



# Anton Bruckner International School

## MYP Student - Parent Handbook





## Contents

1. Welcome
2. ABIS Community commitments to principled and ethical conduct
3. Mission and Vision
  - 3.1 School mission
  - 3.2 The school
  - 3.3 School vision
  - 3.4 Admission to MYP
  - 3.5 Values
  - 3.6 Teaching and learning policy
  - 3.7 Middle School purpose, aims and objectives
4. Schedule
  - 4.1 The schedule
5. Student Attendance
  - 5.1 School expectations
  - 5.2 Student responsibilities
  - 5.3 Parental responsibilities
  - 5.4 Attendance requirements
  - 5.5 Anticipated absences
  - 5.6 Unanticipated absences
  - 5.7 Sickness during the school day
  - 5.8 Absences and late descriptors
6. Communication
  - 6.1 Who's who? Whom do I contact?
  - 6.2 Communication
  - 6.3 Reporting on progress
7. Behaviour expectations and discipline
  - 7.1 Behaviour expectations
  - 7.2 Behaviour expectations for PED (personal electronic devices)
  - 7.3 When behaviour expectations are not met
  - 7.4 Specific cases
  - 7.5 Academic honesty
  - 7.6 Statement on sharing discipline information with future schools
  - 7.7 The campus boundary
  - 7.8 Dress code
  - 7.9 Bullying
8. Academics
  - 8.1 Approaches To Learning (ATL)
  - 8.2 Course placement and course changes
  - 8.3 Graduation requirements
  - 8.4 Grading
  - 8.5 Promotion requirements
  - 8.6 Guidelines for homework/assigned work
  - 8.7 Submission procedures for assessments (what happens when work is not submitted on time?)
  - 8.8 External exams and tests



- 8.9 Internal assessments and exams
- 8.10 Exam procedures
- 9. Student support services
  - 9.1 Pastoral care
  - 9.2 Homeroom teacher programme
  - 9.3 Academic support
  - 9.4 Special accommodations for externals examinations
  - 9.5 Special Educational Needs
  - 9.6 Language Support
- 10. Health and safety
  - 10.1 Health
- 11. Extracurricular activities
  - 11.1 Arts, activities and clubs
  - 11.2 Trips
  - 11.3 Social occasions
  - 11.4 Student council
- 12. Miscellaneous
  - 12.1 Visitors/Guests
  - 12.2 Lunch
  - 12.3 Student ID cards
  - 12.4 Personal property: lost and found
  - 12.5. School property
  - 12.6 Library
  - 12.7 Transportation



## **1. Welcome**

This handbook is to inform you of the procedures and expectations of students at ABIS, Linz. The book will be on the ABIS website and you and your child are required to sign the acknowledgement.

## **2. ABIS Community commitments to principled and ethical conduct**

### **3. Mission and Vision**

#### **3.1 School mission**

**Bold Teaching. Exceptional Learning.**

Our mission is to nurture and inspire; to provide the opportunity for each learner to achieve their full potential, within a local and global community.

#### **3.2 The school**

The Anton Bruckner International School (ABIS) was founded in 2008. ABIS is a non-profit, co-educational English language school serving students from Early Childhood (3 years) through Grade 10.

ABIS is fully authorised by the IB for the Primary Years Programme (PYP) and is having the Middle Years Programme (MYP) verification visit in December 2020.

ABIS is part of the National Association of Central European IB Schools (NACES).

The school serves the international community in and around Linz and Upper Austria, as well as students from our host country well-suited to the ABIS experience.

The PYP and the MYP provide the framework for the overall curriculum for Early Childhood to Grade 5 and Grades 6-10, respectively. The ABIS curriculum culminates in the MYP5 (grade 10).

The school's internationally recognised academic standards enable its students to transfer to international and national schools and to be eligible for admission to reputable universities around the world.

#### **3.3 School vision**

ABIS nurtures, challenges and inspires our students to become academically successful, lifelong learners, creative and innovative thinkers, ethical, globally minded contributors, and healthy, well balanced individuals who will thrive and make a positive impact in a complex and changing world.

#### **3.4 Middle School purpose, aims and objectives**

##### **3.4.2 Physical Disabilities**

ABIS is not equipped to deal with students with severe physical disabilities.



### **3.5 Values**

Our values are encapsulated in the IB learner profile. All members of the ABIS Community strive to be:

#### **Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

#### **Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

#### **Thinkers**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

#### **Communicators**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

#### **Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

#### **Open-minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

#### **Caring**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

#### **Risk-takers**

We approach uncertainty with forethought and determination, we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

#### **Balanced**

We understand the importance of balancing different aspects of our lives. Intellectual, physical, and emotional to achieve well being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.



## **Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

(IB, 2013, The IB learner profile. Cardiff: International Baccalaureate.)

## **3.6 Teaching and learning policy**

### **Teaching and Learning Policy for ABIS**

ABIS is a school and a community that is focused on learning, growth and improvement for students, teachers, and all of its members.

Our Mission Statement communicates our fundamental commitment to and vision for our students:

ABIS nurtures, challenges and inspires our students to become:

- academically successful, life-long learners,
- creative and innovative thinkers
- ethical, globally-minded contributors, and
- healthy, well-balanced individuals who will thrive and make a positive impact in a complex and changing world.

As teaching and learning lie at the core of our mission and our work, it is important that we hold and abide by shared beliefs and understandings about what constitutes best practice. The following policy defines what we believe about:

1. Students and their Learning
2. Desirable Teaching Practices
3. Assessment for Learning

### **Learning at ABIS means**

- developing increasingly sophisticated understanding of concepts (conceptual understanding)
- improving one's ability to perform target skills (competencies)
- increasing one's capacity to adapt to and make sense of the world (schemata for making meaning)
- enhancing one's confidence and strategies for taking meaningful action (efficacy)



- increasing one's awareness of one's own strengths and areas for improvement (self-awareness)
- striving to embody the attributes of the ABIS Mission Statement and our School Values (attitudes and habits of mind)

Learning takes account of learners' prior and existing knowledge and capabilities, and encourages them to explore in meaningful and structured ways how they can continue to grow and improve.

