the duty of the Director of Finance, working with the Business Manager and with appropriate representatives of an insurance broker, to ensure that proper coverage is obtained and maintained, and that insurance policies are in order at all times. From time to time, the Yayasan Board will review the school's entire insurance package, and will together with the appropriate insurance broker explore ways to obtain the best possible coverage on terms most advantageous to the School.

9. Business Management

(a) Facilities

The Yayasan Board recognises that the education of children depends on many factors, including a proper physical environment that is clean, safe, attractive, pleasant and functional. The School is continually developing its campuses and facilities, to provide the best

possible physical environment for teaching and learning.

(i) Swimming Pool Safety Plan

Each AIS-Indonesia campus with an on-site swimming pool must implement the Swimming Pool Safety Plan. Where an off-site pool, not owned by AIS, is to be used the Head of Campus must ensure that the pool, and its operation, complies with our own Swimming Pool Safety Plan.

Background

AIS swimming pools are used for a variety of purposes, both in school time and out of school hours. Although the scope of activities undertaken will vary from pool to pool the purpose of this plan is to specify the minimum requirements in terms of safety equipment and associated practices.

Note: Guidance on the organisation and supervision of water-based activities is provided in the Swimming and Water Safety Program policy.

Pool Security

Access to the pool area from the rest of the campus must be protected. The height of any fence or barrier should be at least 1.2 metres and constructed in a manner that:

- is continuous for the full extent of the swimming pool enclosure;



- is of a strength and rigidity to withstand the foreseeable impact of people;
- restricts the access of young children to the pool and the immediate pool surrounds, including access from buildings within or outside the pool area;
- has any gates fitted with latching devices not readily operated by young children and constructed to
- automatically close and latch; and
- has gates and points of access that can be locked when the pool is not in use.

Safety Equipment

The placement and availability of rescue equipment must be documented and allow easy accessibility for use in case of an emergency. Lifebuoy rings, hooked reach poles, and stretchers must be provided at each pool.

First Aid

Information on First Aid and Cardio Pulmonary Resuscitation (CPR) must be clearly displayed at the pool. A First Aid kit must be available.

Communications

Communication with emergency services must be available. At least one of the adults present should have a mobile telephone. Emergency

numbers for a doctor ambulance and hospital should be on display.

Emergency Vehicle

A school bus or private vehicle should always be on standby in the case emergency transport is required.

Signage

Advisory signs relating to appropriate behaviour (e.g. running, jumping, and diving) must be clearly visible to users.

Pool Markings

All depth markings, letters and numerals, must be:

- at least 100mm in height;
- listed in metres; and
- placed at regular intervals around the pool where they can be seen from the water and from the poolside.

Shallow water areas (i.e. less than 1.2m) must be marked as 'Danger Shallow Water' areas.

Starting Blocks

Permanent blocks must not be located at the end of a pool unless the water there is at least 1.2m deep.



Shade Protection

Shade protection must be provided wherever practicable.

Chemicals

All chemicals must be stored in a locked and secure location. Access to pool chemicals should be restricted to personnel with pool maintenance duties.

Water Quality

Water quality must be regularly checked and maintained to acceptable standards. Water quality levels are to be publically posted at the pool site.

Use by AIS Employees

No AIS employee, including expatriate teachers and family members, are permitted to swim in an on-site pool without having first completed and lodged a Swimming Registration Form (see Appendix A) with the Head of Campus.

Hire of the Pool

An application from any person or group for use of school facilities and resources out of school time must be approved by the Business Manager and formalised through a letter of agreement signed by the Business Manager, Principal, Head of Campus and a representative of the user group.

Any person or group wishing to hire an AIS on-site pool must sign a Letter of Agreement that specifies:

- Name of the hirer/user who will be personally present and in charge of the group;
- Purpose or activity for which the facility has been hired/used;
- Likely number of persons using the facility (and their skills and experience);
- Supervision arrangements (and the skills, experience or qualifications of supervisors);
- Term of the agreement;
- Emergency procedure;
- Rules of behaviour;
- Access to first aid;
- Insurance responsibility for the activity; and
- Means of effective communication, including a direct link to an appropriate emergency service.

