

# BALSAM ACADEMY

## GRADER HANDBOOK



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# MESSAGE FROM SCHOOL COMMITTEE

## **Dear Parents and Guardians,**

We are excited to welcome our children and yourselves back to school. For the first few weeks, we will take the time for mindful reintegration into class and school rhythm for everyone.

We believe that learning happens naturally when children are happy, relaxed, and feel loved. This means creating plenty of opportunities to explore, observe, participate, play, sing, draw, paint and socialise with other people. We thank parents who volunteered last year. We welcome more parents to volunteer and contribute to holistic learning environment going forward.

Our approach to engaging children to build life skills is to offer trans-disciplinary projects, No-Bag days for Vocational Education, Subject Enrichment, School Clubs and Community Outreach Programs. Balsam has subscribed to Chrysalis curriculum for kindergarten and XSEED curriculum for grades 1 to 8 to provide hands-on and integrated learning. Children shall experience blended learning and develop 21st century skills. The jobs in the future do not even exist today. It becomes imperative to prepare our children to the new jobs that are getting created as we read this letter.

Our on-going efforts to instil skills in children are to offer mentoring to students, teachers, and parents, conduct parent and student webinars, enrol teachers in many on-site and online training, provide exposure to children and teachers to participate in engaging competitions and host a number of brainstorming sessions to maximise potential in each of us. The core skills required for holistic and lifelong learning are:

- Strong foundational literacy and numeracy.
- Collaboration, Creativity and Innovation, Critical Thinking, and Communication.
- Flexibility and Adaptability; Leadership and Responsibility; Initiative and Self Direction; Social and Cross-Cultural Interaction.
- Entrepreneurship and vocational activities.

We look forward to a very productive, practical, and fun-filled year. We seek support from parents and community to build a safe learning environment for children to explore, experiment, and thrive. We urge you to volunteer with us to build a fearless yet vulnerable community where children can simply BE.

*Our highest endeavour must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility—these three forces are the very nerve of education. --- Rudolf Steiner*

# ABOUT BALSAM

As majestic as the Balsam firs that quickly grow to become towering architectural trees with a bold presence in the landscape and with a unique dispersal system found in the Balsam flowering plant, we at Balsam stretch our arms to reach the horizons and share knowledge with no limitations whatsoever.

## **HISTORY**

Balsam Academy, a dream project, was founded under the stewardship of Smt. V.B.Saroja Balaram, Founder Trustee of Balaram Memorial Trust. First opening its doors in 2004 as an after-school activity centre to a pre-school, the school developed as a co-educational school with 14 students to start off and now it has a strength of over 1000 students.

## **OUR VISION**

Balsam Academy aims to provide a supportive learning environment that enables students to maximise their potential through a comprehensive and holistic education approach.

## **OUR MISSION**

Balsam Academy is dedicated to creating a supportive learning environment that fosters the holistic growth of each student. We encourage and motivate students to become life-long learners who strive for excellence. We achieve this by instilling essential life skills and values, which equip them to make a positive impact on their communities.

## **OUR CORE VALUES**

### **Respect**

At our core, we value respect for oneself, others, and the environment, treating everyone and everything with dignity, fairness, and consideration.

### **Integrity**

We uphold honesty, trust, and ethical behaviour in all aspects of our lives, adhering to a strong moral code and holding ourselves accountable for our actions.

### **Compassion**

We demonstrate care, empathy, and understanding towards others, promoting a culture of kindness and supportiveness that extends beyond our immediate community.

## **Responsibility**

We take ownership of our actions and decisions, acknowledging the impact they have on ourselves and those around us, and taking steps to ensure our choices align with our values.

## **Diversity**

We embrace and celebrate the uniqueness of individuals and cultures, recognising the value of different perspectives and experiences, and fostering a culture of inclusivity and mutual respect.

# **OUR CORE PRINCIPLES**

## **Supportive Learning Environment**

Balsam Academy provides a nurturing environment that supports the holistic growth of each student, fostering their intellectual, emotional, social, and physical development.

## **Holistic Growth**

Balsam Academy values the growth of its students beyond academics, aiming to develop their emotional intelligence, social skills, and physical well-being, thus nurturing their holistic growth.

## **Lifelong Learning**

Balsam Academy instills a love of learning in its students and encourages them to strive for excellence in all areas of their lives, promoting continuous learning and personal development beyond the classroom.

## **Essential Life Skills and Values**

Balsam Academy emphasises the importance of essential life skills, such as critical thinking, problem-solving, effective communication, and collaborative teamwork, while also instilling values such as respect, responsibility, integrity, and empathy in its students.

## **Positive Impact**

Balsam Academy aims to equip its students with the necessary tools to make a positive impact on their communities, empowering them to lead by example, and become responsible global citizens, both now and in the future.

## OUR SCHOOL SYMBOL



Our School affirms Balsam Academy's commitment to nurturing inventiveness in each child. Secure in the warmth of a caring school with parents, facilitators and the environment symbolised by the golden yellow triangles while the green circle represents the student who will be inspired to realise his/her full potential and aspire for excellence in all their endeavours.

## COLOURS OF BALSAM ACADEMY

Yellow, white and green form the tricolour of Balsam Academy. Colours taken from the elements fit in with our approach to life and learning.

**Yellow** vibrant and charged with energy that we associate with childhood, symbolises a passion for life, learning and knowledge, for action of both mind and body.