Students and their Learning Research on the science of learning has yielded a body of knowledge and understanding about how schools and teachers can promote effective learning in students.

### **What we believe about student learning:**

- Students learn best when they feel safe physically, emotionally and intellectually.
- Students learn best when they understand the purpose of any instructional unit or learning engagement.
- Students benefit from transparent criteria for success that assist them in understanding what constitutes success and in measuring their own growth and performance against objective standards.
- Students are challenged to explore real-world issues, dilemmas and perspectives, such that their learning is meaningful, engaging and enduring.
- Students are empowered to understand their own level of performance and to identify specific ways to improve for the future when they receive and reflect upon specific, timely and actionable feedback on their work.
- Students gain self-confidence in environments that nurture, challenge and inspire them to explore and take risks and to develop resilience in the face of reasonable challenges.
- Students benefit from interdisciplinary approaches that empower them to make connections between subject areas and apply their learning from one discipline to another and/or to unfamiliar contexts.

### **Students' learning is enhanced through collaboration in positive, caring environments.**

- **Learning is individual.**
  - Students have different starting points, different interests, and follow individual paths. The best teaching provides appropriate challenge, student choice, constructive feedback and ample opportunities to act on that feedback.
- **Learning is complex.**



- It is a cognitive process that involves forming, re-forming, rejecting and refining hypotheses and understanding. Effective teaching takes account of the nature of learning and provides opportunities for students to hone skills and negotiate meaning.

## **Desirable Teaching Practices**

Teachers at ABIS engage in a broad array of instructional activities with their students to promote learning and growth. The diversity of approaches is too great to catalogue in a brief policy, but basic principles underpin the ways that teachers across our school encourage and guide learning in our students.

### **What we believe about effective teaching:**

- Teachers get to know their students and develop respectful, caring and appropriate relationships with them. They provide them with challenges that are aligned to their interests, their readiness for learning, their backgrounds and their goals.
- Teachers take account of students' prior learning when structuring new learning opportunities. They set learning targets that are challenging, but manageable and meaningful, and are differentiated for diverse needs.
- Teaching students approaches to learning skills (metacognitive skills & habits of mind) is a core responsibility of every teacher.
- Teachers engage students in active inquiry. Students are actively involved in driving their own learning through genuine interest and authentic questions that arise through interaction with intentionally selected and developed contexts, information and materials.
- Teachers provide opportunities for students to speculate, investigate and make mistakes.
- This may involve risk-taking in teaching in order to provide students with stimulating and diverse contexts for exploration and action.
- Teachers model target skills and attributes and support students in deconstructing and understanding the constituent elements of those skills and attributes.
- Teachers explicitly link learning to real-world issues, dilemmas and perspectives.
- Teachers recognise the powerful role that language plays in facilitating and enabling student learning. They incorporate effective strategies to support the further development of academic language proficiency for all of their students.



- Teachers employ strategies to help make thinking processes explicit in order to assist students in becoming aware of and gaining control over their ways of learning, making meaning and developing competencies.
- Teachers provide students with opportunities to reflect on their behaviour, to compare it with target attributes (ABIS Mission Statement, ABIS Values), and to plan for behaviour in the future that more closely approximates these.
- Teachers intentionally select examples and activities that promote global-mindedness and diversity. They ensure that their teaching encourages intercultural understanding and mutual respect.
- Teachers selectively make use of technologies to support and extend student learning in ways that are effective and meaningful.
- Teachers support students to consolidate learning and to ensure that students make connections in their learning and to the wider world.
- Teachers collaborate in teams and/or departments to implement the School's curriculum effectively and consistently.
- Teachers provide on-going feedback to promote growth and adjust their teaching to ensure appropriate challenges.

## **Assessment for Learning**

Assessment for learning is necessary in order to inform students, their parents, and their teachers about students' progress toward learning goals. It involves collecting evidence of learning in a variety of ways, interpreting that evidence, communicating about the evidence and drawing conclusions for further action.

### **What we believe about effective assessment:**

- The primary purpose of assessment at Anton Bruckner International School is to promote learning (including the learning that takes place through the assessment itself) and to support students and teachers to make informed decisions for future action.
- Assessment measures what is truly valued. Effective assessments must address the concepts, skills and attitudes that lie at the heart of the learning.
- Assessment is a natural culmination of the instructional activities involved in promoting learning.
- Assessment is designed to influence students' motivation for learning in a positive way. It should represent an opportunity for students to demonstrate all that they can do, rather than frustrate them by emphasising what they cannot do.



- Assessment promotes reflection and helps students to understand how to recognise and monitor their own learning and achievement.
- Assessment takes many forms, including pre-assessment, self-assessment, peer-assessment, formative assessment, and summative assessment, among others.
- Assessment provides students with actionable feedback that helps them understand the extent of their learning and helps them move forward with their learning.
- Assessment feedback must be timely in order to be maximally effective.
- Assessment is based on criteria that are known and understood by the learners prior to engaging in the assessment.
- Assessment is as authentic and contextualised as reasonably possible.
- Assessment allows for differentiation to address the individual needs of learners.
- Assessment is consistent and fair. Results of assessment are routinely moderated to ensure that objective standards apply for all students.

### **3.6 Middle Years Programme purpose, aims and objectives**

To grow and explore the world as internationally-minded learners.  
To practice and gain ATL skills to succeed in the Diploma Programme or alternative pre-university courses or apprenticeships.

