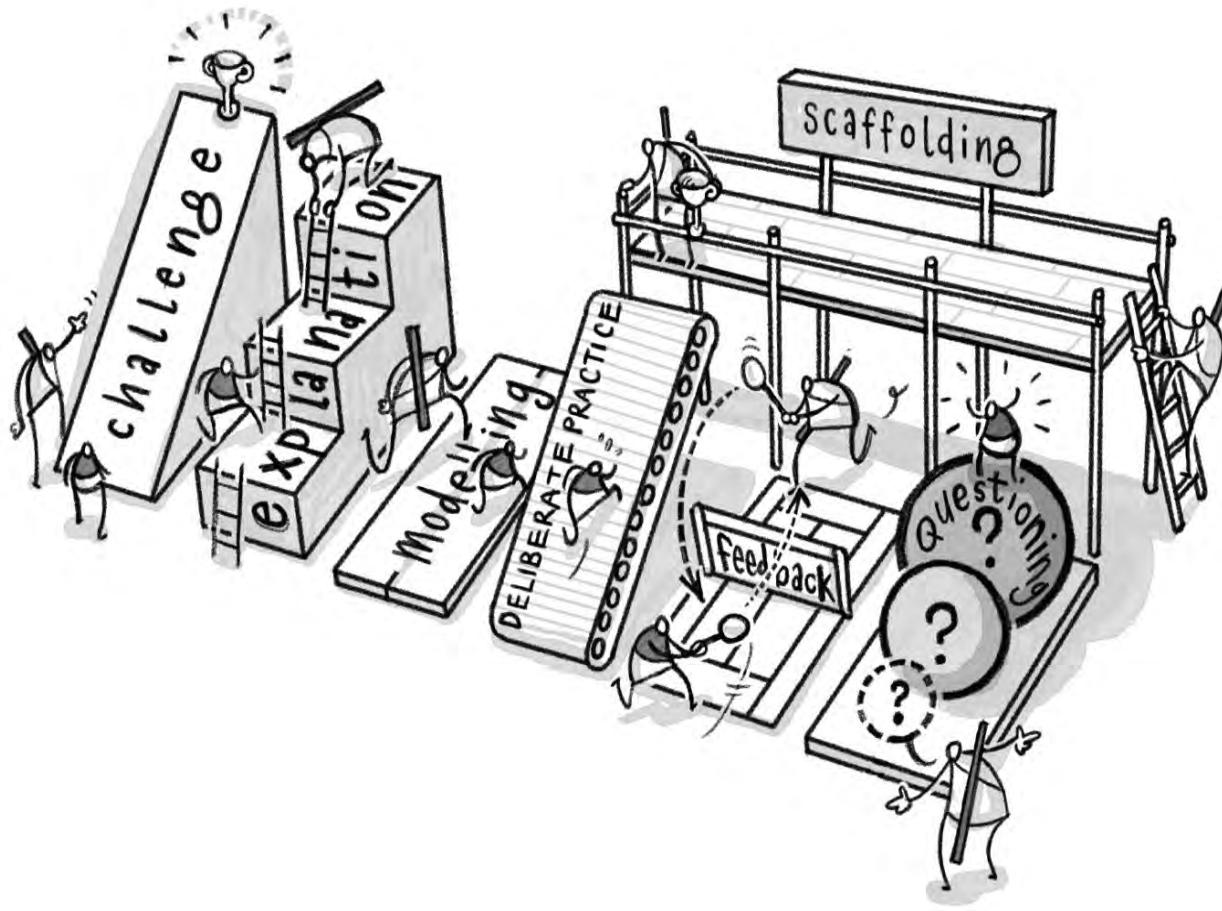




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# *DCIS Secondary Curriculum Evening*



# *Aims of this evening*

- 1. To reflect on 2016/17 Academic Year**
- 2. To discuss our culture of high expectation and high challenge**
- 3. To give an outline of the structure of our pathways**
- 4. To provide an overview of Pastoral Care**
- 5. To look forward to 2017-2018**



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2016/2017

# Academic Year Reflection

- The accreditation by the International Baccalaureate Organisation as an IB World School



The IB commends the school for its **existing character** which already aligns well with the IB mission and philosophy, in particular the school's ethos of inclusion and service which are well established.

