



Junior School
Parent Handbook
2016-17

Table of Contents

1. Welcome to AIS

Vision and mission	4
Strategic Plan 2015-2016	4

2. Governance and Staff

Board of Trustees/Owners	5
Message from the Head of Junior School	6
Senior Leadership Team	7
Junior Leadership Team	7
Teaching and Specialist Teaching Team	10
Map of the Junior School	15

3. About our School

Teaching and Learning	16
Language	18
Assessment and Reporting	18
Publications	18
Awards	19
Homework	19
School Uniform	19
Uniform Shop	20
Health and Safety and Well Being	20
Allergies	21
Medicine at School	22

3.1 Student Welfare and School Rules

Student Welfare Program	22
Student, Staff and Parent responsibilities	22

3.2 School Rules for students and Behaviour Management

Playground rules	23
Consequences of behaviour	24
Reducing bullying and Building social connections	27
Advice to parents about Bullying	28

3.3 Extreme Weather Conditions

Sandstorm	28
Rainstorm	28

3.4 Portable Devices and Internet Use

Rules of use for students	28
Online Learning Resources	29
Access to ICT's at school	29

4. Our School Day

The School Day timetable	31
Lesson Breakdown	32
Late Arrivals	32
Removing Students during school hours	32
Parents visiting the school during school hours	32
Absences	33
Assemblies	33
Lunchtime and Canteen	33
Getting in touch with us	33
Telephone messages	34
General email and website	34
Social Media	34
Help us keep in touch with you	35
School Notices	35
School Bus Transport	35
Bus behaviour guidelines	35
Car parking	36
Drop off and Pick up procedures	36
Excursions and School Camps	36
Local Excursions	36
Camps	37
Extra-Curricular Activities (ECA's)	37
Paid	37
Non-Paid	37
Student Identity Cards	37
Parents and Community Relations	38
The AIS Mothers Group	38
Resolving Concerns	38

1. Welcome to AIS

The Australian International School is located in Sharjah, United Arab Emirates. It was the first Australian school to be established in the Middle East and was formed through a partnership between the Al Sharif Investment Trading Group and the Government of Queensland, Australia. The intention was to provide a quality school that would respect the culture, faith and language of the people of the UAE.

AIS has established a reputation for excellence that attracts many families to seek enrolment for their children. Teachers and other staff members have consciously built strong traditions of:

- Quality
- Cultural respect
- Innovative curriculum based on the perceived future needs of students
- Maintaining a safe, supportive and disciplined school environment
- Positive relationships between all stakeholders

Vision and Mission

Purpose: To prepare children for the lives that they will live.

Vision: To ensure a quality international and intercultural education which prepares students for their futures in a global economy.

Our School Motto: Reach for the Stars

Our Key Values:

- Professionalism - committing to the highest standards of accountability and performance
- Respect - treating all people with respect and dignity
- Innovation and Creativity - fostering an environment that supports innovative, safe and creative practice
- Differentiation - ensuring programs support individual students to work at their own rate and level
- Excellence - supporting the pursuit of excellence

Strategic Plan 2016-17

- Enhance the teaching and learning of reading across the school.
- Align the Literacy Continuum with the reading and comprehension strategies across K-10
- Ensure a strong vertical alignment is achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress.
- Ensure our pedagogical model the 5E's program is front and center of teachers' teaching.
- Enhance the use of data to inform curriculum planning and teaching.
- Establish an ICT Strategy to ensure enhanced IT infrastructure- sufficient to support an e-learning platform.
- Continue to focus on developing our culture of the 'third' way.

2. Governance and Staff

Board of Trustees/Owners

The Australian International School was established through a partnership between the Al Sharif group and the government of the Australian state of Queensland.

The intent was to provide a quality education for students in the UAE; an education that would prepare students for the lives that they would live.

Australian education standards are amongst the highest in the world. It has taken enormous commitment from our leaders, our teachers, our support staff, our students and their parents to provide the quality of education here that we expect to provide in Australian schools.

'It has been a pleasure to watch as our students have grown and developed over the past ten years. We trust the next ten years will be just as successful...in'shah'allah!'

Best wishes

Abdulla Al Sharif

Chair of the Al Sharif Investment Trading Group

Othman Al Sharif

Vice chair of the Al Sharif Investment Trading Group



Partnership between the Al Sharif Group and the government
of the Australian state of Queensland

Message from Head of Junior School

Welcome to the Australian International School (AIS) and more importantly if you are reading this, a very big welcome to the Junior School at AIS. Despite our name suggesting that we are “junior”, we are by no means insignificant with an enrolment of 830+, 35 classrooms and 40+ teachers. In addition we also have a team of Arabic staff who lead the learning in Arabic and Islamic Studies. In addition to this we are part of an amazing whole school team that comprises our Junior, Middle and Senior School with a total enrolment of approx. 1360 students.

AIS has a clear focus on providing an education for all students that allows them to be what they want to be in all future endeavors. In the Junior School it is our purpose, aim and role to provide a strong foundation, creating and using an appropriate curriculum and a learning environment that meets every child’s unique qualities and needs. At AIS the strong sense of community supports families, teachers and students alike to achieve this aim.

As part of our teaching community you will work closely with professional colleagues in your team and in the broader context of the Junior School and beyond. At all times AIS is very community focused both inside the school fence and outside also. You will have the opportunity on many wonderful occasions in addition to day to day, to experience this very vibrant community. We have many special days and events to celebrate throughout the year. For example, to name a few, International Day, UAE National Day, Book Day Parade and Islamic Religious celebrations.

As a member of the AIS community we encourage you to participate in all events made available throughout your time at the school.

Please take the time to read the following pages and should you need further information or support do not hesitate to speak with your classroom teacher or the Junior School Leadership team.

Welcome again and we all look forward to working together over the coming year to achieve the best possible results for all learners at AIS.

Yours in Education



Lynette English
Head of Junior School

Senior Leadership Team



Pictured above: Dr Paul - Head of Senior School, Miss Annette - Executive Principal, Miss Huda - Head of Arabic, Mr Jason – Director of Educational Technology, Miss Reem - Business Manager and Miss Lynette - Head of Junior School. Miss Sue – Head of Middle School

Junior Leadership Team



Pictured above: Miss Erica - Head of Department Prep and Grade 1, Ms Lynette - Head of Junior School, Mr Tim - Head of Department Grade 2 & 3, Miss Mariam - Head of Department Grade 4 & 5.