#### **The MYP students take courses in:**

- English Language and Literature
- German Language and Literature
- Mathematics
- Sciences
- Individuals and Societies
- The Arts: Visual Arts, Drama
- Design
- Personal and Health Education
- Language Acquisition: German and/or Spanish



- Advisory: Service As Action and Approaches to Learning Skills (ATLS) workshops

### **3.6.1 Middle Years Programme purpose**

The purpose of the Middle Years Programme is to provide an environment of mutual respect and cooperation in which our students may successfully transition from adolescence to adulthood.

We are aware that for many students the Middle School provides the final year of schooling. We need to develop those skills and attitudes that will equip them for their adult life. In particular, we wish to see well-balanced individuals who are ready for higher education and full-time employment in whatever culture they go to.

### **3.6.2 Middle Years Programme Aims**

Our programme, though primarily academic, offers a wide range of opportunities for creativity, sport and service to the community. Within this context, students of varying abilities and aptitudes will be encouraged to develop to the full of their intellectual, social, moral, physical, creative, and emotional potential.

### **3.6.3 Middle Years Programme Objectives**

Our aims and purpose will be achieved when our students leave us:

- capable of independent critical thinking, problem-solving and reflection on their knowledge and experience.
- knowing how to learn and how to reach conclusions about people and their achievements, their languages and literature, and the ways in which social and scientific influences affect our environment.
- with a respect for the cultural heritage, and beliefs of others with an ability to communicate effectively in at least two languages with those from other cultures and, in particular, those of the host country.
- with a concern for the state of the environment, both local and global, and a concern for the awareness of its effect on our quality of life
- with a concern for human rights.
- with a concern for those in need.
- able to cooperate with others to achieve a common objective.
- able to accept responsibility for their own actions and the effect those actions have on other people.



- able to exercise moral judgement.
- having maintained an active and healthy lifestyle through physical activity.
- with an appreciation for the arts and capable of independent creative endeavour and self expression.
- aware of their emotional nature and potential with the self-awareness required to build on personal strengths and overcome weakness.
- having the qualities of reliability, independence, perseverance and energy.
- able to make constructive use of available advice to make decisions about their future careers.

### 3.7 Admission to MYP

#### 3.7.1 Screening

Candidates wishing to enter the ABIS MYP are screened with examinations in Mathematics, English and an interview with the Programme Coordinator. On successfully passing the screening and provided a space is available the candidate will be offered a place at ABIS.

#### 3.7.2 Physical Disabilities

ABIS is not equipped to deal with students with severe physical disabilities.

### 4. Schedule

Time	Period
7:50 - 8:40	1
8:40 - 9:30	2
9:30 - 10:20	3
10:20 - 10:40	<b>Recess</b>
10:40 - 11:30	4
11:30 - 12:20	5
12: 20 - 13:20	<b>Lunch</b>
13:20 - 14:10	6



14:10 - 15:00	7
15:00 - 15:50	8

The schedule runs on a weekly cycle.

Lesson lengths are 50 minutes as this gives the best balance considering the frequency of class meetings and the length of planned activities.

Advisory classes are part of the pastoral programme with Homeroom teachers and can focus on Service as Action requirements and Approaches To Learning Skills (ATLS) activities.

Students are dismissed early on certain days (early release). Please see your child's schedule to check which day this is. Teachers will be using these afternoons to further develop professional practices which benefit students.

Early release afternoons should be used by students for further reading, studying, using the library and/or booking meetings with teachers. Students of all grades can leave school after their final class of each day.

ABIS encourages students seeking support to arrange meetings with subject and homeroom

teachers where necessary at those free times. This should be confirmed via their school GMail, as verbal requests for meetings will not be accepted.

## **5. Student Attendance**

### **5.1 School expectations**

#### **5.1.1 Basic principles**

The School's instructional programme is based on students attending school regularly. Daily class attendance is a condition for fulfilling credit requirements, course completion obligations, and general academic progress at the School. Class credit is earned by the students' participation in class through discussion, written work, homework, and examinations.

The student must be in class to earn credit. Therefore, students should be absent, only for necessary and important reasons, such as illness or family/personal emergency.

Parents/guardians may excuse their child/children from school for the above reasons, but the School may not honour parent/guardian signed excuses for any other reasons.

The School seeks the cooperation from parents/guardians in exercising the utmost discretion in excusing their child/children from School.

#### **5.1.2 The Value of attendance**

Since school attendance is related to academic progress, absence and lateness are considered serious impediments to individual progress and the interaction necessary for learning. It is the school's responsibility to record attendance as accurately as possible and communicate with parents about absences. To enable the collection of accurate



data, attendance will be taken initially in the first period and subsequently in each lesson of the day.

See the sections below for detailed procedures.

## **5.2 Student responsibilities**

### **5.2.1 Basic responsibility**

Students are expected to attend every lesson and to be punctual. Students are expected to come to school with the correct materials and with assigned work completed to the best of their ability.

Students are not permitted in the school building before 7:30 a.m. each day.

### **5.2.2 Sickness**

The student is responsible for all work missed and must make it up in reasonable time, equal to the number of days missed. Failure to do so may result in no credit for the work missed. Should a test or quiz be set or taken during an absence, it is the student's responsibility to arrange a make-up time with the teacher. A student sick or unwell during the school, must be collected by a parent/guardian. If the student does not attend school for 3 days or more they must bring a doctor's note to the homeroom teacher or the School Office on their first day back at school.

### **5.2.3 Anticipated absence**

It is important that students are able to keep up with their academic work. The parent is expected to send an absence message on Toddle to the homeroom teacher. The student must speak with the relevant teachers to identify the required work and negotiate a completion date for what they may miss. Failure to do so may result in no credit for the work missed. This procedure is to be organised by the student and parents before the absence.