(ii) External Hire of Facilities

School facilities may be hired or leased by outside organisations. Applications for the hire of school facilities must be made through the Head of Campus. The Head of Campus will then consult the Out of School Hours Coordinator, to check availability, the Business Manager (for approval) and the Director of Finance who will calculate the applicable charges. It must be made clear to any applicant that AIS



facilities are hired at the risk of the applicant and that AIS accepts no responsibility or liability for any injury that might occur during the period of hire.

A school facility may not be leased to an outside organisation if the period of hire requested conflicts with any use of the facility required for school programs or related activities or if the use of the facility would in any way be detrimental to the best interests of the campus.

(b) Information and Communication Technology

The ICT Manager is directly line-managed by the Business Manager but must work closely with the Heads of Campus to ensure that infrastructure and software meets the needs of the academic and administrative staff.

The ICT Manager is responsible for: ~~the~~

- The purchase, maintenance and cyclic replacement of all ICT infrastructure;
- the purchase and uploading of educational and administrative software;
- whole school email services;
- security and back-up of data stored on servers;
- providing advice to the Business Manager and Heads of Campus on infrastructure and software that best suits the budget and purposes of each campus;
- developing systems and programs that support student

assessment and reporting;

- developing systems and programs that support the efficient storage and retrieval of student records;
- continual upgrade of broadband internet services;
- technical maintenance of the AIS website;
- support of the iPad and other "Bring Your Own Device" initiatives;
- recruitment, appointment and day to day tasks of ICT support staff; and
- any other ICT related matters that might be assigned by the Business Manager or Principal as required.

(c) Security

Given our location security is vital to a school like AIS and therefore steps must be taken to guard against trespass in the buildings by unauthorised persons and against damages or losses caused by carelessness, vandalism or theft. In the interest of protecting property, the Yayasan Board authorises the Business Manager to work closely with the Chief of Security to:

- Ensure the lock security of the School's buildings and ensure proper screening of visitors, without losing the open nature of the campus;
- Improve the attitude of all members of the School community



(students, parents/guardians, personnel) towards maintaining the security of the campus;

- Handle problems at the lowest level possible, and allow for involvement of local authorities only when no other solution can be reached; and
- Ensure that keys are only in the hands of responsible persons whose duties require that they have access to School buildings or to certain rooms, desks, files or storage places.

With respect to the personal security of students, personnel and visitors, the Board authorises the Business Manager to take such steps and install such equipment as will most effectively ensure the security of those in buildings, as well as of students on their way to and from School buses and other transportation. It is the policy of the Board to discuss finer details of security measures only in closed sessions, and to keep careful control of access to security information.

The Yayasan Board considers the safety of children in the School, getting them home if possible, and protecting them and the School's personnel, as one of its most important responsibilities. To this end, the Yayasan Board in consultation with the Principal will develop and then review annually the comprehensive emergency contingency plan/s of the School to ensure the safety, and orderly movement of all persons in the School. Where necessary, said plans will include

contingencies for communication with authorities and the media. Furthermore, the Yayasan Board expects that if during an emergency, police or other special authorities take control of the situation, all personnel will comply with the directives of these authorities.

In addition, since emergencies can arise at any time, orientation programs for all employees and students shall include instruction in the developed emergency procedures.

It is the expectation of the Yayasan Board that each campus will develop a Crisis Management Plan. This plan is to be reviewed by the Principal and Heads of Campus at least once each year.

A crisis can be defined under three broad categories:

- Bereavement (death, including suicide/murder, of student/personnel which impacts on a significant segment of the School's population);
- Major environmental crisis (fire, weather, utility failure); and
- Threats to physical safety of personnel/students (bus or car accident, bomb threat, gun fire, kidnapping, hostages, student missing, infectious diseases).