Miss Lynette: Head of Junior School



As Head of Junior School at AIS, I see this as a privilege and a very positive challenge. One thing is for sure over the years I have come to know that with challenge comes opportunity and at AIS the opportunities for all are only limited by our imagination. So with that in mind and coming up with almost 13 years of working in international school environments this certainly is a very exciting place for me to be in a leadership role.

I am loving living and learning in the UAE but more importantly at AIS. However when I am not at school I am very busy seeking out common and rare birds in the region and persist in developing my amateurish photography skills. There is so much to see and do here, but like I said I like a challenge and will keep at it. At home in Australia I am very fortunate to have my Mum and Dad and a gorgeous son who is 27 years old.

When not doing any of the above I have taken the time to explore some amazing coffee shops and restaurants with friends and visitors. Travel is high on my list of things to do and of course the UAE has amazing places to visit and beyond, the world is at our feet. Oman has been a favourite of mine due to its location, birding and photography opportunities.

Miss Erica: Head of Department Prep and Grade 1



I started my career with a focus on Early Childhood and taught in Kindergartens and Primary Schools in Cairns in North Queensland. Most of my teaching has been with students from 3 years of age to Grade 3. I have experience teaching in multi-age classrooms where classrooms are composed of three grade levels. In my past life I worked as a nurse in hospitals, community health settings, schools, aged care facilities and projects based around the health and well being of children. I have studied Child and Adolescent Mental Health and Child Welfare Practice which has assisted me in all of my teaching work.

During my first year here at AIS, I was the Leader of Learning and teacher in Prep. My passion is bringing creativity out in students across all subject areas as well as making learning challenging, fun and interactive. It is my aim to support students to reach their highest potential. I am particularly passionate about teaching students to read and write.

On a personal level, I am also a qualified Park Ranger and studied in the Northern Territory in Australia. I am an identical twin. I have three children- a 14 year old son, a 13 year old daughter, a 5 year old son and the newest member of the family a 4 month old baby boy.

Mr Tim: Head of Department Grades 2 and 3.



Being a teacher is something that I have always wanted to do. Having taught for thirteen years, there have been many incredible experiences and I have taught amazing children. With a real passion for boys education, my first three years teaching at a Boy's Preparatory school in New Zealand. I learnt that boys certainly learn and develop differently from girls. I can also say that I have taught every Grade level and love learning about how children acquire language and develop their literacy and mathematical skills from Prep to Grade 6.

More recently, I have become very interested in teacher development and completed my Masters in Educational Leadership. I was lucky enough to publish an academic paper about coaching and mentoring. Empowering other teachers to improve and grow will continue to be a major focus for my development at AIS. I enjoy incorporating information communication technology into my teaching and encouraging active learning through using thinking skills and high order questioning.

In my spare time I love to read children's books, draw and paint and travel. Having lived in Hong Kong for three years has allowed me to visit many places in Asia and a special highlight was being able to stand on the Great Wall of China. I hope to be able to do more travel around the Middle East now that I have made the UAE and Sharjah my home.

Miss Mariam: Head of Department Grades 4 and 5



I am passionate about education and I love working with children of all ages. I studied a Bachelor of Education and Bachelor of Psychological Science, and have a keen interest in childhood and cognitive development. I really enjoy working in this part of the world and, coming from a non-English speaking background myself, I'm aware of the challenges students and families go through to be proficient in a second language.

The reason I got into teaching was because of my brother. He was born with a hearing impairment and growing up I saw him display some amazing talents (in a non-academic environment). Back then, the school systems he went through did not give him the opportunity to shine these talents. This had repercussions on his self-esteem and his successes in life. That's when I decided I wanted to be a part of giving **all** children the best opportunities in life so that they could **all** succeed. I believe a teacher is someone who guides a person through any learning obstacles they face in life, so that each person can see their strengths and use those in their lifelong learning journey.