### **5.2.4 Late arrival at school**

All students are expected to arrive in time for the beginning of school by 7:45. Students who arrive after this time will be counted as 'late' unless they can provide a reasonable excuse, for example: school bus arriving late, public transport failures, medical appointments for which advanced notice is received. Students who arrive after 8:10 must wait at the school entrance and ring the buzzer, explaining the lateness and report immediately to class.

### **5.2.5 Lateness to Class**

Students should be in class on time. Lateness unrelated to appointments or illness during the school day will be handled directly by the classroom teacher unless the lateness is repeated.



## 5.2.6 Leaving early

There may be certain days when classes finish before the end of the school day. On these days, students are allowed to leave early provided parents have arranged this and they have transport home. Students are welcome to continue working at school, but are not allowed to be in classrooms unattended, unless with a teacher.

The library, MYP Marketplace and the Aula are available for self and group study.

Students require outside lunch permission forms signed by parents/guardians in order to eat out of school. Please ask your homeroom teacher.

## 5.2.8 Students on campus after 15.50 hrs

Students may stay on campus after 15.50 hrs provided they are under direct teacher's or appointed coach's supervision. Spectators of matches/competitions (basketball matches etc) are exempted from this, provided the coach/teacher is in agreement.

Students must get permission from a teacher to stay after 15:50 and use the library and marketplaces.

## 5.3 Parental responsibilities

### 5.3.1 Basic responsibility

Where a student is unable to attend school, it is the responsibility of the parents to inform the school at the earliest practical opportunity, preferably on the first day of absence, either on Toddle, phone Tel.+43 (0) 732 757061 or email:

[office@antonbruckner-is.at](mailto:office@antonbruckner-is.at)

### 5.3.2 Permission slips and absence notes

Permission slips and absence notes must be signed by a parent or guardian.

### 5.3.3 When parents are away

Parents who are away must notify the school of the length of absence and provide an emergency number and contact details of the person responsible for their child.

### 5.3.4 It is the responsibility of the parent to:

- supervise H/W has been attempted and completed
- sign official school letters that require parental permission for school trips, lunch off campus requests.
- check their child's Toddle account for example, Summative task deadlines and Service as Action.



## 5.4 Attendance requirements

Regular attendance at school and active involvement in lessons is an integral part of the learning process. If frequent absence from school becomes a concern, parents will be contacted by either the and a meeting will be organised to discuss the issue.

An attendance rate of below 90% and poor achievement grades (less than 4) will lead to a meeting where the students' promotion or graduation will be determined by the administration.

A student in grades 6 until 9 (MYP1 until MYP4) will not automatically be promoted to the next grade if they miss more than 20 days of school in the academic year. (Absences through sickness with medical certificates are not included)

### 5.4.1 School trips

In addition to participating in trips that are a required part of the curriculum, students may normally miss up to 10 days per school year to participate in school organised competitions, tournaments, athletics events, arts and other extra-curricular trips. This is provided they:

- Demonstrate their commitment to their academic work
- Class teachers agree that student performance permits them to join the trip (case by case review).

Grade 10 students are discouraged from participating in any trip up to four weeks before any external exam.

## 5.5 Anticipated absences

### 5.5.1 Family vacation

The school publishes the dates of the school year in advance so that parents may plan and book their holidays without having to cut into valuable teaching time. It would be greatly appreciated if parents could bear this in mind. Where parents deem it unavoidable, at least 2 weeks notice is required.

These absences are not condoned by the school therefore any work that would be missed must normally be done in advance. Failure to do so may result in 0 credit for the work missed. An official email must be sent to the School Office for review by the Administration.

### 5.5.2 Religious holidays

The school allows students to take time off for recognised religious holidays. The rules for an anticipated absence (previous paragraph) apply in this case too. Religious holidays are not counted when calculating the attendance rate.



### **5.5.3 National holidays**

Students may take time off for national holidays as per the official academic calendar.

### **5.5.4 Medical appointments**

Medical/dental appointments should, whenever possible, be scheduled so that they do not necessitate missing school time. However, if a student has to attend a medical/dental appointment during school time, a note with the appointment must be brought to the School office in advance. Failure to do so may result in the absence being treated as unexcused (see below).

### **5.5.5 Absence at the end of the school year**

Please note that, as students in grades 9 and 10 are in the final two years of MYP courses, classes continue until the last day of the year. This includes the period after the external exams (in grade 10, MYP5) when curriculum related trips and projects introduction to DP units are taught. Grade 10 students have a last day of classes in April before going on study leave during their exam period.

Following their exams and work experience, Grade 10 students have a closing assembly that is usually two days before the last day of school.

When parents plan that their child is absent for the exam period, there is no automatic requirement for teachers to set exams earlier than scheduled.

Teachers are required to provide an end of year grade for the student that is consistent with the application of the achievement levels used for the whole group.

This can be based on summative assessments completed throughout the year without the exam. Whilst in exceptional circumstances the Principal may give dispensation from the exam, in general it is for the teacher to decide how the missing examination performance impacts on the year grade.

The fact that a student misses an exam is likely to have some impact but this may be more or less significant according to individual circumstances.

At least, the final exam or assessment is an opportunity for a student to improve on their year grade and it must be noted that the opportunity is lost by their absence.

It is at the discretion of teachers to choose to set an exam early so that they can better assign an end of year grade.

Students who miss exams through sickness may have the opportunity to sit the exam on their return to school providing that there is sufficient time to allow for this to happen before end of year grades are due. A doctor's note must be provided before this decision is taken.

## **5.6 Unanticipated absences**

### **5.6.1 Procedure to follow**

- Parents must contact the school on the first morning of absence, stating the reason and expected dates of absence. This may be on Toddle, phone +43 (0) 732



757061 or email to [office@antonbruckner-is.at](mailto:office@antonbruckner-is.at) If the absence continues, a note stating the student's name, reason for absence and date(s), and a parent's signature must be brought to the Attendance Secretary immediately on the day of return to school.