The IB commends the school for **the level of understanding of and enthusiasm for the commencement of the Diploma Programme.**

The IB commends the school for the **obvious open and good relations** between all sectors of the school community. This was noted on several occasions, even when simply walking round the campus, and it was well supported by comments made by the parents, the students and the teachers.

The IB commends the school for their **obvious expertise in and dedication to the provision of useful and effective feedback** to students, centering on the premise that each student should always **know what to do next in order to improve.**

The IB commends the school for their **existing culture of encouraging students to participate in and reflect on their learning**, which means that when students enter the IB Diploma Programme they will already be familiar with this practice.



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2016/2017

# Academic Year Reflection

- The privilege of attending a ceremony arranged by our examination board, Edexcel, to recognise high achieving students.

*IGCSE Physics - Highest Mark in Singapore*

*IGCSE Geography - Highest Mark in Singapore*

*IGCSE Mathematics B - Highest Mark in Singapore*



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2016/2017

# Academic Year Reflection

- Watching our participation in sport grow and begin to flourish with a number of teams achieving notable successes

Last year in secondary we ran 20 teams over varying sports including 10 new teams that we have never entered before (50% increase on teams offered)

## New teams included:

- U12 Boys rugby
- High school cross country
- U16 Boys football
- Girls football at U12 / U14 and U16
- Basketball for boys at U14 / U16
- Basketball for girls at U14 / U16

- Indira (current Y11) winning ACSIS Cross country High school event
- U12 Boys rugby winning gold
- U14 Boys basketball winning gold
- U16 Girls football 3<sup>rd</sup> place
- U12 Boys football 3<sup>rd</sup> place



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2016/2017

# Academic Year Reflection

Witnessing the excitement of our students as they went on their various expeditions to **Indonesia, Thailand, Cambodia, Laos, Myanmar, Switzerland, Tanzania, New York and Boston**. Our students are true globetrotters and benefit greatly from these experiences.





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2016/2017

# Academic Year Reflection

The launch of our NYAA (Duke of Edinburgh International Award)

**THE DUKE OF EDINBURGH'S  
INTERNATIONAL AWARD**







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2016/2017

# Academic Year Reflection

The continued development of performing arts, with wonderful music and drama for the Carols by Candlelight, Celebration of the Arts and an extraordinary display of musical talent in our recent DCIS Proms. The talent of our students never fails to impress.





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2016/2017

# Academic Year Reflection

The brilliant work of our **Radio and T.V. student teams** in supporting the different activities around the school.





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2016/2017

# Academic Year Reflection

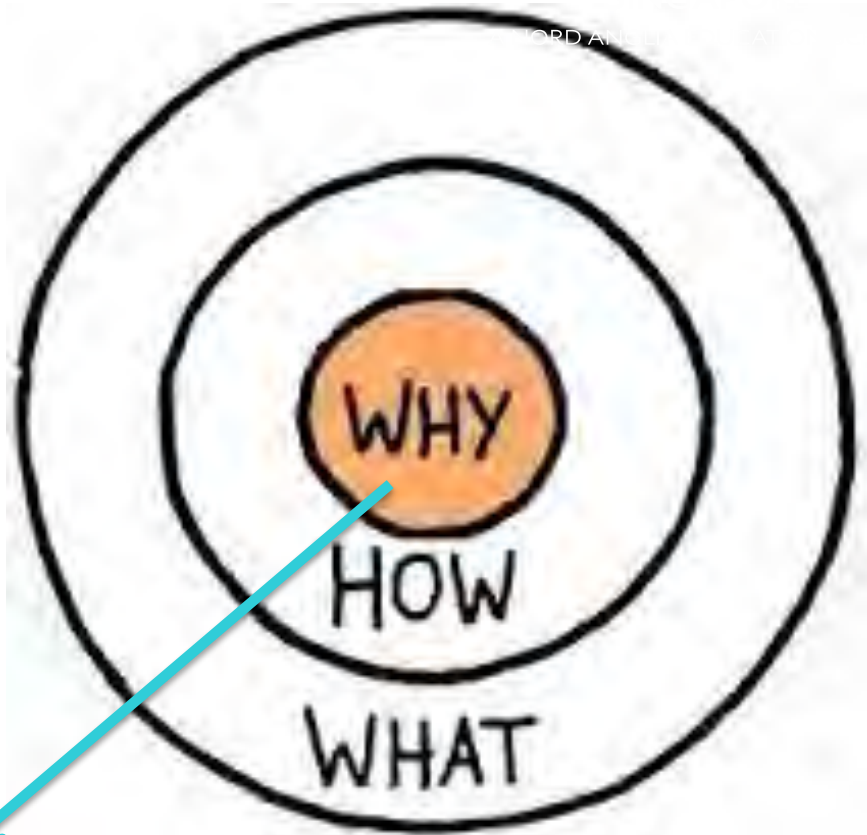
Some great successes with the various **Global Campus activities** throughout the year.