2.5 Teaching and Specialist Teaching Team

Junior School Leadership Team



Lynette English
Head of Junior School



Mariam Najibah
Head of Department
Grade 4 & 5



Tim Bullock
Head of Department
Grade 2 & 3



Erica Peric
Head of Department
Prep & Grade 1



Bonita Milner
Deputy Head of School



Fahima Gherbi
Head of Department
Arabic Junior School



Ensherah Saadeh
Head of Department
Islamic Studies



Wade Lunt
Head of Department
Physical Education

Early Learning Centre Team



Renee Dent
ELC Teacher



Sarah Clay
ELC Teacher



Amanda Marrah
ELC Teacher



Lindsay Arrington
ELC Teacher



Letitia Ackary
ELC Teacher



Lisa Darby
ELC Teacher

Prep Team



Tammy Bray
Leader of Learning
Prep Teacher



Aliyah Sutton
Prep Teacher



Varrie Brookes
Prep Teacher



Jessica Fear
Prep Teacher



Claire Hazenberg
Prep Teacher



Annie Kossatz
Prep Teacher

Grade 1 Team



Kate Flood
Leader of Learning
Grade 1 Teacher



**Elchenette Van
Wyk**
Grade 1 Teacher



Jacinta Murray
Grade 1 Teacher



Ben Mather
Grade 1 Teacher



Kirsty Bailey
Grade 1 Teacher

Grade 2 Team



Susan Venables
Leader of Learning
Grade 2 Teacher



Emma Volschenk
Grade 2 Teacher



Saara Ahmed
Grade 2 Teacher



Kustave Heino
Grade 2 Teacher



Nicola Hinrichsen
Grade 2 Teacher

Grade 3 Team



Megan Archer
Leader of Learning
Grade 3 Teacher



Tara Hobbs
Grade 3 Teacher



Matthew Spooner
Grade 3 Teacher



Grace Hessel
Grade 3 Teacher



Farah Ajjaoui
Grade 3 Teacher

Grade 4 Team



Zoe Van Mil
Leader of Learning
Grade 4 Teacher



Alisja De Bruyn
Grade 4 Teacher



David Ermerins
Grade 4 Teacher



Tim Shepherd
Grade 4 Teacher



Michelle Loots
Grade 4 Teacher

Grade 5 Team



Jessie Scott
Leader of Learning
Grade 5 Teacher



Lauren Jordaan
Grade 5 Teacher



Reuben Potaka
Grade 5 Teacher



Ewan Hume
Grade 5 Teacher

Ministry Team



Iman Dakhel
Teacher of Islamic
Studies and Arabic for
Non-Arabs



**Abdulsalam
Aldamlkhy**
Teacher of Social
Studies



Nadia Karim
ELC Teacher Arabic



Samia Gamal
Teacher of Arabic



Walaa Hassanein
Teacher of Arabic



Imad Mahmoud
Teacher of Arabic and
Islamic Studies



**Taghreed
Abushakra**
Teacher of Arabic



May El Fakih
Teacher of Arabic and
Social Studies



Najat Naser
Leader of Learning Gr 3, 4&5
Teacher of Arabic



Ruba Al-Ashram
Teacher of Arabic



Ahmed Osman
Teacher of Islamic Studies



Hanan Siam
Leader of Learning
Teacher Arabic for
Non-Arabs



Zilal Al Shaikh
Leader of Learning Prep,
1&2
Teacher of Arabic

Picture
unavailable

Rasha Basheer
Teacher of Islamic Studies Gr
1-5

Picture
unavailable

**Samah
Mohammed**
Social Studies – Arab
Gr 1-5

Specialist Teaching Team



Litsa Morreau
Special Needs
coordinator



Emma Borg
Learning Support Prep,
Grade 1 & 2



Karen Kirby
Learning Support Grade 3,
4 & 5



Davina Parangi- Brown
Literacy Leader
Senior Teacher



Mathew Underwood
TRS Teacher



Ben Harrower
Primary Music Teacher



Tony Prince
Primary Art Teacher



Anees Makrous
Teacher of Physical Education



Dean Edgar
Teacher of Physical Education



Marnie Shillig
Teacher of Physical Education



Nawal Merdoukh
Teacher of French



Map of Junior School

Block A

Activity Room	ELC	Lisa (ELC F) A21
		Letitia (ELC E) A22
Renee (ELC C) A25		Amanda (ELC D) A23
Sarah (ELC A) A26		Lindsey (ELC B) A24

Activity Room		Down Stairs Block B	Activity Room		
Elchenette (1D) BG 21	Gr 1		Kate LOL (1E)BG 22	Prep	Tammy LOL (Prep E) BG 12
Kirsty (1B) BG 23			Jacinta (1C) BG 24		Varrie (Prep B) BG 14
Ben (1A) BG 25			Arabic Room		Annie (Prep F) BG 146

Down Stairs Block B

HOD Prep/1

Visual Art Middle School	Director of ICT	Head of Junior School	Art Room Tony	Music Ben H
-----------------------------	--------------------	--------------------------	------------------	----------------

Zoe (4E) LOL BF 20		Up Stairs Block B	Susan (2A) LOL BF 10		
Alisja (4C) BF 21	Gr 4/5		Michelle(4D) BF 22	Gr 2/3	Emma (2C) BF 12
Tim (4A) BF 23			Dave (4B) BF 24		Kustave (2E) BF 14
Ruben (5C) BF 25			Lauren (5B) BF 26		Farah (3C) BF 16
		Matthew(3E) BF 30			

Up Stairs Block B

HOD Gr 2/3
Tim B

Ewan (5D) CF 17	Jessie (5A) LOL BF 29	TRS and SWAN Team	HOD Gr 4/5 Mariam	Arabic Staff	Tara (3D) BF17	Megan (3A) LOL BF18
-----------------------	--------------------------	----------------------	----------------------	--------------	-------------------	---------------------------

3. About our School Teaching and Learning

Early Learning Centre

At the Australian International School, we firmly believe that the early years of education are a crucial stage in each child's life. We recognise the rapid and significant learning and development that occurs in this early stage. We understand that children are competent, capable and full of rich potential. Our Early Learning Centre (ELC) with its;

1. Highly qualified early years specialist classroom teachers, (including specialist teachers for Sport, Swimming and Arabic),
2. Internationally recognised program ('Early Years Learning Framework for Australia' EYLF and 'Queensland Kindergarten Learning Guidelines' (QKLG) based within a Reggio Emilia Philosophy)
3. Excellent facilities and resources help your child develop a curiosity and enthusiasm for learning while consolidating their developing knowledge, skills, understanding and attitudes.

At AIS children's right to experience the joy of childhood is fundamental and learning is promoted through play, and emergent and planned learning experiences and interactions. These ELC curriculum experiences are based on international studies of the most effective ways of helping young children learn.

Website address: www.qcaa.qld.edu.au/k-12-polices and www.qcaa.qld.edu.au/kindergarten/curriculum

The children will delight in the wonder of learning as they;

- take an active learning role as they explore, inquire, make choices, solve problems, be creative and imaginative as well as make meaningful use of technology and ICT's
- build a sense of identity and belonging; develop increasing independence, perseverance and confidence,
- enhance their feelings of connectedness and respect for others and their environment,
- develop wellbeing as they learn to show care and respect for their own and others physical and emotional health and safety
- become more effective with communicating as they expand language skills, building personally significant early literacy and numeracy skills in a warm, enriching and caring environment where our aim is for every child to feel secure, valued and happy.

At AIS teachers devote time to observing and listening so that every child's unique interests, strengths and needs are understood. Based on these observations teachers then plan an enriching environment filled with learning provocations and experiences that will promote and enrich children's holistic learning and development. AIS recognises and respects that parents are children's first educators and values the vital role parents, carers and family members play in children's lives and their ongoing learning. We aim to build respectful partnerships with families to enhance the learning for our students.

Our ELC learning programs provide opportunities for teachers to celebrate the richness and diversity of cultures and heritages that children and their families bring to the learning community.

Junior School Curriculum

At the Australian International School, the Junior School encompasses students in Early Learning Centre (ELC/KG1) through to Grade 5. The Junior School is a dynamic learning environment in which children are highly valued as unique individuals. We believe that each child is a capable learner with abilities and learning needs that are shaped by developmental, social and cultural factors.

Children develop understandings of themselves, others and their world through interaction with adults and peers in a caring, supportive environment. We enhance individual development through scaffolded, integrated, inquiry based learning experiences which are targeted to each individual student's performance levels. Our aim is to develop, within each child, the capacities of a life long learner.