- If it has been necessary to visit a doctor for the student's illness, please request a note from the doctor that states when he/she may return to school, as well as the type and length of time for any activity limitations.
- If a doctor was not seen and the student should have limitations placed on his/her activities or require some treatment during the time he/she is at school, please include this information in the excuse note.
- If a student needs to miss more than three PE classes due to illness or injury, the student should bring a doctor's certification to the School Office.

### **5.6.2 Unexcused absences**

#### **DEFINITION' An absence is treated as unexcused if:**

- No communication is received from a parent or guardian within 5 school days of the student's return.
- The absence was anticipated but advanced notice was not received by the school.
- The School Principal, on considering the circumstances, deems the absence as unexcused. The above may be waived by the School Principal in exceptional circumstances.

#### **CONSEQUENCES' Where an absence is unexcused:**

Teachers will be advised that they are not obliged to assist students to make up work they have missed.

- Students who miss tests/quizzes will not be given opportunities to make up this work. Internal ABIS assignments (summative):
- Assignments handed in late because of an unexcused absence will receive feedback related to the relevant criteria and achievement levels but will not contribute to the mid year or end of year grade.

#### **IB MYP Internal and External Assessments:**

Works submitted after the deadline will be referred to the IBMYP Coordinator may result in

- Receiving '0' for the coursework



- Failing the examination and/or a component of (this includes the MYP eAssessment for MYP 5 students)
- A draft received after the deadline will not receive feedback

## **5.7 Sickness during the school day**

### **5.7.1 Feeling unwell**

A student who feels unwell during the school day must visit the Health Office. If the student is in class, they may request permission from the teacher to visit the Health Office. The teacher will write a note stating the time the student left the class, to give to the Health Office. If students return to class they will be given a note stating the time they left the Health Office to give to the teacher. Students are expected to return to class immediately after leaving the Health Office.

### **5.7.2 Needing to go home**

If the school judges that the student should go home because they are unwell or have had an accident at school, the parents will be informed. Students will not be released early from school unless a parent or known representative can be contacted. Sick or unwell students have to be collected by parents or guardians. The School Office will inform the office directly.

### **5.7.3 Accidents at school**

Where an accident at school requires immediate medical treatment, the School Nurse will provide the necessary first aid and arrange for the medical services to be called. School administration will be informed straight away and parents at the earliest practical opportunity.

## **5.8 Absences and late descriptors**

On a daily basis a student's attendance record can be requested by calling the School Office.

+43 (0) 732 757061 or email to [office@antonbruckner-is.at](mailto:office@antonbruckner-is.at)

## **6. Communication**

### **6.1 Who's who?**

#### **Administration, Student Support Services and Extra-curricular**

**Principal** Mrs. Gabriele Untersperger

**MYP Coordinator** Mr. Paul Cartwright

**School Office Manager and Attendance** Ms. Christine Meyer



**Counselor** Ms JeAnette Loots

**School Doctor** Dr. Martina Berg

**Learning Support and ESOL** - Mr Holby

## **Curriculum**

**MYP Coordinator** Mr. Paul Cartwright

**Exams Officer** Mr. Paul Cartwright

**Service as Action Coordinator** Mr. Paul Cartwright

## **MYP Faculty**

**Arts department** - Drama: Frederick Steiner, Visual Art: Ms. Catalina Baer

**Design department** - Mr. Frederick Steiner, Mr. Stefan Bruneder

**English department - English Language and Literature** - Mr. Simon Falconer

**English as a Second of Other Language (ESOL):** Mr Holby

**German department - German Language and Literature** - Mrs Maria Lauterbach

**Language Acquisition** - German: Mrs. Maria Lauterbach

**Language Acquisition** - Spanish: Ms. Carolina Roper

**Individuals and Societies** - Mr. Paul Cartwright, Mr. Simon Falconer, Mr. Ben Lewis

**Mathematics department** - Ms. Ly Truong, Mrs. Meghan Jones

**Physical and Health Education (PHE):** Mrs. Maria Lauterbach

**Sciences:** Mr. Jim Carter

## **Whom do I contact?**

There are various channels for communication in the Middle School. Which channel you should use will depend on the subject matter. Please use the following table as a guideline as to whom should be contacted in a particular case.

What is It About? Whom to contact	What is It About? Whom to contact
Academic concerns in a particular subject	The teacher of the class in the first instance.  Subsequently, the Head of Department.
Reporting an absence	Office Manager or School Update to Homeroom  Teacher
Extended illness or absence more than 3 days	Deputy Principal
General academic progress	Homeroom teacher
Course change requests	MYP Coordinator
Social or emotional issues	School Counsellor
An urgent message for your son/daughter	School office manager
General questions about the curriculum	MYP Coordinator
Questions about particular subjects	Subject teacher
Behaviour/discipline matters	Deputy Principal / Principal
External examination matters	Exams Office
Unresolved matters to do with your child	Deputy Principal
Student life	School Counsellor
Health and safety matters	Principal

**NOTE: You are asked, when contacting a teacher, to please do so first on Toddle. The teacher should respond to you as soon as possible to arrange a phone call or meeting, whichever is appropriate.**

### 6.1.5 Communication Flow at ABIS

Listed below are the guidelines for parents who wish to raise an issue of concern or a complaint regarding treatment of a student or the assessment of their work.

- Level 1- Contact the person most directly related to the issue.



- ABIS Faculty and Staff email addresses and phone numbers are in Section 6.1 Who's Who of the Handbook.
- Use the parent-teacher-student conference times for a scheduled meeting.
- Contact the subject teacher to make an appointment for a meeting.