# *Aims of this evening*

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# Why are we here?



To maximise student outcomes for every child through effective teaching and learning.



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# IGCSE Results 2017



<i>English Language</i>	89% A* - C
	67% A*, A and B
<i>Mathematics</i>	86% A* - C
<i>Single Award Science</i>	100% A* - B
<i>French</i>	100% A and A*
<i>History</i>	100% A* - C
<i>Drama</i>	88% A* - C



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*What kind of environment do we want?*  
**High expectation & high challenge.**

- **We expect a high levels of attendance**
- **We expect exemplary standards of behaviour**
- **We expect hard work and effort from all students and we will make this ethos the highest priority, every lesson**
- **We have set the bar of expectation high and expect all students to get there.....and beyond!**



***How does absence affect examination results?***

Pupils who miss 50% of the school year

**3%**

achieve 5 A\* - C grades at GCSE (including English and maths)

Pupils who miss between 10-20% of the school year

**35%**

achieve 5 A\* - C grades at GCSE (including English and maths)

Pupils who miss less than 5% of the school year

**73%**

achieve 5 A\* - C grades at GCSE (including English and maths)





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*The importance of attendance:  
our minimum requirement is 90%,  
but our expectation is over 95%*

**Registration starts at 08:30**

Attendance during one school year	Equals this number of days absent	Which is approximately this many weeks absent	Which means this number of lessons missed
90%	18 days	3.5 weeks	90 lessons
80%	36 days	7 weeks	180 lessons
70%	53 days	10.5 weeks	265 lessons

Excellence and growth =  
calculated effort + great teaching



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*What is challenge and why is it important?*

***“Put simply, challenge in education is the provision of difficult work that causes students to think deeply and engage in healthy struggle.”***

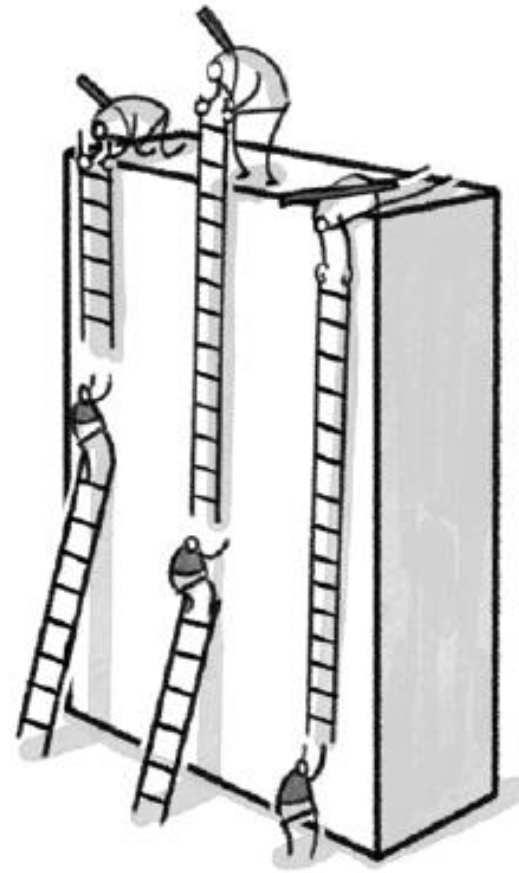
***“It is unfortunate that all too often challenge is presented in the context of ‘challenging the most able’.”***



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## What is challenge and why is it important?

**We set the bar of expectation high for all our students and provide high levels of support to help them get there...**





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Excellence and growth =  
calculated effort + great teaching

# *Aims of this evening*

- 1. To reflect on 2016/17 Academic Year**
- 2. To discuss our culture of high expectation and high challenge**
- 3. To give an outline of the structure of our pathways**  
***-Pathway 1 (mainstream)***
- 4. To provide an overview of Pastoral Care**
- 5. To look forward to 2017-2018**

# What are the pathways?

## Pathway 1

*(mainstream)*

Students access **mainstream curriculum**, learning outcomes and assessment.