**White** brings to the mind the values of friendship, unity and peace and to promote peace that we must promote, the world over.

**Green** symbolises the gift of life, our strength and talents, which we must develop and use to the fullest. It is therefore the colour of endeavour of endless progress and prosperity.

## HOUSES OF BALSAM ACADEMY





The Primary, Middle and Secondary school have houses to inculcate the spirit of cooperation, competition and competence. The students are grouped into four houses via:

**Alpines (Red):** the enchanting perennials with a wild attitude to reach the Swiss Alps and bloom to engulf the entire planet.

**Grands (Green):** the first that rise to the great heights in the Rocky Mountains which are home to many animals and birds. Crafted cones are the Grands whose very colour signifies progress.

**Himalayans (Yellow):** the annual herbs with flowers resembling the shape of an English "policeman helmet", recorded as the most invasive species, native to Himalayan region of Asia, which offers a rewarding supply of nectar to pollination.

**Tylers (Blue):** a large growing form of Balsam fir with attractive powder blue foliage, typical vigour and growth form of the species.

# PRAYERS, SONGS & PLEDGES

## **National Anthem**

Jana gana mana adhinayaka jaya he| Bharatha bhagya vidhata |  
Punjabo Sindhu Gujarata Maratha| Dravida Utkala Vanga | Vindhya Himachala Yamuna  
Ganga| Ucchala Jaladhi taranga |  
Tava shubha naame jaage| Tava shubha aashisha maage | Gahe tava jaya gatha |  
Jana gana mangala dhayaka jaya he| Bharata bhagya vidhata | Jaya he! Jaya he! Jaya he!  
Jaya Jaya Jaya, Jaya he!

## ***Rabindranath Tagore***

## **National Song**

Vande Mataram! Vande Mataram!

Sujalam Suphalam, Malayaja Shitalam, Shasyashyamalam, Mataram! Shubhrajyotsna  
Pulakitayaminim, Phullakusumita Drumadala Shobhinim,

Suhasinim, Sumadhura Bhashinim, Sukhadam, Varadam, Mataram! Saptakotikantha Kalakala  
Ninada Karale

Dvisaptakoti Bhujair Dhrita-Khara Karavale

Abala Kena Ma Eta Bale Bahubala Dharinim, Namami Tarinim, Ripudalavarinim Mataram!

Tumi Vidya, Tumi Dharma, Tumi Hridi, Tumi Marma, Tvam Hi Pranah Sharire!

Bahute Tumi Ma Shakti, Hridaye Tumi Ma Bhakti, Tumarayipratima Gari Mandire Mandire!

Tvam Hi Durga Dashapraharana Dharini, Kamala, Kamaladalaviharini, Vani, Vidyadayini  
Namami Tvam, Namami Kamalam, Amalam, Atulam, Sujalam, Suphalam, Mataram,

Vande Mataram!

Shyamalam, Saralam, Susmitam, Bhushitam, Dharanim, Bharanim, Mataram!

## ***Shri Bankimchandra Chatopadhyay***

## National Pledge

India is my country.

All Indians are my brothers and sisters.

I love my country. I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders, respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion.

In their well being and prosperity alone, lies my happiness.

### **தமிழ்த்தாய் வாழ்த்து**

நீராருங் கடலுடுத்த நிலமடந்தைக் கெழிலொழுகும்  
சீராரும் வதனமெனத் திகழ்பரதக் கண்டமிதில்  
தெக்கணமும் அதிற்சிறந்த திராவிடநல் திருநாடும்  
தக்கசிறு பிறைநுதலும் தரித்தநறுந் திலகமுமே!  
அத்திலக வாசனைபோல் அனைத்துலகும் இன்பமுற  
எத்திசையும் புகழ்மணக்க இருந்தபெருந் தமிழணங்கே!  
தமிழணங்கே!  
உன்சீரிளமைத் திறம்வியந்து செயல்மறந்து வாழ்த்துதுமே!  
வாழ்த்துதுமே!  
வாழ்த்துதுமே!

'மனோன்மணியம்' பெ. சுந்தரம் பிள்ளை

### **School Anthem**

Forward O" Balsamites! Forever advancing, look to horizons far,  
Eyes do not grope in depth of night that look on a shining star,  
Nations, fearful in apartness, need your sight to light their darkness,  
Look up, O' Balsamites forever advancing, look to horizons far.  
Waken! This hour is no time for sleeping, welcome the rising sun,  
Nations are stirring out of their slumbers;  
Great is the work undone.  
Waken sisters! Waken brothers  
Rise up now, and waken others!  
Welcome the morn; a new day is born When people shall live as one.  
Go on with singing over the land, Wherever the roadways lie,  
Freedom shall be the theme of your song, The watchword of peace your cry;  
Equal right for every one,  
Land at peace with one another,  
Loyal to truth, the singing of youth,  
Shall echo from earth to sky.

### **School Song**

Where the mind is without fear and the head is held high;  
Where knowledge is free;  
Where the world has not been broken into fragments; By narrow domestic walls;  
Where words come out from the depth of truth;  
Where tireless striving stretches its arms towards perfection;  
Where the clear stream of reason has not lost its way;  
Into the dreary desert sand of dead habit;  
Where the mind is led forward by thee; Into ever-widening thought and action;  
Into that heaven of freedom, my Father, let my country awake.