### **Contact the classroom teacher for educational issues regarding:**

- classroom behaviour
- assessments or classroom/homework expectations
- foreseeable absences and work that will be missed

### **Contact the Year Advisor/Homeroom teacher for:**

- behavioural issues
- Attendance
- Social and Pastoral care
- Integration in the school

### **Contact the IB Middle Years Programme Coordinator for MYP issues:**

- IB MYP registration & e-assessments
- Inclusive arrangements
- Significant issues affecting student performance
- MYP results
- Course selection
- Admission

### **Contact the counsellor for:**

- Course selection & future plans
- Academic concerns
- Socio- emotional issues



- Assistance in dealing with a student's teachers.

### **Contact the Assistant Principal for:**

- Behavioural Issues
- Academic performance concerns

### **Contact the Principal for school issues:**

- Significant issues in student life
- Teacher related issues Level 2: If level 1 communication has not led to resolution of the issue
  - Teachers → Heads of Departments for curriculum issues
  - Teachers → Assistant Principal for behaviour issues
  - Head of Department → Principal
  - IB programme coordinator → Principal
  - Assistant principal → School Principal
  - School Principal → Head of School
- Parental communication with the IB
  - Parents should address any IB issue directly with the programme coordinator or Senior school principal.
  - All parents are informed that any communication made directly to the IB, about any issue in the school, will be referred back to the programme coordinator at the school.

## **6.2 Communication**

Toddle is the channel for which the Principal, MYP Coordinator, Homeroom and Subject teachers will communicate to a whole class or individual students. Toddle messages the parent directly and vice-versa, parents can email their child's homeroom teacher. For the Principal, MYP Coordinator and subject teachers, messages should be sent via email to request appointments and student progress.



## 6.3 Reporting on progress

Each academic year consists of two semesters, the first ending in February and the second ending in July.

- **IB report cards**
  - There is an IB report generated and emailed to students and parents on the last day of each semester.
- **Austrian reports cards**
  - Austrian reports cards (hard copies only) are printed for MYP3 students for both semesters that year. All other MYP grade levels must submit written requests (viaToddle or email) for Austrian reports six weeks in advance. These requests should be sent to the student's homeroom teacher.

## 7. Behaviour expectations and discipline

### 7.1 Behaviour expectations

### 7.2 Behaviour expectations for PED (personal electronic devices)

### 7.3 When behaviour expectations are not met

### 7.4 Specific cases

### 7.5 Academic honesty

#### Cheating/Plagiarism

Many cases of academic dishonesty arise from unique circumstances and will therefore be treated on a case-by-case basis, but the procedure below should guide responses to reported incidents of academic dishonesty.

This procedure assumes that students have been given clear guidelines for each assignment, especially with respect to appropriate use of sources and what is considered acceptable help from other people.

For extended assignments, teachers should establish a clear checkpoint process which can confirm the provenance of the students' work e.g. submission of outline, first draft, copies of notes, mind maps etc.

If a student is suspected of academic dishonesty (cheating, plagiarism, collusion, any other attempt to deceive the teacher about the source of the work) the teacher should discuss the matter with the student to discover if the suspected dishonesty was intentional rather than the result of other factors such as ignorance, carelessness, misunderstanding or cultural differences

#### First occasion:

- If the infraction was unintentional, the teacher should advise the student



on how to avoid such situations in the future, and inform the year head who will note the incident. Any subsequent infractions will be deemed to be intentional.

- If the infraction was intentional,
  - The student will, if appropriate, be required to repeat the assignment or test, or submit/take a parallel version of the assignment/test.
  - The year head will give the student a written warning, send a copy of the warning home to the parents, inform the principal, and place a copy of the letter in the student's file.
  - The principal and year head should ensure that any other necessary steps are taken so that they can reasonably expect that the student has learned from the experience and will not repeat the offence e.g. counselling, probation.

### **Second occasion:**

- The student will, if appropriate, be required to repeat the assignment or test, or submit/take a parallel version of the assignment/test.
- The student will be suspended from school for a period not to exceed two days.

### **Third occasion:**

The case will be referred to the principal to consider a recommendation for the expulsion of the student.

<https://docs.google.com/document/d/1Y5yYudqLaUWb56R-UicYyPe-PKlijfRdOhEybtADZ3Y/edit>

## **7.6 Statement on sharing discipline information with future schools**

### **7.7 Dress code**

<https://docs.google.com/document/d/1zv5MO3Af0qgNkSwmpL7mlx--C0ITYW-0JSnSI4bR9j4/edit>

### **7.8 Bullying**

Bullying is defined as intentional, repeated hurtful acts, words or other behaviour. This can be name-calling, threatening, shunning or deliberate exclusion by one or more persons directed at a fellow-student. Bullying may be physical, verbal, and emotional or involve the internet and social networks. It may be understood differently in different cultures. Behaviour sometimes described as harassment, mobbing or hazing and even excessive teasing may be construed as bullying.

Bullying is an infraction that will not be tolerated. In cases of witnessed or reported bullying, an immediate and comprehensive school response to deal with the students involved will be coordinated through the relevant members of the pastoral care system.



This may include the homeroom teacher, the year heads, the personal counsellor, the principal and/or deputy principal.

When bullying is witnessed or reported the following procedure should be followed:

- intervention from a teacher on a teacher / student level – teacher to get support from the year head.
- the teacher informs the counsellor / principal.
- the counsellor, principal and year head consult to determine the most appropriate course of action, worst case scenario: director gets involved and considers possibility of expulsion.