Learning at AIS involves active construction of meaning through a hands on approach which aims to develop responsibility, a desire for life long learning, and self motivation. At AIS we follow the Australian Curriculum. Children learn best when they work at their own rate and level, and by engaging in integrated, purposeful and relevant educational experiences. Education plays a vital role in preparing children for their future. Disciplinary knowledge is found in the eight learning areas of the Australian Curriculum: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Arabic. For a lesson breakdown please visit pg. 31.

We base our programs around four cross-curricula priorities:

The overall structure of the curriculum is consistent across learning areas and includes the following elements:

- A rationale that explains the place and purpose of the learning area in the school curriculum
- Aims that identify the major learning that students will be able to demonstrate as a result of learning from the curriculum
- Content descriptions that specify what teachers are expected to teach. These are accompanied by elaborations that illustrate the content descriptions
- Achievement standards that describe what students are typically able to understand and able to do, and which are accompanied by work samples that illustrate the achievement standards through annotated student work
- General capabilities that describe a set of knowledge, skills, behaviours and dispositions that can be developed and applied across subject based content
- Cross-curriculum priorities that ensure the Australian Curriculum is relevant to the lives of students and addresses the contemporary issues

Arabic We recognise that we are an International School located in the United Arab Emirates and that quality teaching in Arabic, Islamic studies and Social Studies of the UAE are critical elements of a quality education program. Our teachers of Arabic follow the pedagogy that is used to teach English; students are ability grouped with a range of whole class and small group activities.

English as a Second Language (ESL) Our English as a Second Language (ESL) teachers play a key role in our literacy program. Support is given in both the literacy and genre lessons. This is done through small group work, in class support for both teachers and students and by adapting lessons when needed. In the Junior School, we work in partnership with parents, colleagues, children and other members of the community to create an environment that is supportive and meaningful, to build a sense of citizenship for our students and a positive vision for the future.

We teach our students to ‘Reach for the Stars’

Language

The Australian International School operates as an English medium school where learning is delivered in English in all curriculum areas and is informed by the Australian Curriculum. The Arabic language also features heavily with Arabic being taught every day and teachers of Arabic follow a scope and sequence which is closely related to its English counterpart.

Assessment and Reporting

Assessment in the Junior School comes in many forms. We assess for three purposes – Assessment for learning, of learning and as learning. Formative assessment data is collected regularly by classroom teachers and anecdotal notes, formal marks and teacher judgement is used to make decisions about student’s achievement. Moderation of students’ work is a regular occurrence to ensure fair and accurate decision making across the grades.

Reporting occurs during the year and includes academic reports, Parent/Teacher conferences and Celebration of Learning afternoons. Formal reports are sent out via our online reporting system Engage. These are released at the End of Term 1 and End of Term 3. Parent/Teacher conferences are conducted in Term 2 but parents may request a meeting with their Homeroom, English, Mathematics or Arabic teacher at any time by mutual agreement.

Publications

There are a number of publications that are sent to parents to inform them about the day to day running of the Junior School.

- Weekly Parent Messages sent to all Junior School parents via Engage

- Weekly POD Messages sent to all children within a certain Grade at the beginning of each week to inform about the coming week
- Other publications are sent out throughout the year
- FLOURISH newsletter published by the Head of Junior School to showcase the achievements of the students and an overview of activities across ELC-Grade 5. This is available via the School website.

Awards

Awards are given out for a number of reasons in the Junior School. They may come in the form of awards from the classroom teacher. Special awards for achievements across the grade level and whole school awards handed out during Junior School and Whole school assemblies to acknowledge outstanding behaviour, academic work and sporting prowess. Grade awards are handed out at POD assemblies and Junior School and Whole school awards are handed out at assemblies held in the gym every second week.

Homework

Homework is an important part of helping a child become organised and consistent with their learning habits. Homework should not be new learning but a consolidation of learning that has already occurred in the classroom. The expectation of homework per Grade level varies depending on age but below is a guideline to the expected time that should be spent on homework. Reading books come home every night and must be returned back to school, missing or lost books incur a cost of 40dhm payable to the library. Arabic and Islamic homework is set each week and is additional to the times below.

ELC: No homework is given

Prep: Minimal homework is given but reading is encouraged

Grade 1: Reading and a small amount of homework is required up to 10-15 minutes each night

Grade 2: English and Mathematics homework is given each week – 15-20 minutes excluding reading

Grade 3: English and Mathematics homework is given each week – 15-20 minutes excluding reading

Grade 4: English and Mathematic homework is given each week – 20-30 minutes excluding reading

Grade 5: English and Mathematic homework is given each week – 20-30 minutes excluding reading

School Uniform

At the Australian International School, it is very important for students to take pride in their appearance and the school uniform identifies a sense of community within the school. The uniform policy is as follows:

1. All the students to be in full school uniform when attending school
2. All the students to be in full sports uniform on timetabled Physical Education days

- All the students to wear plain black covered shoes when in full school uniform or white sandshoes when in sports uniform

The Uniform shop is located in 'A' block and open from 7.30am – 3.30pm Sunday – Thursday. It is also open in the holidays except for the month of July when hours resume on the 1st August.

Girls	Boys
<ul style="list-style-type: none"> • Pinafore and blue collared shirt • Skort or long skirt and blue collared shirt • White socks; black shoes • Hair band accessories in school colours only • Shailahs to be plain school colours or black 	<ul style="list-style-type: none"> • Shorts and collared shirt • Trousers and collared shirt • White socks, black shoes

Physical Education Uniform

- Polo shirt
- Shorts and sports pants
- White socks; sport shoes

Jewellery Policy

- The only acceptable jewellery at the Australian School is a watch, and for the girls small sleepers or studs.

Personal Grooming Policy

- Students are expected to arrive at school in a clean, pressed uniform
- Students must take care of personal grooming
- Hair should be neat and tidy



Health and Safety and Well Being

The health and safety of all students is very important and is taken seriously at AIS. Handwashing and correct toileting procedures are adhered to at school. Healthy eating practices are not only encouraged but enforced with lunch and snacks being nutritious and well balanced.

Any child that shows signs of sickness should be kept at home and contact made with the school. Any infectious diseases or infestations e.g. headlice should be reported to the school at the earliest convenience and children should not attend school until they have been given the all clear by a doctor or health practitioner. The School nurse should be contacted if you are unsure whether your child is ready to come back to school.