***Rabindranath Tagore***

### **School Prayer**

Jaya jaya hey bhagawati surabharati, tavacharaNau pranamaamaha Naadhabrahmamayi  
jayavageshwari, sharanam te gacchaamaha  
Twamasisharanya tribhuvanadhanya, sura muni vandhitacharana Navarasamadhura  
kavitamukhara, smitharuchiruchirabharana  
Aasinaabhava maanasahamse, kundhathuhinashashidhavale  
Hara jadathaamkuru bodhi vikaasam, stitapanakajathanuvimale  
Lalitakalaamayi gnyaanavibhaamayi veenapusthakadhaarini Mathirasthaamno  
thavapadhakamale, ayikuntavishahaarini

***Dr. Narayan Bhat***

### **School Pledge**

As students we pledge to :

Come to school prepared to learn. Respect self, others and property. Respond in a positive and polite manner. Walk quietly and safely in the school corridors. Accept responsibility for our actions. Serve the community. Do our best to uphold Balsam family.

### **Universal Prayer**

Lord of mercy, Lord of Love,  
Omnipresent, Omniscient, Omnipotent You dwell in all things:  
Grant us an understanding heart, equal vision, balanced mind,  
Faith, devotion and wisdom. Grant us inner spiritual strength  
To resist temptations and control the mind  
Free us from egotism, selfishness, greed, anger and hatred Let us serve you in all we do  
Let us always sign in your praises, Let us live in You forever and ever.

***Swami Vivekananda***

### **A Prayer For Peace**

Lord, make me an instrument of your peace,  
Where there is hatred, let me sow love;  
Where there is injury, pardon;  
Where there is doubt, faith;  
Where there is despair, hope;  
Where there is darkness, light;  
Where there is sadness, joy.  
O Divine master,  
Grant that I may not so much seek to be consoled as to console;  
To be understood, as to understand;  
To be loved, as to love;  
For it is in Giving that we receive,  
It is in pardoning that we are pardoned,  
It is in dying that we are born to eternal life.

***St. Francis of Assisi.***

### **The Sayings Of The Prophet Mohammed (PBUH)**

God, help me to gain knowledge  
Teach me right from wrong  
To be my friend in the desert  
My society in solitude;  
My friend, when friendless;  
My guide to happiness  
To sustain me in misery:  
For knowledge is an ornament amongst friendship  
And an armour against enemies.

# SCHOOL FUNDAMENTALS

## SCHOOL TIMINGS & CLOSURES

GRADE	TIME	DAY
Kindergarten - Grade 3	8.50 AM - 2.40 PM	Monday to Friday
Grade 4 - Grade 10	8.50 AM - 4.40 PM	Monday to Friday

**NOTE : Sessions will be conducted on certain Saturdays marked in the school calendar (subject to change)**

## UNIFORM SCHEDULE

DAY	UNIFORM
Monday & Friday	Sports
Tuesday, Thursday & Saturday	House
Wednesday	Regular / Formal

## OFFICE WORKING HOURS

DAY	TIME
Monday to Friday	8.30 AM to 12.00 PM and 2.00 PM to 3.30 PM
Saturday	10 AM to 12 PM

**NOTE : Parents will be informed on working Saturday, if any.**

Communication

Contact the main office **04172-272611/12** to make appointments.

## **LANGUAGE OF COMMUNICATION**

### ***Languages used in daily functioning***

English is the medium of instruction at Balsam Academy and is taught as the primary language. English is the preferred language of communication at Balsam Academy. It serves as the school's official language for purpose of operations, communication and management. However, it is acknowledged that the school community is multilingual and members function in their everyday lives in more than one language.

All school-wide written communication with parents is done in English although individual parent and teachers may communicate (written and oral) in a common language of their choice. (This is typically done as per parent's preference). The administration department and the support staff (transport, security, housekeeping) typically use Tamil (the local language of Ranipet) in their daily interactions with other members of the school community.

### ***Second and Third Language options***

The school offers Tamil as an additional language from the age of 6 and Hindi as a 3rd language from Grades 4 to 8. The school believes that acquisition of more than one language will enrich personal development of children.



# ASSESSMENT

National Education Policy 2020 emphasises transforming assessment to optimise the learning and development in all students. The primary objective of assessment is to decipher the learning needs of children to allow them to build on their strengths, and support them to overcome the gaps in learning, if any. Assessment needs to be multiple evidence based which requires tapping different sources to collect information using a range of activities that the child participates in both inside and outside the classroom, on different aspects of learning, i.e., knowledge, skills, interests, attitude /disposition, and motivation.

Formative Assessments are conducted using a variety of methods to ensure students are achieving learning outcomes. The data from formative assessments are used to alter teaching methods, conduct revisions and re-teaching. Summative Assessments ensure the learning is retained and skills of assimilation are developed. The summative assessment data reveals the improvisations required in delivering curriculum, so that every student benefits and achieves the defined outcomes.

Assessment or specific expectations lead to achievement of overall expectations /outcomes. The feedback and feed-forward system enables students with individual learning needs, also achieve the expected outcomes. Variety of activities, projects, and skills based on Bloom's Taxonomy and Multiple Intelligences, are developed and used to check on defined milestones.