<https://docs.google.com/document/d/1bAsA-ILDgRb1XkuThWyUIRbIYRjZr6dJTfYrr6WlhUQ/edit>

## **8. Academics**

### **8.1 Approaches To Learning (ATL)**

These skills are at the heart of the IB philosophy and are present in all three programmes (PYP and also the DP). Broadly speaking:

### **8.2 Course placement and course changes**

### **8.3 Graduation requirements**

### **8.4 Grading**

### **8.5 Promotion requirements**

\*Please note ABIS will not accept new students into MYP5, unless they are transferring from an MYP school and have started the eAssessment/ePortfolio/Personal Project process in MYP4 already. The principal reserves the right to allow on exceptional grounds through proof strong reports from prior schools.

### **8.6 Guidelines for homework/assigned work**

### **8.7 Submission procedures for assessments (what happens when work is not submitted on time?)**

### **ABIS SUBMISSION PROCEDURES FOR MYP ASSESSMENTS (WHAT HAPPENS WHEN WORK IS NOT SUBMITTED ON TIME?)**



**Please note:** This has been communicated to your child in class. If you need clarification please encourage them to explain. Your child’s homeroom teacher can also be contacted for clarification.

Managing academic work and successfully meeting the expectations and deadlines for assessments require students to develop good ATL skills of self-discipline and organizational skills. The submission procedures outline the schools’ requirements and the expectations for teachers and students.

**All assignments are due by the deadline in the requested format.**

**Homework/Formative Assessments**

Homework done by the due date gains 100% credit. Late submissions will be accepted one academic school day late for 50% credit. These instances are considered when calculating terms grades for reports.

These have an impact on grade promotion. Students submitting less than 70% of homeworks/formative tasks over the course of a semester will have a negative overall impact on the final grade.

- Students who wish to apply for an extension for internal ABIS assessed work must contact the teacher well before the due date. An extension may be given if the reasons are legitimate and in the best interests of the student.

**Summative assessments:**

- Due dates for all take-home assessments are published at least one school week in advance, on Toddle
- The date, time and the nature of the in-class assessment are published at least one school week in advance, on Toddle
- If a student has a valid reason for being absent for an in-class assessment or misses a deadline, students must take on the responsibility to contact the teacher for a retake or re-submission date.

<p><b>Work submitted after the deadline will be accepted, or a retake for in-class assessments allowed, if:</b></p>	<p><b>Work submitted after the deadline without an official note Or If an official note is not provided to the MYP Coordinator/school office, for in-class summative then:</b></p>
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<p>A student provides an official note (medical, accident report, etc.) submitted to the MYP Coordinator/school office, as early as possible upon return to school.</p> <p>OR</p> <p>On the day of return to school bring a letter from a parent giving a legitimate reason. In this case the parent may be contacted.</p>	<p>Work may be submitted /completed for feedback</p> <ul style="list-style-type: none"><li>• But will receive 1 grade level penalty per criterion assessed.</li></ul> <p><b>Example</b> Assessment Task criterion A5&gt;&gt; 4 B 4&gt;&gt; 3 D 4&gt;&gt; 3</p> <ul style="list-style-type: none"><li>• This is likely to have an impact upon the achievement grades.</li><li>• Teachers will document the event on Toddle and parents are informed.</li></ul> <p>Work not submitted after the new agreed deadline will be graded as a 0.</p>
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Please regularly sit with your child to discuss comments and grades on Toddle.

## 8.8 External exams and tests

MYP5 are registered for eAssessments; ePortfolio and on-screen examinations in all subjects (including electives). These take place in the final year of the program. ePortfolio (incl. Personal Project) are submitted in February and March for internal standardisation and uploaded to IBIS for external moderation.

On-screen exams occur in May of the MYP5 (grade 10) and are 2-hour examinations on a computer-based program from the IB. They are timed to occur on specific dates released by the IB each year. Exam fees are shared with parents early in the MYP5 year of study and are extra to regular school tuition fees.

## 8.9 Internal assessments and exams

Summative and formative tasks are set by each subject teacher to assess areas such as the level of proficiency in knowledge, skills acquisition and synthesis of data and views from the prospective subject.

Exams are one tool, but not the only format. Presentations, focus groups, performances, projects, speeches, experiments, lab reports, products or final pieces (for the Arts).

## 8.10 Exam procedures

External examinations are held under strict exam conditions outlined by the IBO. Students must adhere to instructions and sit the exams under timed conditions. ePortfolio languages are held over several days for listening, speaking, reading and writing. On-screen exams are 2-hour password protected programmes that expire after the 2-hour slot booked by the school.



Students are to leave school or the immediate exam rooms and corridors once they have submitted their exam script. Failure to do so may result in a student guilty of infringing on other students' performance and/or trying to communicate answers. More information will be provided in the ABIS MYP5 exam pack in hard and/or soft copy for students and parents to familiarise themselves with.

## **9. Student support services**

### **9.1 Pastoral care**

### **9.2 Homeroom teacher programme**

### **9.3 Academic support**

### **9.4 Special accommodations for externals examinations**

### **9.5 Special Educational Needs**

- Learning Support

We are able to offer learning support to students with mild learning difficulties. In order to be accepted to ABIS a student must be able to learn and progress academically, emotionally and socially from the mainstream classes on offer. If prior reports or assessment indicate learning difficulties, a Learning Support teacher will interview and/or formally assess the student and advise whether ABIS is the correct placement for the student and whether we can adequately support the student's needs. **Please note:** if any additional support is required other than what is offered by ABIS, it is the financial responsibility of the parents, e.g. out-of-school dyslexia and dyscalculia training. ABIS offers modified grades, but cannot provide physical or occupational therapy services.

### **9.6 Language Support**

- Level of English

Students from MYP 1 & 2, who are unable to access the curriculum, due to inadequate English, are required to undertake an individualized ESOL programme. Students' English skills will be ascertained/ determined by an English Proficiency Test in all four domains: listening, speaking, writing and reading.

The main purpose of the test is to determine their levels of proficiency in the language and this in turn will help the school determine the type and degree of support students will require if they fall within the English Learners category.