Allergy Awareness

Guidelines and Procedures

Below are some guidelines, which will assist parents, students and staff to maintain an awareness and protective measure regarding these allergies.

Sharing lunches

- Regular discussions are held with relevant classes about the importance of eating your own food and not sharing.
- Classes have lunch in a specified area, which is a focus of supervision (it is not recommended that the allergic child be physically isolated from other children).
- Parents should not send high-risk foods to school in the lunch box.

Class Parties

- Parents of the students at risk advised of the party ahead of time, so that they can provide suitable food.
- Class members' parents informed of the high-risk foods, relevant to that class, so that these foods are avoided.

In the Classroom

- Teachers asked to avoid bringing high-risk foods to school.
- Awareness of craft materials that can cause risk e.g. egg cartons, milk containers, peanut butter jars.
- Choose recipes that don't contain high-risk ingredients for cooking lessons.
- Consider the use of non-food rewards for students.

On Camp

- If students with a severe allergy are participating, then high-risk foods should not be taken or supplied

General Issues

- Ideally, lunch for the allergic child should be prepared at home.
- Bottles, other drinks and lunch boxes should be clearly labelled with the name of the child for whom they are intended.
- Staff and students should wash their hands after eating.

Medicine at School

Any medicines that need to be administered at school must be sent to school in a sealed container or bag and delivered to the School Nurse with clear instructions for administering. No student in the Junior School should be self-administering any medication at any time. Classroom teachers are not to be given the responsibility for administering medicine to any students in their care.

3.1 Student Welfare and School Rules

Student Welfare Program

Students have the right to work, play and learn in a friendly, safe and supportive school. Parents have the right to feel welcome and to know that their children work, play and learn in such a school.

AIS has a comprehensive student welfare program and clear school rules to protect the rights of our students, parents and staff. In this section we explain our welfare program and our general school rules.

We have a holistic approach to student welfare. This includes:

- courses
- classes
- activities
- interviews
- buddy program
- counselling
- assertive and resilience behaviour programs
- anti bullying week
- study skills support
- health lessons
- restorative practices

Student, Staff and Parent Responsibilities

Students are responsible for:

- following all staff instructions
- contributing to a safe school environment
- caring for themselves, others, and the school environment
- treating everyone with respect and dignity
- promoting a positive school image both in school and in the wider community

- taking responsibility for their own behaviour and accepting the logical consequences of inappropriate behaviour
- actively participating in the school's anti-bullying programs

Staff are responsible for:

- negotiating with students the classroom rules, which are consistent with our whole school policy
- explicitly teaching social skills
- having a productive and professional partnership with parents
- supporting positive behaviour by students, and taking action if rules are broken
- contributing to a safe and supportive school environment
- modelling school policy at all times
- keeping appropriate records

Parents are responsible for:

- supporting and contributing to the school's student welfare, behaviour and discipline policies
- maintaining positive working relationships with the school
- actively supporting school policies and procedures, including making sure students wear the full school uniform

Our school is responsible for:

- developing and promoting responsible behaviour and attitudes
- keeping accurate and appropriate records
- making sure that all parties understand their rights and responsibilities and their consequences

3.2 School Rules for Students and Behaviour Management

- I am **S**afe
- I am **T**ime Smart
- I am **A**ccountable
- I am **R**espectful
- I am a **STAR!**



At AIS the main aim in our Behaviour Management Policy is to establish a caring relationship between students and teachers and to ensure students accept responsibility for their actions. Although most students choose appropriate behaviours they must understand that inappropriate behaviours will have consequences.

AIS staff are committed to the following steps for managing and modifying inappropriate behaviours: All areas of the Australian International School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximizing the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting the Australian International School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- I am Safe
- I am Time smart
- I am Accountable
- I am Respectful (I am a S.T.A.R.)

Our school rules have been agreed upon and endorsed by all staff and our school council. They are aligned with the values, principles and expected standards of our school community.

Consequences of Behaviour

If students behave well, there are positive consequences; if they do not behave well there are logical negative consequences.

Positive Consequences	Negative Consequences
Optimum learning	Verbal reminder of the rule
Verbal praise	Discussion with teacher
Visual acknowledgement	Contact with parents
Reward of choice	Repeating a given task to an acceptable standard
Share work being done	Loss of privileges
Let parents know	Detention
Presentation of a certificate	Time out or removal from an activity
Acknowledgement in newsletters	Referral to the Head of School and suspension or expulsion
Awarding of class or school rewards – Lunch with the stars	

School Beliefs about Behaviour and Learning

- Respect for the values of our school, with mutual respect between all school community members is of the utmost importance.
- Physical violence, verbal abuse, bullying and harassment are NEVER acceptable.
- All students have the right to a quality education and an equal opportunity to demonstrate their potential.
- Learning occurs most effectively in a safe, supportive and disciplined environment free from disruption, abuse and threat.
- Individuals have rights and responsibilities in maintaining the learning environment.
- School rules and a code of behaviour help to facilitate an effective learning environment.
- Commitment to restorative practices is more effective than strategies designed to punish.
- Students must have confidence in their ability to solve problems.
- Parental consultation, support and involvement are essential to developing positive behaviour.

Reinforcing Appropriate Behaviour

At the Australian International School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Reinforcement Strategies are developed, implemented and reviewed to target clientele in each sector by the Behaviour Management Committee each year. Examples may include 'Gotcha' cards or teacher signatures.

Responding to Inappropriate Behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

A.I.S uses a four stage process for re-directing problem behaviour:

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. This is a verbal reminder. We use four questions for this. These are as follows:

- What happened?
- Who has been affected or hurt?
- What needs to happen to make this right?
- What will you do next time?

If the student persists in this behaviour then they are given a visual warning. Teachers will develop different systems for this. In a junior class this may be a sad face placed against the child's name on a behaviour chart. In a senior class it may be the child's name written on the board.

The third stage (if the child continues the behaviour) is to refer the child to the Buddy Class. The child should undertake a reflection sheet in the buddy class and return to their classroom if they undertake to modify their behaviour. The reflection sheet is a form of agreement to modify the behaviour. The child then re-enters their classroom.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

If the child continues with the problem behaviour they are referred to the Head of Department or Head of School for further action. The class teacher completes the Behaviour Referral Notification on Engage and emails the appropriate people involved. This acts as a letter to the child's parents informing them of the behaviour and associated support/consequences of the actions as described in the report.