## Pathway 2

*(EAL/support in class)*

Student accesses mainstream curriculum,

Includes children within *EAL* provision

Student may be in receipt of learning support or an **Individual Learning Plan (ILP)**.

## Pathway 3

*(previously stage 3)*

Students access **differentiated** curriculum.

Student is in receipt of an **Individual Learning Plan (ILP)**.

Some integration

May transfer to Pathway 2 or 1 when independent

## Pathway 4

*(previously stage 3)*

Individualised curriculum

Student is in receipt of an **Individual Learning Plan (ILP)**.

Limited integration

Limited transfer to 3 when appropriate



# Pathway 1

---

**Key Stage 3**  
Year 7, 8 and 9

Adapted English  
National Curriculum

**Key Stage 4**  
Year 10 and 11

(I)GCSEs

**Key Stage 5**  
Year 12 and 13

IB Diploma

# Key Stage 3

English

Maths

Science

Music

Drama

Computer  
Science

Physical  
Education

Art

French

or

Mandarin

Geography

History

Design and  
Technology

# Key Stage 4- (I)GCSEs

English  
Language

Maths

Double  
Science (2)

English  
Literature

Further  
Maths

Triple  
Science (3)

plus 4 options:

Art and  
Design

Music

Drama

ICT

Physical  
Education

Business  
Studies

French

Geography

History

Design and  
Technology

# Key Stage 5: the IB Diploma

## 3 CORE



**CREATIVITY, ACTION,  
SERVICE**



**THEORY OF  
KNOWLEDGE**



**EXTENDED  
ESSAY**

## 6 GROUPS

### MATHEMATICS

MATHEMATICS /  
MATHEMATICAL STUDIES



### SCIENCES

BIOLOGY /  
CHEMISTRY /  
PHYSICS



### INDIVIDUALS & SOCETIES

BUSINESS &  
MANAGEMENT /  
ECONOMICS /  
PSYCHOLOGY



### STUDIES IN LANGUAGE & LITERATURE

ENGLISH A1



### THE ARTS THEATRE

### LANGUAGE ACQUISITION



# What is the IBDP?

- The International Baccalaureate Diploma Programme, created in 1968, is a **challenging** and **balanced** programme of education designed for secondary school students aged 16 to 19.
- The programme has earned a reputation for **rigorous assessment**, giving IB diploma holders access to **over 2000 of the world's leading universities** and preparing them for success in further studies and life beyond.
- The programme is a comprehensive two-year international curriculum that is taught through **a variety of languages in over 140 countries**. The Diploma Programme incorporates the best elements of multiple national systems, without being based on any one.
- **Internationally mobile students are able to transfer from one IB school to another** and have few issues moving back into their national systems, if required.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.



# Structure of the IB

## 3 CORE



**CREATIVITY, ACTION,  
SERVICE**



**THEORY OF  
KNOWLEDGE**



**EXTENDED  
ESSAY**

## 6 GROUPS

### MATHEMATICS

MATHEMATICS /  
MATHEMATICAL STUDIES



### SCIENCES

BIOLOGY /  
CHEMISTRY /  
PHYSICS



### INDIVIDUALS & SOCIETIES

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### STUDIES IN LANGUAGE & LITERATURE

ENGLISH A1



### THE ARTS

THEATRE

### LANGUAGE ACQUISITION



# The 3 core elements

## Creativity, Action, Service (CAS)

- **Creativity** – arts, and other experiences that involve creative thinking.
- **Activity** – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- **Service** – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

## Theory of Knowledge (TOK)

Asks students to reflect on the nature of knowledge, and on how we know what we claim to know. It is assessed through an oral presentation and a 1,600 word essay.

## Extended Essay (EE)

The extended essay is an independent, self-directed piece of research, finishing with a 4,000-word paper. Students have a great degree of freedom to choose their area of study.



## *IB Diploma*

To be awarded the full IB diploma, students must pass at least 3 courses at Higher Level and 3 courses at Standard Level.

They must also fulfil the requirements of the core disciplines: CAS, TOK and the Extended Essay.

\*Other stipulations apply regarding minimum scores in numbers of subjects.

## *IB Certificates*

If students do not complete the IB Diploma, they can still gain IB Certificates from their courses and completion of CAS, TOK and Extended Essay.