For students with little or no English the school provides extra ESOL support for the required time.

**Please see the fee structure below**



Grade	Fees*
MYP 1	EUR 200 per month
MYP 2	EUR 300 per month

\* Fees may be amended at the school's discretion.

For admissions into MYP 3 (Grade 8) and onwards, students must demonstrate that they are able to cope with the level of academic English required. They must also possess basic skills and knowledge in other core subject areas like Math and the Sciences. The final decision is made by the ABIS leadership team. The school board retains the right to refuse admission.

## **PHYSICAL DISABILITIES**

ABIS is not equipped to deal with students with severe physical disabilities.

## **10. Health and safety**

Alcohol, non-prescription drugs, and cigarettes are prohibited on the school premises, including outdoor facilities.

The possession, distribution, and/or paraphernalia (equipment, apparatus and associated products) are strictly prohibited.

When a student's behavior or performance arouses suspicion that the student might possess illegal substances and/or have an alcohol or other drug problem, a staff member can request to view personal and school property (including but not limited to school lockers, personal school bags, etc). Parents/Guardians will be immediately notified any time a student's property is viewed.

Final decisions on potential discipline measures will be made by the MYP staff and/or the school Principal based on the specific situation. Parents/Guardians will be immediately notified of any decisions involving their child.

### **10.1 Health**

In these times of COVID-19 the school is in constant contact with the ministry of education regarding regulations.

## **11. Extracurricular activities**



## **11.1 Arts, activities and clubs**

The After School Activities programme at ABIS is non-compulsory but encouraged for social, physical and mental wellbeing. All programmes are an extra cost exclusive of tuition fees. Arts, sports (previous years have seen football, touch rugby), dance, coding, ABIS Paperwolves (parent/student yearbook/newsblog), music classes, foreign languages (Italian, Japanese), DARE Race club, cooking/baking club and book club. Please support ABIS by encouraging your child to take part.

## **11.2 Trips**

ABIS encourages all school trips be they one day or residential in Austria or internationally (for details during these COVID-19 times please contact the School Office by phone or email).

## **11.3 Social occasions**

MYP Christmas parties, Niklaus's visit, Winter Wonderland, Karneval, MYP Drama Evening and Easter are just a few examples of events that have occurred during ABIS over the years. Parents and students are welcomed to support the school and our students and staff as we focus on public speaking, social skills and enjoying ourselves outside of regular learning.

## **11.4 Student council**

The Whole School Council (including Primary Years students) has been going for 3 years now with discussions over fund-raising for student social events, ABIS recycling initiatives and the growth of ABIS sports teams to name but a few.

There are also plans for growth into the Model United Nations (MUN); an international student-led organisation that grooms upper-MYP (MYP4 & 5) and high school aged students aged 16-18 (for example Diploma Programme) to travel to international across Europe and beyond in much the same way as the United Nations.

Students can select a country's delegation to represent and research.

Public speaking skills and professional presentation (dress-code) help prepare young men and women for university and the world of work. Universities will often take notice of (MUN) attendance when considering student applications.

## **12. Miscellaneous**

### **12.1 Visitors/Guests**

Visitors and guests are required to register at the School Office with Ms. Meyer, the Office Manager. Thereby receiving a visitor lanyard to show staff and students who they are when observing ABIS practices.



We have had many of our professional parents and their colleagues come and hold workshops to engage our students and staff on the world beyond ABIS and activate their creative and inquiring minds.

## **12.2 Lunch**

Lunch can be bought at the school cafeteria or can be packed lunch depending on family preference. Outside food and drink is permitted at lunchtimes, but is only to be eaten in the cafeteria if brought back on to school grounds.

Failure to follow this rule may result in termination of the student's privilege to go out and buy food at lunchtimes. The school reserves the right to enforce this without parent's consent. Going out for lunch is a privilege and not a right for ABIS students and should be respected. Students are expected to be back for afternoon classes on time without fail.

## **12.2 Personal property: lost and found**

Student property can be secured in cubbies outside of classrooms. This should reduce lost items. Cubbies will be assigned to each student with one key. At the end of the school year, the student must return the key. Lost or unreturned keys carry a fine. From 14th September until 16th October 2020, there will only be INSIDE classrooms as per last year. Students must therefore organise their equipment and resources during morning registration so that they don't need to enter classrooms during a teaching period. For items that are not valuable they can be left on the benches in the MYP corridor during lessons until needed. For valuable items, these can be taken into all your classes and stored under the tables out of harm's way.

## **12.5 School property**

All school equipment such as ABIS laptops, maths, design, Arts & PHE equipment and language textbooks must be looked after responsibly by students. If they are taken home and lost or damaged then a fine will be issued by the ABIS School Office. Outstanding fines must be paid in order to collect report cards at the end of each semester.

## **12.6 Library and Subject resources**

Library usage is highly encouraged by the ABIS Faculty. Research skills are an integral part of the Middle Years Programme and successful MYP students will develop and apply these skills with high proficiency. Students will also be assigned resources such as Sciences textbooks and/or plug-in iPad keyboards. Overdue, lost or damaged library books and/or resources will result in repair or replacement cost(s) of the item and will be the responsibility of the family. These are payable to the School Office.



## 12.7 Transportation

There is no school bus at ABIS. Students travel with parents' vehicles or by public transport. Student travelcard applications are available at the School Office at the start of each academic year. These must be renewed each academic year.

### Declaration for Student and Parent

I,..... of MYP.....

have read and understood the rules, terms and procedures of the ABIS MYP Student Parent Handbook 2020-21.

Student signature.....

Date.....

I,.....parent of.....

of MYP.....have read and understood the rules, terms and procedures of the ABIS MYP Student Parent Handbook.

Parent signature.....

Date.....