Consequences for Unacceptable Behaviour

The Australian International School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A red crisis card is to be used in major cases such as physical violence or verbal abuse to staff. The referral is made direct to the appropriate Head of School (or to the Principal if the HOS is not available). A referral form is used to record Minor behaviours that students do not repair during the four stage process. This is again sent to parents through the appropriate Head of School.

Minor (orange) and major (red) behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- Minor problem behaviour is handled by staff members at the time it happens
- Major problem behaviour is referred directly to Head of Department/Head of School

Minor behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that a student may be harmed
- do not violate the rights of others in any other serious way
- do not require involvement of administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion
- persistent minor behaviour may result in a notice being sent through engage and /or a behavioural plan being formulated for a period of 1-3 weeks

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school leadership.

Major behaviours result in an immediate referral to administration. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then escorts the student to administration.

Major problem behaviours may result in the following consequences:

- Level One: Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence.
- Level Two: Parent contact, suspension from school
- Level Three: Students who engage in serious problem behaviours such as violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Reducing Bullying and Building Social Connections

All children want to make friends and to be a part of a social group at school. There can be social upsets and challenges for students of all ages, from time to time. Changing friendship networks and finding companions for activities at break time can occasionally create stress and upset, but these are not generally examples of bullying. AIS encourages children to see the difference between bullying and other social conflicts and to take a resilient approach by being friendly and inclusive at school. Classroom teachers, Leaders of Learning, Heads of Department and the School Counsellor all make themselves available to help students who have concerns about social issues.

At AIS we aim to provide a safe and supportive school environment for all students. However, we recognize that most students at some time are involved in social conflict. Bullying occurs in all schools and we have a range of responses to address this complex social issue. We are committed to being responsive and effective in working with students and parents when bullying occurs.

Bullying is repeated and unjustified actions against another person. These may be physical, verbal, social or electronic actions. Bullying involves a misuse of power by a person, or group, against an individual who may differ in size, age, verbal ability or social power. We recognise that children, in different social situations, are capable of taking the role of bully, participant, bystander or victim.

We know that students of different ages and stages of development are more likely to encounter and engage in various forms of bullying. For example, for young children, physical aggression may be a predominant bullying concern. Teenagers may be more likely to engage in social exclusion activities; while an emerging issue is bullying associated with various cyber social networking sites.

Advice to Parents about Bullying

- Be ready to listen to what your child tells you about friendships and social relationships at school. Do not assume that their perspective is the whole story—while their perspective is important, it may need to be balanced against what other students say.
- Acknowledge their feelings and ask them what ideas they have to take a step forward from a hard situation.
- Allowing children to put in place their own solutions for problems, is powerful in encouraging independence and feelings of confidence. Take the role of coach, encourage positive action and help refine their ideas.
- Your child will be guided by your reactions. A calm problem-solving approach will encourage ‘can-do’ resilience. Encourage your child to think independently, and consider what is being caring and considerate of others.
- Communicate with your child’s teacher so they are aware of your child’s situation. Make a plan with the teacher about what will happen next in following up the concern and establish when you will talk again about the issue.
- If necessary, the teacher will follow up with the student, other students and other staff members such as the Head of Departments, School Counsellor, and Head of Junior School.
- No single action usually solves these social problems but many tailored, small moves will create opportunities for students to build positive relationships.

3.3 Extreme Weather Conditions

In the unlikely event of extreme weather conditions the UAE the Ministry of Education will make a decision to close or limit access to the school. These events could include a sandstorm or rainstorm. The school takes all precautions in such events to limit danger by keeping children indoors and providing supervision until it is safe to resume the normal school timetable or sending students home. It is at the discretion of the Executive Principal for any such decision to be made.

3.4 Portable Devices and Internet Use

Rules of use for students

The Australian International School encourages Junior School students to bring a personal mobile device (laptop, iPad, iPod tablet) to school to use as an educational tool. The use of these devices will be at teacher discretion.

1. The teacher will tell students when mobile devices will be used in the classroom.
2. Students should use headphones for audio.
3. Students must store their devices in the secure cabinet in the classroom if they are not in use.

4. Parents and Guardians should ensure that any device at school should be insured for loss or damage.

Online Learning Resources

To support student learning at AIS the school uses a number of online learning resources. The two main resources are MyOn and IXL. Other resources are used by classroom teachers to enhance the students learning experiences.

MyoN

MyoN is a personalized, online literacy program that matches student's interests and their reading level to a recommended book list generated from the largest digital library with over 8000 enhanced digital books with reading supports. This is used in the classroom as well as at home. A login username and password is given to every student. Please ask your classroom or English teacher for details.

IXL

IXL is a web-based program that targets MATH for all grades K-12 with problems based on the key learning areas of the Australian Curriculum. The math problems have a wide variety of question types, from word problems to interactive graphing. Access to this resource is gained through a username and password available from your child's Mathematics teacher.

Access to ICT's at School

Personal Technology Devices

Students may bring personal technology devices such as lap tops or mobile phones to school but are reminded that they are responsible for the safety and security of these devices as well as for their appropriate use. No responsibility is taken by the school for these devices.

Personal Technology Device Etiquette

If they are brought to school, personal technology devices must be turned off and out of sight during assemblies or classes.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at the Australian International School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside

the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher. A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.



4. Our School Day

The School Day Timetable

The timetable of the Junior School day is split up into teaching blocks of 50 min with three sessions occurring in the morning which is optimal learning time for the students. There are two breaks throughout the day, a 40 minute break at first break and a 25 minute break during the second. The UAE national anthem is played and sung every morning after roll call at 8.00am. All students should be at school by 7.45am at the latest. The school day ends at 3.00pm with Extra Curricular Activities after school on selected days and times during the year. ELC timings are slightly different with no lessons in the afternoons and finish time of 12.55pm.