# *IB Diploma advantages*

- ✓ Students study a diverse range of subjects across different areas of education.
- ✓ Students are challenged to be independent, lifelong learners who can apply critical thinking skills.
- ✓ Students broaden their horizons with their pursuits in Creativity, Action, Service.
- ✓ Universities worldwide recognise and highly regard the IB Diploma.
- ✓ Students arrive at university better prepared than students on other post-16 qualifications.
- ✓ Students become well-rounded individuals with a variety of options for further education.

## *DCIS support for university applications*

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- Students at DCIS will receive personalised guidance on university entrance.
- Students and parents will receive careers news bulletins to inform them about important events and deadlines.
- Throughout the year the Sixth Form students will have access to university fairs and presentations about choosing universities, courses and the application process.

# *Aims of this evening*

- 1. To reflect on 2016/17 Academic Year**
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- 3. To give an outline of the structure of our pathways  
-Pathway 2 (EAL)**
- 4. To provide an overview of Pastoral Care**
- 5. To look forward to 2017-2018**

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May transfer to Pathway 2 or 1 when independent

## Pathway 4

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Limited integration

Limited transfer to 3 when appropriate

# EAL Leadership

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Head of EAL - Marianne Harvey  
Teaching Years 7 - 10



# How will the programme run?

- New students arriving at school will be assessed against the **CEFR** (Speaking, Listening, Reading and Writing)
- CEFR assessment data will be used to inform student placement
- All students are assessed in Term 1, Term 2, Term 3 using **CEFR** (usual assessment cycle)

EAL Immersion	A1/A2
Partial Integration	B1
Transfer to mainstream	B2  (same as current level of transfer)

# EAL in the Secondary School

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- Students will continue in a mixed Year 7, 8 and 9 form
- Year 10 students will receive timetabled support lessons alongside their chosen IGCSE options
- Students are assessed in their speaking, listening, reading and writing proficiency in English according to CEFR
- Students will integrate in to the subjects that are suitable for them at initial assessment. Most students integrate immediately in to mathematics, PE, Art, Drama, DT, music and ICT
- As students progress through the CEFR framework, they will begin to integrate to more language based subjects e.g. science, history, geography



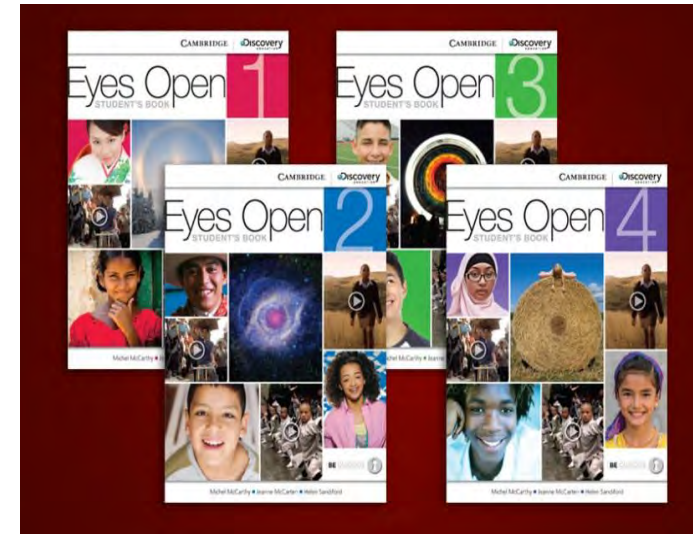
# EAL in the Secondary School

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- Students will complete intensive English language lessons in the EAL classroom, using the 'Eyes Open' programme
- When a student has reached B1.3 in all four skills, the assessment demonstrates that the student is ready for full mainstream integration
- The student will then fully integrate in to the mainstream class, including attending English Language and Literature lessons where appropriate

# Eyes Open language Programme

- Published by Cambridge Press
- Used in many international schools around the world
- Speaking, Listening, Reading and Writing
- Links to the CEFR
- Aimed at older language learners with appropriate texts



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*-Pathway 3*
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# Pathway 3 – Core Subjects

## Mathematics

- iGCSE Higher Maths
- iGCSE Foundation Maths
  
- Functional Skills Maths Level 2
- Functional Skills Maths Level 1
  
- Entry Level 3
- Entry Level 2
- Entry Level 1

## English

- iGCSE English
  
- Functional Skills English Level 2
- Functional Skills English Level 1
  
- Entry Level 3
- Entry Level 2
- Entry Level 1



**MATHS**  
**AND**  
**ENGLISH**



# Pathway 3 – Science / ASDAN

## Science

- iGCSE Science Dual Award
- iGCSE Science Single Award
  
- Entry Level 3
- Entry Level 2
- Entry Level 1



## ASDAN

Employability

Wider Key Skills

- Problem Solving
- Improving Own Learning and Performance
- Working With Others

CoPE (Certificate of Personal Effectiveness)

Short Course English / PSHE

Key Steps

Stepping Stones



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# Behaviour for Learning and Pastoral Care in the Secondary School







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# What kind of environment do we want?