School Based Assessments will be embedded in the teaching learning process to ensure a non-threatening, stress free, participatory, conducive learning environment in the school. Class Presentations, Portfolios, Role plays/Interviews, Essays, Discussions, Group Work, Projects, shall lead to a Continuous and Comprehensive Evaluation. In addition, Outbound Learning, Community Outreach, Quizzes, Contests, etc. are designed for students to hone skills and attitudes required to meet grade level outcomes, as set by the Board. The evidence gathered through the activities designed needs to be compiled in the form of a Holistic Progress Card to present a picture of the students' progress across a specific time instead of a one-time assessment at the end of a term or a year.

Apart from School Based Assessments, we shall be open to Large-scale Achievement Survey for assessment of the processes and functioning of the educational systems such as NAS, SAS and Third-Party Assessments - ASSET (Assessment of Scholastic Skills through Educational Testing), NTSE (National Talent Search Examination), SAT (Stanford Achievement Test). Competency Based Evaluation such as SAFAL for classes 3, 5 and 8 will promote critical thinking, inquiry-based and analysis-based learning through XSEEDs' Learn-o-Meter. Skill based Assessment is taken up by students of Grades 1 to 8. This test measures how well students can understand concepts and what they can do with them - be it predicting,

summarising, applying rules and laws, or problem-solving. It provides a benchmark of the student's performance with peers all over the country and feedback on real learning.

Three key points considered in designing Assessment Structure this year:

1. Incorporation of specific sets of skills and values across domains at each stage of learning.
2. Move towards real understanding and learning and away from the culture of rote learning.
3. Creating holistic and well-rounded individuals equipped with the key 21st century skills.

## SCHOLASTIC ASSESSMENT

### Stage 1 (Kindergarten to Grade 2)

Students are assessed in scholastic and co-scholastic areas throughout the year. Observations are made periodically by the teachers for academic work, behaviour, attitude, classroom activities, interaction & participation in the class. A record of all the work done is maintained on regular basis and a comprehensive progress card is given to parents twice a year.

### Assessment Terms

E: Emerging

D: Developed

I: Independent

A Continuous and Comprehensive Assessment Stage 1 (Kindergarten to Grade 2)	
Personal, Social and Emotional Development (PSED)	Participation in group activities, Follows directions, Interaction with peer group, Ability to wait for their turn
Communication, Language and Literacy (CLL)	Reproducing Phonic Sounds, Comprehension Skills , Blending Skills/ Reading Skills, Identifies Sound in Words, Tricky Words, Writing Skills, Creative Skills
Mathematical Development (MD)	Recognition of Numbers, Counting, Number Values, Application of Concepts
Knowledge and Understanding of the World (KUW)	Knowledge and Understanding, Participation in Activities
Physical Development (PD)	Gross Motor Skills Catching, Climbing, Running, Jumping, Games & Sports Fine Motor Skills Paper Tearing, Ability to use Crayons, Drawing
Creative Development(CD)	Art & Craft Books /Stories Singing / Dancing

## Scholastic Assessment for Stage 2 (Grade 3 - Grade 5)

TOTAL 100 marks per term					
Written Assessment	Internal Assessment				
<b>50 Marks</b> Student has to score 33% marks out of 50 marks in each subject	<b>50 marks per term</b> Student has to score 33% marks out of the 50 marks earmarked in each subject				
<b>Distribution</b>					
<b>Subjects for Grade 3:</b> Languages I and II Mathematics EVS	Subject Enrichment Activities <b>(10 marks)</b>	Periodic Test <b>(10 marks)</b>	Project <b>(10 marks)</b>	Multiple Assessment Strategy <b>(10 marks)</b>	Portfolio <b>(10 marks)</b>
<b>Subjects for Grade 4:</b> Languages I and II Mathematics Science Social Science	3 per term per subject	Oral-10 Pen paper - 30	1 trans-disciplinary project per term	Subject related rubrics - based assessment	Notebook, Assignment, Creative Expression
<b>Subjects for Grade 5:</b> Language I, II and III Mathematics Science Social Science	Increase the subject interest promote active student collaboration.  Inculcate 21 <sup>st</sup> -century skills	Measure Learners' Attainment	Term 1 Integrating Subjects  Term 2 Involving Community	Enhance the proactive and engaging teaching-learning process	Develop the study skills, habits and life skills
<b>REFERENCES: NIPUN GUIDELINES, SAFAL HANDBOOK, SARTHAQ NEP, 21st CENTURY SKILLS HANDBOOK</b>					

## Scholastic Assessment for Stage 3 (Grade 6 - Grade 8)

TOTAL 100 marks per term					
<b>Written Assessment</b>	<b>Internal Assessment</b>				
<p><b>60 Marks</b> Student has to score 33% marks out of 60 marks in each subject</p>	<p><b>40 marks per term</b> Student has to score 33% marks out of the 40 marks earmarked in each subject</p>				
<b>Distribution</b>					
	Subject Enrichment Activities <b>(5 marks)</b>	Periodic Test <b>(10 marks)</b>	Project <b>(10 marks)</b>	Multiple Assessment Strategy <b>(10 marks)</b>	Portfolio <b>(5 marks)</b>
<b>Subjects :</b> Language I, II and III Mathematics Science Social Science	3 per term per subject	Oral- 10 Pen paper- 30	1 trans-disciplinary project per term	Subject related rubrics - based assessment	Notebook, Assignment, Creative Expression, Learner's Diary
	Increase the subject interest promote active student collaboration.  Inculcate 21 <sup>st</sup> -century skills	Measure Learners' Attainment	Term 1 Integrating Subjects  Term 2 Involving Community	Enhance the proactive and engaging teaching-learning process	Develop the study skills, habits and life skills
<b>REFERENCES: NIPUN GUIDELINES, SAFAL HANDBOOK, SARTHAQ NEP, 21st CENTURY SKILLS HANDBOOK</b>					