In the event of a crisis situation, AIS must be able to respond in a timely and effective manner so as to ensure safety, provide personal and emotional support to individuals, and communicate



appropriate messages to personnel, parents, students, the community and the media.

(d) Personnel

AIS endeavors to employ a dynamic, effective, motivated, well-qualified, culturally diverse, and efficient staff to carry out a constantly improving educational program. Those involved in recruitment (Principal, Heads of Campus, Education Consultant, Business Manager and Personnel Manager) will ensure that personnel are recruited within the following guidelines. AIS:

- Recruits, selects, employs, and retains the best qualified personnel available to staff the school;
- Provides equal employment opportunities for all candidates for positions, in accordance with Non-Discrimination Policy;
- Facilitates professional working conditions and relationships conducive to high levels of staff performance and satisfaction;
- Deploys available staff in such a way as to use them as effectively as possible to achieve agreed goals and objectives;
- Oversees the development and management of staff compensation, leave, and benefit programs in ways that attract and retain quality employees;
- Oversees the development and updating of job descriptions as needed;
- Co-ordinates a continuous employee evaluation programme that contributes to the improvement of personnel performance and

professional development; and

- Ensures the effective administration of employment agreements, contracts and personnel policies with the aim of safeguarding good relations.

The Yayasan Board confirms that any and all decisions made regarding personnel assignments, promotions, demotions, transfers, determination of salaries, benefits, and selections for training shall be taken without discrimination.

Individual merit and suitability for the particular job shall be the only considerations.

Employees shall not at any time engage in any employment that would affect their usefulness as employees in the School, would make time and/or energy demands upon the individuals which could interfere with their effectiveness in performing their contractual duties, would compromise or embarrass the School, would adversely affect their employment status or professional standing, or would in any way conflict with or violate professional ethics.

Employees must not engage in any other employment during the term of their AIS Fixed Term Employment Agreement (FTEA). Accepting any other paid employment is a breach of Indonesian work permit conditions and may lead to termination of the FTEA.



Employees shall not sell any co-curriculum materials/equipment to any student or to the parents/guardians of a student unless prior approval has been received from the Principal. Moreover, as there should be no conflict of interest in the direct supervision and evaluation of employees, no administrator or supervisor shall be responsible for the direct supervision and/or evaluation of a relative.

School personnel are encouraged to participate in community activities, so long as they do not accept community responsibilities which interfere with their regular School work. The Principal, Heads of Campus and, as appropriate, other school leaders are expected to participate widely in public, civic, social, and professional affairs to enhance public relations and open channels of communication for the school.

Tutoring

Professional ethics and responsibility require that teaching personnel make themselves available during the school day for student conferences and extra help outside the regular class periods for the subjects taught. No reimbursement may be accepted for such extra help during the school day.

However, in some cases teaching personnel may recommend to parents/guardians, through the Head of Campus, that a student receives academic tutorial help outside school hours. Permitting, arranging, and paying for such tutorial assistance will be the

responsibilities of the parents/guardians. For obvious reasons, it is considered unethical and poor professional practice for teaching personnel to tutor one of their own regular students for pay. Any tutoring of students for pay will be (i) arranged entirely between the parents /guardians, the Coordinator of Non-Academic Programs (Jakarta only) and teaching personnel involved, (ii) done outside regular school hours, (iii) conducted off school premises and without the use of school materials or equipment unless specific approval is obtained from the Head of Campus.

(e)Transport

Transportation to and from AIS shall be made available for students at rates approved by the Yayasan Board, with locations for pick-up and drop-off established by the School. Bus transportation shall be optional. The school reserves the right to discontinue service to any locality, change routes, times and fees after due notice.

Students using school transportation shall be required to adhere to the rules established by the school.

(f) Maintenance

Maintenance of the buildings and grounds at each campus is the ultimate responsibility of the Business Manager. The Business Manager may delegate this role to a nominee at each campus but remains the person responsible for liaising with Heads of Campus to ensure that the



grounds are kept in good order and that all buildings are sound, functional and meet the needs of the academic team.