## High expectation & high challenge

- **We expect a high levels of attendance**
- **We expect exemplary standards of behaviour**
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- **We have set the bar of expectation high and expect all students to get there.....and beyond!**



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# Introducing our Progress Leaders



Ms. Jessica Dodson  
Progress Leader:  
Year 7



Mr. Lee Woollard  
Progress Leader:  
Years 8 & 9



Ms. Eimear McKernan  
Progress Leader:  
Years 10 & 11



Mr. Dominic O'Shea  
IB Coordinator  
Year 12

# Pastoral Structure 2017-2018



Ms. Morgane Kertrestel 7S



Ms. Annabelle Hooper 7C



Ms. Jessica Dodson  
Progress Leader:  
Year 7



Mr. Ciaran Mainstone 7D



Ms. Erin Burke 7I

# Pastoral Structure 2017-2018



Mr. Matt Tuckley 8S



Mr. Simon Woodhall 8D



Mr. Lee Woollard  
Progress Leader:  
Year 8/9



Ms. Sally Eades 8C

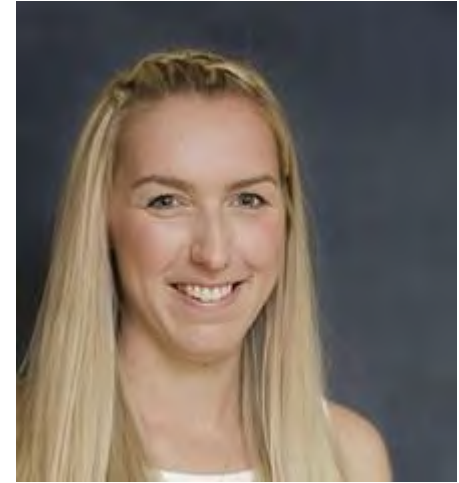


Ms. Marania Gkioka 7/8I

# Pastoral Structure 2017-2018



Ms. Olivia Eaton 9D



Mrs. Joanne Harrison 9C



Mr. Lee Woollard  
Progress Leader:  
Year 8/9

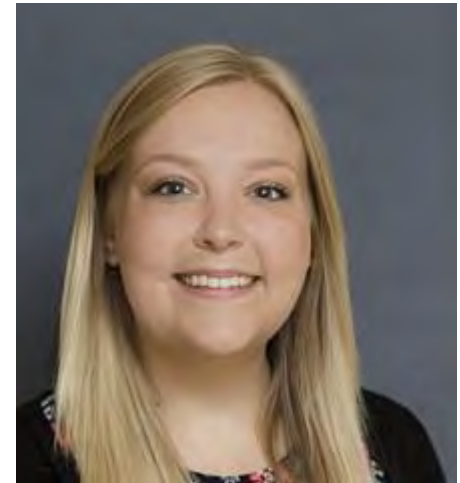


Ms. Claire Morley 9I

# Pastoral Structure 2017-2018



Mr. Adam Goold 10C



Ms. Alexandra Milton 10D



Ms. Eimear  
McKernan  
Progress Leader:  
Year 10 / 11



Mr. Aidan Jones 11D



Mr. Jonathan Fisher 10/11

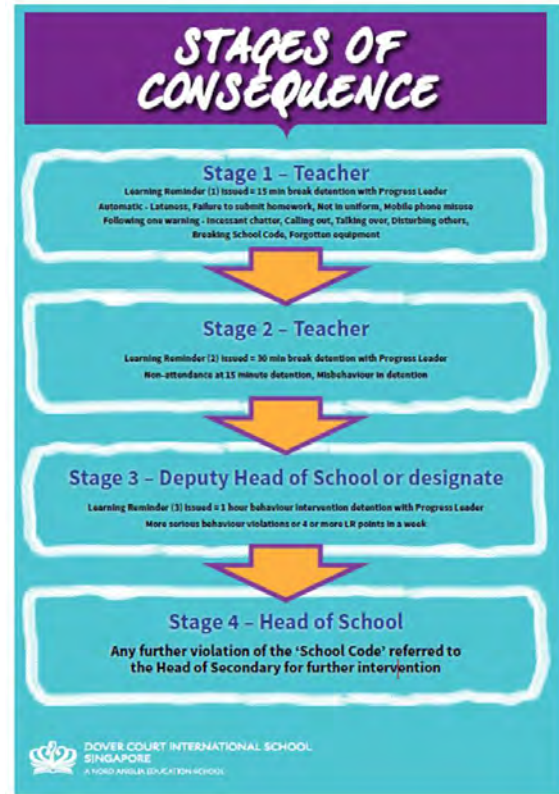


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# Behaviour for Learning

## School Code

1. Be respectful
2. Be prepared
3. Be on task
4. Be in uniform
5. Be on time



# Behaviour for Learning



## **Behaviour for Learning: How am I doing?**

	Requires improvement (1)	Good (2)	Outstanding (3)
My effort	<ul style="list-style-type: none"> <li>• My behaviour distracts others from learning sometimes.</li> <li>• Attendance is poor.</li> </ul>	<ul style="list-style-type: none"> <li>• I do not distract other learners.</li> <li>• My behaviour usually helps me to learn.</li> <li>• I am on task quickly and produce good quality work in relation to target.</li> </ul>	<ul style="list-style-type: none"> <li>• I am highly supportive of other learners.</li> <li>• I show willingness to contribute appropriately and ask questions.</li> </ul>
My cooperation	<ul style="list-style-type: none"> <li>• I sometimes disrespect other learners and/or the teacher.</li> <li>• I am late to some lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• I am punctual for school and to lessons.</li> <li>• I behave consistently well.</li> <li>• I am always equipped for learning.</li> <li>• Willing to work with others.</li> </ul>	<ul style="list-style-type: none"> <li>• I collaborate and cooperate in and out of lessons.</li> <li>• I am ready to learn at all times.</li> </ul>