**Scholastic Assessment for Stage 4 (Grade 9 - Grade 10)**

TOTAL 100 marks per term				
<b>Written Assessment</b>	<b>Internal Assessment</b>			
<p><b>80 Marks</b> Student has to score 33% marks out of 80 marks in each subject</p>	<p style="text-align: center;"><b>20 marks per term</b> Student has to score 33% marks out of the 20 marks earmarked in each subject</p>			
<b>Distribution</b>				
	<p>Subject Enrichment Activities <b>(5 marks)</b></p>	<p>Periodic Test <b>(5 marks)</b></p>	<p>Multiple Assessment Strategy <b>(5 marks)</b></p>	<p>Portfolio <b>(5 marks)</b></p>
<p><b>Subjects :</b> Language I, II Mathematics Science Social Science</p>	<p>Speaking &amp; Listening Skills For Languages Maths Lab Practical, Practical Lab Work for Science, Map Work and Project Work for Social Science.</p>	<p>Periodic written test, restricted to three in each subject in an Academic Year. (Average of the best two tests to be taken for final marks submission)</p>	<p>Enhance the proactive and engaging teaching-learning process</p>	<p>Notebook, Assignment, Creative Expressions, Learner’s Diary, achievements, best work, etc.,</p>

**REFERENCES: NIPUN GUIDELINES, SAFAL HANDBOOK, SARTHAQ NEP, 21st CENTURY SKILLS HANDBOOK**

For Grade 10 :

The board will put all the passed students in a rank order and will award the grades as follows:

A1	Top 1/8 of the passed candidates
A2	Next 1/8 of the passed candidates
B1	Next 1/8 of the passed candidates
B2	Next 1/8 of the passed candidates
C1	Next 1/8 of the passed candidates
C2	Next 1/8 of the passed candidates
D1	Next 1/8 of the passed candidates
D2	Next 1/8 of the passed candidates
E	Essential Repeat

For Grade 9 :

The assessment scheme will be similar to class X Board examination. However, the grading in class IX will be as follows:

MARKS	GRADE
91 - 100	A1
81 - 90	A2
71 - 80	B1
61 - 70	B2
51 - 60	C1
41 - 50	C2
33 - 40	D

MARKS	GRADE
32 & Below	E* * Essential Repeat

## ASSESSING THROUGH SUBJECT ENRICHMENT ACTIVITIES

SUBJECT ENRICHMENT ACTIVITIES		TECHNIQUES / METHODS	TOOLS	RESOURCES
Frequency	3 activities per term	<ul style="list-style-type: none"> <li>• It must be time-bound.</li> <li>• Group-wise questions to be prepared according to the level of the students.</li> <li>• Focussed presentation of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Google classrooms</li> <li>• WhatsApp</li> <li>• Kahoot</li> <li>• Quizizz</li> <li>• Live worksheet</li> <li>• Hot Potatoes</li> <li>• Eclipse</li> </ul>	<ul style="list-style-type: none"> <li>• Text Books</li> <li>• Internet</li> <li>• Diksha</li> <li>• E-Pathshala</li> <li>• National Digital Library</li> <li>• You Tube</li> </ul>
Duration	40 mins			
Total	20 marks			
Weightage	5 marks			

## SUGGESTED SUBJECT ENRICHMENT ACTIVITIES

SUBJECT	ACTIVITIES
Language	<ul style="list-style-type: none"> <li>• Compose a poem</li> <li>• Video summaries</li> <li>• Dramatisation</li> <li>• Role play</li> <li>• Craft or drawing related to the topic</li> <li>• Thematic application test</li> <li>• Radio Talk</li> <li>• Commentary</li> <li>• Reporting of events</li> <li>• Class magazine designing</li> <li>• Extended learning activities based on NCERT Text books</li> <li>• Making of hands-on experience video-based activities suggested by CBSE</li> </ul>
Math	Math lab activities as suggested by CBSE throughout the year

SUBJECT	ACTIVITIES
Science	<ul style="list-style-type: none"> <li>• Project</li> <li>• Quiz</li> <li>• Surveys and case studies</li> <li>• Science magazine</li> <li>• Role play</li> <li>• Field trip/excursion</li> <li>• Awareness programs</li> <li>• Identification of plants in school campus and designing of herbal garden</li> <li>• Preparation of herbarium</li> <li>• Model making</li> <li>• Seminars</li> <li>• Extended learning activities based on NCERT textbooks</li> <li>• Making of hands-on experience videos based on activities suggested by CBSE</li> </ul>
Social Science	<ul style="list-style-type: none"> <li>• Project, Quiz, Surveys and case studies</li> <li>• Field trip/excursion</li> <li>• Awareness programs (spread of communicable diseases, disaster management)</li> <li>• Map work</li> <li>• Collection of outdated coins, stamps etc.</li> <li>• Debate</li> <li>• Interview</li> <li>• Model making</li> <li>• Extended learning activities based on NCERT Textbooks</li> <li>• Making of hands-on experience videos based on activities suggested by CBSE</li> <li>• Involvement in environment awareness programmes</li> <li>• Participation in Green Olympiad &amp; EBSB programme</li> </ul>