The Business Manager puts in place cycles of work to address on-going maintenance and develops reporting procedures that enable Heads of Campus to have immediate emergencies (e.g. flooding, loss of power, structural failures) addressed.

The Business Manager will represent the school in all matters relating to maintenance of the school's leased properties and will negotiate the terms of any maintenance contracts or maintenance services to be provided by external providers.

(g)Marketing

(i) Marketing Strategy Plan

The Marketing and Admissions Team based in Jakarta consists of the Marketing Director, the Admissions Officers, the Marketing Assistant in Jakarta, Bali and Balikpapan and our graphic designer. The Marketing Team must develop and implement a Marketing Strategy Plan each year. A template has been developed to provide some direction and guidance. The AIS Marketing Strategy Plan template is segmented into strands and sub-strands reflecting both passive and dynamic marketing strategies to be implemented across AIS-Indonesia. The template records the type of activities that are needed to support the strands and sub-strands. The personnel to be assigned and seconded to assist with

each strategy and any Key Performance Indicators will be decided by the Principal.

The immediate and most pressing objective of the Marketing Team is to build enrolments to at least the predicted level at each campus. The Marketing Team must also strive to build awareness of our future plans and generate excitement about our new campuses.

It is recognised that each campus (Jakarta, Bali and Balikpapan) have some contextualised marketing needs that must also be met. The Marketing Director will work with each Head of Campus to identify marketing approaches and opportunities that are specific to each campus. Specific campus-focused strategies will be recorded in addendums to the core AIS-Indonesia Marketing Strategy Plan.

(ii)Website

The AIS website (www.ais-indonesia.com) is considered to be our most important marketing tool. It is essential that the website present a professional and vibrant image of our school. The website should provide useful links and information for our current school community but also entice prospective parents and other internet visitors to learn more about our people and programs.

The website should enable the presentation of a strong and consistent corporate image but allow each campus to present material that reflects



their particular location and context. Links are provided to campus focused pages. Here the Head of Campus has local control over the uploading of images and choice of information that can be accessed by website visitors. However, the homepage and essential links to school-wide AIS-Indonesia images and information must remain under the direction of the Principal delegated to the Director of Marketing and Admissions.

The website should always aim for maximum functionality. It ought to allow visitors to view promotional video clips, download public access policy documents, read the minutes and recorded proceedings of CAC meetings, view the canteen menu, participate in online surveys etc. Prospective parents must be able to download all documentation relating to Admissions and complete admission procedures online.

(h)Catering

Each campus must make its own catering arrangements based on available facilities and service providers. When current service provider contracts conclude the Head of Campus, in consultation with the local CAC, must determine a process for the selection of a provider, appoint the most suitable applicant, and then liaise with the Business Manager and Director of Finance to ensure that an appropriate Memorandum of Agreement is put in place.

Preference should be given to potential caterers who are prepared to put forward a menu with options consistent with a healthy lifestyle and

lessons being learnt in class.

10. Inter-Organisational Relationships

(a)Council of International Schools (CIS)



Since August 2015 AIS has fully accredited with the Council of International Schools, a worldwide accrediting organization that defines standards and supports the continuous improvement of international education

(b)Education and Training Directorate (ACT)



AIS is affiliated with Australian Capital Territory (ACT) Education and Training Directorate.

Our senior students study courses accredited by the ACT Board of Senior Secondary Studies (BSSS) and the resulting certification is widely recognised. Our students can access universities in Australia by either sitting the Australian Scaling Test (AST) in September, which contributes to an Australian Tertiary Admissions Ranking (ATAR) or by direct application relying on individual merit. AIS graduates are regularly accepted at world class universities around the globe.

Interactions with BSSS are coordinated by the Head of Campus in Bali.

Each year moderation meetings are held in Canberra and we are required to send a representative from Bali campus.