<u>Time</u>	<u>Sound</u>	<u>Signifies</u>	<u>Length of Session</u>
7.56	Music	Move to class	
8.00	Bell	Roll	5min
8.04	Anthem	Anthem	
8.05	Bell	Lesson 1	50min
8.55	Bell	Lesson 2	
9.45	Bell	Lesson 3	
10.35	Bell	Break 1	40min
11.11	Music	Move to class	
11.15	Bell	Lesson 4	50min
12.05	Bell	Lesson 5	
12,55	Bell	Break 2	25 min
1.16	Music	Move to class	
1.20	Bell	Lesson 6	50 min
2.10	Bell	Lesson 7	
3.00	Bell	Home	

Lesson Breakdown

Students will have 35 periods across the week. These are as followed:

English	9 lessons
Health	1 lesson
Mathematics	7 lessons
Science	2 lessons
History	2 lessons
The Arts	Visual Arts- 1 lesson (Grades 1- 5) Prep- 2 (1- Music, 1- Visual Art)
Arabic	5 lessons
Islamic/Home Studies/French	2 Lessons (Grades 1- 5)
Social Studies	1 Lesson (Grades 1- 5)
Swimming/P.E	2 lessons and one Assembly lesson per week

Late Arrivals

Students who arrive later than 8.00am must first report to the Receptionist of the Junior School to sign in and receive a late card. This card must then be given to the homeroom teacher to ensure that the child has been marked present.

Removing Students During School Hours

While it's preferable that students are not removed during school hours, at times we understand appointments and obligations mean students have to be removed before the end of the school day. In this case all students must be taken to the Junior School receptionist to be signed out. The process can be sped up by informing your classroom teacher before the appointment day.

Parents Visiting the School During School Hours

At AIS there is an open door policy and parents are encouraged to come into the school at any time to meet with staff. To limit distractions in classrooms, prior arrangements need to be made if you would like to visit during the school day, to offer your assistance in the classroom or request a parent/teacher meeting. Teachers do have teaching and meeting obligations during the school day and it is preferable to make an

appointment to avoid disappointment. Permission from the Head of Junior School is required if a parent comes to help or visit on a regular basis.

Absences

Parents should contact the school by 8 a.m. if their child will miss school due to illness, family emergencies, or other excused reasons. Parents or guardians must provide the school an excuse for any absence or late arrival in the form of a note or personal contact with school officials.

Illness and Accidents

If a child becomes ill and cannot continue work in the classroom, he/she is taken to the sick bay where rest facilities are available. If it appears the child is not going to recover in a short time, parents will be contacted to collect the child. Please notify the school of changes in emergency contact phone numbers.

Sick children should not be sent to school.

Assemblies

All students attend weekly assemblies. In the Junior School assemblies are hosted by different classes on a rotational basis, these assemblies are held every second Tuesday afternoon in Lesson 7. These assemblies include the National Anthem, celebration of achievements, performances by students and an address by the Head of Junior School. See the school calendar for dates of assemblies. Special assemblies are also conducted throughout the year which are held to celebrate significant days in the UAE and Gala Assemblies. All assemblies can be attended by parents.

Canteen and Lunchtime

Students eat their lunch in the classroom during first break between 10.35-10.55am. If students wish to purchase food they may purchase this from the canteen during any break time. All food must be eaten in the classroom or in the canteen. An exception is the designated activities rooms at break times. The children in the Early Childhood Centre do not have access to the canteen and are urged to contact the ELC staff for alternatives to a packed lunch.

Getting in Touch with Us

There are numerous methods to get in touch with classroom teachers and the Junior Leadership team. The most effective is via email. All teachers have an email address and regularly check their emails during the school day. Be mindful that the teacher's top priority is learning and teaching in their classroom. Important messages may not get to your child if they are emailed and your child's teacher has a full teaching schedule that day. As a guide, you should expect a teacher will get back to you within a 24 hour time period.

Communication Book

A great way to communicate messages to your teacher is through students' communication books. This book provides information about homework, uniform and how to help with reading at home. In this book the teacher will write messages and information about the week. Children can write in their own homework and parents can sign the communication book to keep track of what homework is being completed. This book is vital in the connection between home and school and should be brought home by students every day. The teacher will also look at the book each morning for any messages.

Telephone Messages

For important and urgent messages it is better to contact the Junior School receptionist who will get a message to your child or their classroom teacher. Teacher's cannot answer telephone calls during the school day due to teaching commitments.

General Email and Website

The school website is full of very helpful information and should be your first port of call. The Engage portal is also available through the School website. This is a very helpful tool to get in contact with your classroom teacher, to receive general notices and receive feedback about your child. Should you have any problems with access to Engage please contact your Head of Department or the administration department who can help resolve login issues. All parents require access to the Engage portal to receive their child's academic report. The school website is: www.ais.ae Engage website: Follow directions on the school website.

Helpful email addresses

Admissions Office	admissions@ais.ae
Business and Administration	reem.alsammarae@ais.ae
Social Media	sarah.ahmad@ais.ae
Alumni	info@ais.ae
General Information	info@ais.ae
Junior School Reception	info@ais.ae
Executive Principal	annette.wilson@ais.ae
Head of Junior School	lynette.english@ais.ae
Head of Department Prep and Grade 1	erica.peric@ais.ae
Head of Department Grade 2 and 3	tim.bullock@ais.ae
Head of Department Grade 4 and 5	mariam.najibah@ais.ae

Social Media

Stay in touch with what is happening across the school by engaging in our social media outlets:



Facebook – search Australian International School UAE



Instagram @ AIS_Sharjah



Twitter @ AIS_Sharjah

Help Us Keep In Touch With You

If you change your place of living, phone number, email or place of work, or, if there is a change in your family situation, please advise the school as soon as possible as we rely on the accuracy of these details in cases of emergency. These details can also be changed through the parent portal Engage.

School Notices

School notices will be sent through the Engage school system. These could be Whole School, Junior School or Grade Level information. Please let the school know if you cannot access this information. All information can also be found in the Junior School Reception area.

School Bus Transport

A bus transportation form must be filled out and presented to the Receptionist, Enrolment Officer or Finance Officer a minimum of 3 weeks before commencement of the school year or 5 days notice at any other time, in order to arrange the requirements with the bus driver and carer. We need to ensure that we have seen the bus routes and all parents whose times may need to be adjusted are contacted with a courtesy call.

An approximate pick up time and/or drop off time will be provided to you along with the Bus Carer and Bus Driver's name plus their mobile numbers. If for any reason you need to be in contact with the bus, please contact the Bus Carer first. If the Bus Carer is not answering or is unreachable you may contact the Driver **only in emergency**. This is for the safety of the students on the bus, the driver should not be disturbed on his mobile telephone whilst driving.