## ASSESSMENT PARAMETERS FOR SUBJECT ENRICHMENT ACTIVITIES

LANGUAGE	MATHEMATICS	SCIENCE & SOCIAL SCIENCE
<p><b>Written Assignment</b></p> <ul style="list-style-type: none"> <li>• Regularity</li> <li>• Neatness</li> <li>• Presentation</li> <li>• Correctness</li> </ul>	<p><b>Written Assignment</b></p> <ul style="list-style-type: none"> <li>• Regularity</li> <li>• Neatness</li> <li>• Presentation</li> <li>• Correctness</li> </ul>	<p><b>Written Assignment</b></p> <ul style="list-style-type: none"> <li>• Regularity</li> <li>• Neatness</li> <li>• Presentation</li> <li>• Correctness</li> </ul>
<p><b>Listening Comprehension</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Expression</li> <li>• Attentiveness</li> <li>• Grammar</li> </ul>	<p><b>Group Project</b></p> <ul style="list-style-type: none"> <li>• Inquisitiveness</li> <li>• Observation Skills</li> <li>• Application of Knowledge</li> <li>• Computing Skills</li> </ul>	<p><b>Group Project</b></p> <ul style="list-style-type: none"> <li>• Inquisitiveness</li> <li>• Observation Skills</li> <li>• Application of Knowledge</li> <li>• Computing Skills</li> </ul>
<p><b>Conversation/Dialogue</b></p> <ul style="list-style-type: none"> <li>• Verbal Expression</li> <li>• Pronunciation</li> <li>• Fluency</li> <li>• Participation</li> </ul>	<p><b>Math Lab</b></p> <ul style="list-style-type: none"> <li>• Identifying a problem</li> <li>• Observation Skills</li> <li>• Testing</li> <li>• Analysis and Interpretation</li> </ul>	<p><b>MCQ</b></p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Reasoning</li> <li>• Alternatives</li> <li>• Interest</li> </ul>
<p><b>Oral</b> (Quiz /Storytelling /Project)</p> <ul style="list-style-type: none"> <li>• Thinking Skills</li> <li>• Observation</li> <li>• Time Management</li> <li>• Application of Knowledge</li> </ul>	<p><b>Oral</b> (Quiz /Estimation /Data Handling /Puzzles)</p> <ul style="list-style-type: none"> <li>• Thinking Skills</li> <li>• Alertness</li> <li>• Time Management</li> <li>• Application of Knowledge</li> </ul>	<p><b>Oral</b> (Quiz /Presentation of Current Topic /Surveys / Project)</p> <ul style="list-style-type: none"> <li>• Thinking Skills</li> <li>• Alertness</li> <li>• Time Management</li> <li>• Application of Knowledge</li> </ul>

## PERIODIC TEST STRUCTURE

SUBJECT	ORAL (10 marks)		WRITTEN (30 marks)	
Languages	Reading (2)	Newspaper, Article, Magazine, Textbook, Notice etc.	Reading Comprehension CCT (10)	Unseen passage and poem, CCT based questions
	Speaking (5)	Group discussion, Interview, Extempore, Narration, Picture composition	Prose/ Poetry (10)	Extended text questions
			Grammar (5)	Extended text questions
Listening (3)	Audio-video may be given and questions will be asked	Creative Writing (5)	Situation-based, Letter writing, advertisement, Complete the story, Dialogue completion etc.	
Mathematics	FNC (3)	Questions based on Number theory	FNC (5)	Objective questions 1 (5)
	UBC (3)	Question based on knowledge and understanding	UBC (5)	VSA1 (5)
	AC (2)	Based on calculation in involving direct formula	AC (10)	SA 2 (5)
	PSA (2)	Textual word problem.	PSA (10)	LA 5(2)
Science	Observation and Reporting (5)	Based on day to day phenomenon related to daily life.	Observation and Reporting (10)	Extended text questions based on Pictures
	Identification and Classification (2)	Based on activities related to the lesson/unit.	Identification and Classification (10)	MCQs from the text and questions from exemplary problems of NCERT.
	Discovery of Facts (3)	Demonstrate any activity related to concept & tell me why.	Discovery of Facts (10)	Extended Text questions

SUBJECT	ORAL (10 marks)		WRITTEN (30 marks)	
Social Science	Observation and Reporting (3)	Map Reading, Picture description, Spot the difference	Observation and Reporting (10)	Extended text questions based on Pictures, Maps, and Data based on text.
	Identification and Classification (3)	Show and tell	Identification and Classification (10)	MCQs, questions based on CCT.
	Discovery of Facts (4)	Demonstrate any activity related to concept	Discovery of Facts (10)	Extended Text questions

## TRANS-DISCIPLINARY PROJECT

Trans-Disciplinary Project	Technique / Method	Tools	Resources	Total Marks
Once per term				
<b>Term 1</b> Integrating Subjects	<ul style="list-style-type: none"> <li>Integrated project</li> <li>Videos/ Audio</li> <li>Survey Report</li> <li>Collections</li> <li>File</li> </ul>	<ul style="list-style-type: none"> <li>Google Classroom</li> <li>Google Drive</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Internet</li> <li>Diksha</li> <li>E-Pathsala</li> <li>News paper</li> <li>Youtube</li> </ul>	10 Based on parameters set
<b>Term 2</b> Involving Community	<ul style="list-style-type: none"> <li>Album</li> <li>Community</li> </ul>			