The Planning and Performance division of the Education and Training Directorate collaborates with AIS to deliver the annual national NAPLAN assessments. NAPLAN materials are dispatched from the ACT to each campus and returned for marking when assessments are completed.

(c) International Baccalaureate Organisation (IBO)



In 2014 our Pejaten Campus became an authorized IB Diploma campus and introduced the International Baccalaureate (IB) Diploma program at the Jakarta campus in January 2015.

We are currently undergoing the Authorisation process for our Bali Campus.

(d) Australian Curriculum, Assessment and Reporting Authority (ACARA)



AIS delivers a curriculum based on the national Australian Curriculum. The Australian Curriculum, Assessment and Reporting Authority is responsible for developing and disseminating the Australian Curriculum via its website.

It is the world's first entirely online, constantly updated curriculum and is not available in any kind of generic hard copy. However, teachers can filter the online curriculum by year level or subject either horizontally across a particular year level or vertically down through all year levels and thus gain a focused curriculum picture relevant to their teaching assignments. Being online, the curriculum is also readily available to students, parents and other members of the school community.

ACARA has also developed expected standards of learning at each year level. These are also available online and are used as reference points in the school's reporting of progress to parents at the end of each Semester.

(e) Australian International Schools Association (AISA)



member.

The Australian International Schools Association was formed in 2012 and brings together nine schools in the Asian and Middle East regions. AIS was a founding

The Principals/Heads of Campus meet twice each year to discuss matters of mutual interest and to plan social, sporting and cultural events aimed at providing students with an opportunity to travel and

represent their school. The AIS Games have now been held on three occasions across a variety of sports. Another initiative of the AISA is Create 13; a program of activities for students interested in the visual and performing arts.

(f) Local Inter-School Organisations (JASIS, BSSA)

The Java Association of Small International Schools (JASIS) was formed in 2008. AIS was a founding member.

Small to medium sized international schools find it much more difficult to organise professional development opportunities than our colleagues larger schools. Limited funds and smaller potential audiences restrict the range of possibilities. By working together through JASIS the small to medium sized schools have been able to build a shared professional development program, organise joint seminars/workshops and share the expertise to be found amongst them. Teachers in JASIS schools have been given the opportunity to visit other similar schools in Jakarta; to observe other teachers at work, to see how they meet the challenges imposed upon them by modest budgets and share strategies for teaching classes of children with widely divergent English skills. JASIS schools have built sporting and cultural contacts featuring more flexible approaches to team composition, age groups or types of interaction. The schools now participate in annual swimming and athletic carnivals. Spelling bees and art events have also been organised.

The Bali Schools Sports Association (BSSA) organises interschool sports and provides opportunities for students to represent their school in a wide variety of sports.

(g) Partnerships with Australian Schools

We have a Memorandum of Agreement between each AIS campus and Windale PS Preschool, NSW, Australia and Benalla P-12 College, Victoria. Establishing these partnerships completes one of the requirements stipulated in Regulation 31, April 2014 for our operating licence. But our aim is to make this arrangement more than just a licence formality; we want to genuinely engage in collaboration on curriculum, teacher exchanges and the sharing of ideas.

The aims of our partnership program are as follows;

1. Exchange of learning opportunities rests on the good will of the participating signatory institutions to promote intercultural understanding, proficiency in both languages (English and Bahasa), person to person diplomacy and global citizenship;
2. Exchange of scholarly ideas, information, and materials, curriculum, content, and assessment via the internet, skype and e-mail between students and teachers. Teacher release time and IT technical support will be provided by both parties;



3. To facilitate visits of student and teachers between both schools, to increase professional motivation and foster personal relationships;
4. Consultation and establishment of partnership between individual faculty, academic departments and research centers to explore mutually based activities;
5. Exchange of faculty for capacity building, professional development and joint learning activities toward setting up shared academic programs;
6. Exchange of students through scholarship, fellowship and assistantship plans, study abroad programs and internship;
7. Exploration of external funding sources for projects deemed to be mutually beneficial to both institutions.