If your child/ren will be running late or absent on a particular date, please ensure you contact the Bus Carer at least 20mins before pick up time in order for the bus driver to be aware not to wait or stop at that particular location.

If you change your location we require five working days notification to the Bus Supervisor to alter the bus run. The AIS reserves the right to review and assess the feasibility of providing transport for the location. Completion of the relevant forms and payment of bus fees does not guarantee the school will provide school transportation.

Bus Behaviour Guidelines

The behaviour of AIS students on buses is a responsibility that is shared with families. Parents should ensure that their children are aware of the *Guidelines for Behaviour on Buses*, and that they reinforce with students the values of safe travel.

Students

Students are required to enter the bus appropriately, sit in their designated seat, wear their seatbelt at all times and follow all reasonable instructions. They are to speak quietly and use appropriate language at all times.

Bus Carers

Bus monitors have been trained to deliver a high standard of care for all students. Bus Carers are responsible for ensuring appropriate behaviour is maintained at all times. They are also a point of contact for parents, via mobile phone, during travel times. In cases where a student breaches the guidelines, the Bus Carer will be responsible for following procedures as outlined in this document, and making the necessary report to the Executive Principal or Head of School.

Bus Drivers

Drivers of buses have the important role of driving the bus in a safe manner as well as ensuring the safety and security of all passengers.

Executive Principal

The Executive Principal plays a key role in advising the school community of the *Guidelines for Behaviour on Buses*, and ensuring that all school staff are aware of this policy and reinforce it with students.

The Executive Principal will also deal with all cases of serious behaviour breaches.

Car Parking, Drop off and Pick up Procedures

Car parking is available at the front of the school in the main school car park. Parking outside the front of the school buildings during the morning and after school pick up is strictly prohibited. If you do need to walk into the school grounds please use the zebra crossings provided.

A drop off and pick up system is strictly enforced during drop off and pick up. During the afternoon all students are designated a pick up zone according to their house colours. All cars should have a number and their house colour displayed in the window of the car, these are issued by the enrollment officer. We would ask that this be clearly visible. Children are called when your number is seen by the staff member on duty. Your child will go directly to your car without the need for you to stop for a long period of time.

Excursions and School Camps

Local Excursions

Excursions happen regularly during the school year in every grade of the Junior School. These excursions provide an opportunity for students to learn outside the confines of the classroom and are directly related to learning and teaching. There is usually an excursion each term. The Ministry of Education approves all excursions for their suitability within the UAE. At times teachers may request parent help. Permission to attend all excursions is obtained from parents.

Camps

Camps are conducted in the upper Grades of the Junior School. The Grade 3 camp consists of an overnight stay at school and the Grade 4 and 5 camps sees students develop their independence by spending a number of days away from home. These are usually in Term 2 of the school year. Education outside of the classroom provides opportunities to build resilience, confidence, collaboration and team building skills and is a valued part of the Australian Curriculum.

Extra-Curricular Activities (ECA's)

There are two types of ECA's offered at AIS. The first are paid ECA's where students pay a fee to do an activity conducted by an outside provider or a staff member. These are conducted on a nominated day determined by the teacher and are not compulsory. Details of the ECA's being offered are published at the beginning of every term. Students must find their own way home from paid ECA days.

The second ECA's which are on Wednesday afternoon are referred to as non-paid ECA's. All students from ELC to Grade 5 can opt into an activity run by classroom teachers, Arabic and specialist teachers. Students are not required to participate in an ECA but it is strongly encouraged to develop skills that may not be taught during the school day and cater for students' interests. Information about ECA's goes home every term and activities are based on developing student's physical, creative and intellectual capabilities. A form needs to be returned back to school to register your child for an ECA. If your child is not picked up at normal pick time after school on a Wednesday your child will be assigned to an ECA.

Student Identity Cards

The school issues Student Identification Cards to all students. Students will use these cards in our library to make borrowing books a quicker process. The identification card may also be used for a range of external providers.

If a student loses their identification card these can be replaced. Replacement cards will cost 15aed and can be ordered by emailing the student's full name and class to IDcards@ais.ae

Parents and Community Relations

The AIS Mothers Group

All Mothers are invited to become a part of the Mother's Group within the AIS school community. These mothers are willing to volunteer in helping out in some or all activities such as school activities, classroom help, school concert preparations, under 8's day and any other school or social event that may arise.

This group also meets on a regular basis to discuss any matters that you wish to bring to the school's attention. AIS Mother's group is not involved with any academic or administrative matters of the school. If you have any queries concerning these issues, please contact the Head of Junior School.

AIS Mother's Group aims to provide a forum for support, friendship, communication and discussion with each other and the school. We encourage all parents to join us at AIS Mother's Group meetings and coffee mornings. Email enquiries to mothersgroup@aishj.ae

Resolving Concerns

Naturally, there may be times you are concerned about some aspect of your child's time at AIS. We are happy to talk with you at any time - your views, suggestions and comments are important to us. Teaching and learning work best when there is a partnership between you and your child's school.

The table below outlines the steps you can follow if you have a concern to discuss.

Step	Steps to resolve the concern	Your rights
Step 1	Identify your concern and make a note of the details. It may be about classroom issues, your child's behaviour, their learning, reporting, or another school related issue	You can expect to have your concern treated seriously and confidentially.
Step 2	In the first instance, arrange to talk to the person who knows about the situation i.e. Class teacher. Your concern deserves time in order to be resolved. Let the person know about your	

	concern in writing or telephone the office secretary and ask for a meeting time. This means the teacher will be prepared and have all the necessary information. A time to meet can be set up which suits you both. It will help the situation if you are calm and honest in your approach.	
Step 3	Sometimes you may feel, for a variety of reasons that you are unable to speak to the person described as the first port of call or that following the previous discussion, the issue remains unresolved. In this case, you may want to meet with the Head of Department. Please provide them with information that will enable the meeting to be as useful as possible.	
Step 4	If you have tried all the previous steps and feel that your concern remains unresolved, you may like to discuss your issue further with the Head of Junior School.	
Step 5	If after undertaking previous steps your concern remains unresolved, you may like to discuss your issue further with the Executive Principal.	