My concentration	<ul style="list-style-type: none"> <li>• I often do not have the correct equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• I behave in ways that help me and the rest of the class to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• I am highly engaged in lessons.</li> <li>• I am highly skilled in managing my own behaviour.</li> </ul>
My conduct	<ul style="list-style-type: none"> <li>• I am disorderly around school and sometimes I take physical risks.</li> </ul>	<ul style="list-style-type: none"> <li>• I behave consistently well.</li> </ul>	<ul style="list-style-type: none"> <li>• I am highly supportive of other learners.</li> </ul>
My attitude	<ul style="list-style-type: none"> <li>• I sometimes disrespect other learners and/or the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• I am welcoming and positive.</li> <li>• I am considerate to others.</li> <li>• I respect staff.</li> </ul>	<ul style="list-style-type: none"> <li>• I have a good attitude to learning – I come to school to learn and to help others learn.</li> </ul>
My reactions	<ul style="list-style-type: none"> <li>• I respond badly to sanctions.</li> </ul>	<ul style="list-style-type: none"> <li>• I take responsibility for my own behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• I am highly skilled at managing my own behaviour.</li> <li>• I actively prevent bullying.</li> </ul>
My presentation	<ul style="list-style-type: none"> <li>• Poor presentation of books.</li> <li>• Often in wrong uniform.</li> </ul>	<ul style="list-style-type: none"> <li>• Books are mostly neat and organised.</li> <li>• Uniform is mostly in line with expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Books are neat and organised.</li> <li>• Uniform is in line with expectations.</li> </ul>





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2017/2018

# Looking forward

- Launch of the IB Diploma Programme
- Trips and visits: Laos, Tanzania, Malaysia, Borneo, Switzerland...
- Continued development of sporting activities e.g. the U13s FOBISIA games in Phuket, sports captains, B Teams
- Development of International Duke of Edinburgh Award- Bronze + Silver
- Widening participation in performing arts e.g. Musical in Term 2
- Improvement in communications – new Secondary weekly newsletter ‘Secondary Spotlight’
- Relaunch of Head Girl and Head Boy (Year 12) and Deputy Head Girl and Head Boy (Year 10/11)
- Continue to maximise student outcomes ensuring excellence and growth for all students though **effort and great teaching**

Excellence and growth =  
calculated effort + great teaching