## DETAILS OF TRANS-DISCIPLINARY PROJECT

Topic	Parameter	Remarks
Integrated topics decided by the Team	<ul style="list-style-type: none"> <li>Ideas and content</li> <li>Organisation and Presentation</li> <li>Originality in observation and reflective thinking</li> <li>Language and structure</li> <li>Appropriacy to topic</li> </ul>	<ul style="list-style-type: none"> <li>2 marks for each rubrics</li> <li>The topic will be same for all subjects.</li> <li>Teachers shall collectively evaluate the project as assigned.</li> </ul>

## MULTI-DISCIPLINARY PROJECT

Multi-Disciplinary Project	Technique / Method	Tools	Resources	Total Marks
Once a year	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Pen paper</li> <li>• Assignment</li> <li>• Videos/ Audio</li> <li>• Survey Report</li> <li>• Collections</li> <li>• File</li> <li>• Album</li> <li>• Log book</li> </ul>	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Google Drive</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Internet</li> <li>• Diksha</li> <li>• E-Pathsala</li> <li>• News paper</li> <li>• Youtube</li> </ul>	10 Based on parameters set

### DETAILS OF MULTI-DISCIPLINARY PROJECT

Topic	Parameter	Remarks
Integrated topics decided by the Team	<ul style="list-style-type: none"> <li>• Ideas and content</li> <li>• Organisation and Presentation</li> <li>• Originality in observation and reflective thinking</li> <li>• Language and structure</li> <li>• Appropriacy to topic</li> </ul>	<ul style="list-style-type: none"> <li>• 2 marks for each rubrics</li> <li>• The topic will be same for all subjects.</li> <li>• Teachers shall collectively evaluate the project as assigned.</li> </ul>

## CREATIVE AND CRITICAL THINKING (CCT)

CCT	Technique / Method	Tools	Resources	
<b>Frequency</b>	Once a month (4 per term)	<ul style="list-style-type: none"> <li>• Critical Thinking (5)</li> <li>• Creativity (5)</li> <li>• Accuracy (5)</li> <li>• Problem-solving (5)</li> </ul>	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Google Form</li> <li>• Worksheet</li> </ul>	CCT to be conducted from the Question Series provided by the CBSE. Teachers also can pose questions related to the topic.
<b>Duration</b>		40		
<b>Total Marks</b>		20		
<b>Weightage</b>		5		
<b>Type of Test</b>	Based on Question Series prepared by CBSE			

## MULTIPLE ASSESSMENT STRATEGIES

Multiple assessment strategies relevant to particular learning outcomes are advised over the period of curriculum transaction. The subject teachers would determine the type and frequency of these. This would make assessment more comprehensive and provide the school /teachers flexibility to use multiple and diverse techniques to assess learners. Some examples are as below:

- Observation
- Oral Tests
- Individual or group work
- Class discussion
- Fieldwork
- Concept maps
- Graphic organisers
- Visual representation
- Revision strategies/tools
- Entry and exit pass/tests
- Students' feedback/sharing

Schools are given autonomy to use alternate modes of assessment as per the demand of the subject and the context towards addressing the goal of assessment 'for' and 'as' learning. Caution must be observed that recording of such assessment is not cumbersome and can be easily translated into individual student scores. Thus, developing simple scoring criteria and rubrics becomes of equal importance when deciding to use a particular technique. In tune with the purpose of periodic assessment i.e. to provide feedback to improve teaching and learning, it becomes of equal importance to use follow-up measures in case students are found deficient in the proficiency of relevant learning outcomes.

## **Portfolio**

The creation of portfolios is suggested to broaden the scope of learning and achieve diverse curriculum outcomes by examining a range of evidence of student performances being assessed.

### **What is a portfolio?**

- A portfolio is a purposeful collection of intentionally chosen student's work representing a selection of performances that is assembled over time and describes the learner's efforts, progress, growth and achievement in key areas of learning outcomes. It is a tool for assessing a variety of skills not usually testable in a single setting of the traditional written paper and pencil tests. The assessment would include self and peer assessment among others. Its use is recommended as a support to the new instructional approaches that emphasise students' role in constructing knowledge and understanding.
- For a simpler approach in the first year, it is suggested that the portfolio be in the form of a journal or notebook that would include students' artefacts selected within a coherent framework along with their reflections. The learner here is an active participant involved in constructing his or her journey through the portfolio building process of selecting, organising and reflecting.
- This portfolio can be seen both as a process and as a product:

As a product, it holds the performance records and documents a student has produced during the learning course and represents a collection of their learning achievements. Student's portfolio can be effectively evaluated using a simple scoring rubric. The criteria – the factors to be used in determining the quality of a particular student's portfolio needs to be carefully developed and shared with students. The key elements of the criteria need to be specified as well.

Suggested are some elements to judge a student's portfolio:

- Organisation – Neatness and Visual Appeal
- Completion of guided work focused on specific curricular objectives
- Evidence of student's growth
- Inclusion of all relevant work (Completeness)

Teachers shall include other subject-relevant criteria and elements to assess portfolios. Students shall also maintain an e-portfolio to organise their online tasks.

## **Learner's Diary**

It is recommended that students of Grade 6 and above maintain a diary to reflect after each concept/ lesson taught. The questions can guide and support their own thinking and awareness before, during and after teaching. In some ways, it functions something like a KWL chart.

### **Before Teaching and Learning**

- What is being learned?
- What's the topic? What exactly is being learned within that topic? Is it a concept, competency, or skill?)
- What seems most important about what's being learned?
- What is the value of this to me? How do others use this 'in the real world' and how might that change how I approach the lesson or activity? What happens if I don't learn this?
- What do I already know and not know about this?
- How does what's be learned fit into what I already know? What other content areas, real-world thinking and jobs, etc., is this connected to? Where have I seen this or something like this before?

### **During Teaching and Learning?**

- What's going on?
- What's going well? What makes sense? What's interesting? What's surprising? What's being emphasised? What's simple? What's new? What's confusing? What's complex?
- What am I doing to help me learn?
- What specific questions do I have? How can I document questions and most important ideas for future reference? Am I paying attention and doing the work?
- What is my mind doing?
- Where is my attention as I learn? Where do I need curiosity? Self-Discipline? Enthusiasm? Patience? An open mind? What am I thinking or feeling and how is it affecting my learning?

### **After Teaching and Learning**

- How did that go?
- Have I missed learning? Who can I talk to about the lesson to review key ideas to clarify misunderstandings?
- What seems most important about what was learned?
- What's most important and what's less important? How and why?
- How do I feel now?
- Interested? Enthusiastic? Curious? Bored? Indifferent?

One time year-end examination is complimented and supplemented with Internal Assessment (IA) that assesses students in diverse manner, at different times and also examines a broad range of curriculum objectives. IA, in effect school based assessment, plays the dual role of providing a complete picture of students abilities or progress towards fulfilling the aims of education and informing teachers of students progress and therefore supporting classroom learning. It also informs the individual learner about his/ her progress over a period of time enabling them to develop strategies to improve learning.

## TENTATIVE ASSESSMENT CALENDAR 2024 - 25

CLASS	Pre Mid-Term Test	Half-Yearly	Post Mid-Term Test	Annual Exam
<b>G3 - 5</b>	19 <sup>th</sup> - 23 <sup>rd</sup> August	6 <sup>th</sup> - 12 <sup>th</sup> November	2 <sup>nd</sup> - 8 <sup>th</sup> January	17 <sup>th</sup> - 21 <sup>st</sup> March
<b>G6 - 8</b>	19 <sup>th</sup> - 23 <sup>rd</sup> August	22 <sup>nd</sup> - 28 <sup>th</sup> October	2 <sup>nd</sup> - 8 <sup>th</sup> January	17 <sup>th</sup> - 21 <sup>st</sup> March

CLASS	Pre Mid-Term Test	Mid-Term Test	Post Mid-Term Test	Mock 1	Mock 2	Annual Exam
<b>G9</b>	18 <sup>th</sup> - 24 <sup>th</sup> July	18 <sup>th</sup> - 27 <sup>th</sup> September	18 <sup>th</sup> - 22 <sup>nd</sup> November	23 <sup>rd</sup> - 31 <sup>st</sup> December	22 <sup>nd</sup> - 31 <sup>st</sup> January	12 <sup>th</sup> - 21 <sup>st</sup> February

CLASS	Pre Mid-Term Test	Mid-Term Test	Post Mid-Term Test	Mock 1	Mock 2
<b>G10</b>	18 <sup>th</sup> - 24 <sup>th</sup> July	18 <sup>th</sup> - 27 <sup>th</sup> September	18 <sup>th</sup> - 22 <sup>nd</sup> November	23 <sup>rd</sup> - 31 <sup>st</sup> December	22 <sup>nd</sup> - 31 <sup>st</sup> January

CLASS X Board Examinations will be conducted as per the date sheet announced by the CBSE



## CO-SCHOLASTIC ASSESSMENTS

### Life Skills for Grades 1-10

COGNITIVE SKILLS	LEVEL 1B & 2	LEVEL 3 & 4
Self awareness	✓	✓
Critical thinking	✓	✓
Creative thinking	✓	✓
Decisions making	✓	✓
Problem solving	✓	✓
EMOTIONAL SKILLS	LEVEL 1B & 2	LEVEL 3 & 4
Management		✓
Stress		✓
SOCIAL SKILLS	LEVEL 1B & 2	LEVEL 3 & 4
Empathy		✓
Inter-personal relationships		✓
Communication		✓

### SEWA

The SEWA will be assessed internally through a blended approach of self-assessment and teacher assessment. Students will be assessed in each of the strands on the basis of evidence such as - direct observation, checklists, and/or use of video. In case of SEWA Projects Students plan and conduct projects and communicate their findings. Evidence in this case can include journals, diaries, essays, laboratory reports, oral presentations and/or the use of video, etc.

Maximum marks allotted for each strand are given in the table. SEWA can be assessed on the basis of the rubric developed by the class teacher for the project chosen by the class for that year. Each activity should broadly be assessed on the basis of following criteria and marks should be given accordingly:

CRITERIA	DESCRIPTION OF BEHAVIOUR
Participation	Participated in the identified SEWA activity for the whole time
Knowledge	Understood the objective of the activity and excellent knowledge on the matter
Skills	Actively looking to improve skills set and provide solutions for activity
Performance	Clear behavioural changes, motivation to develop and uplift the team spirit
Planning	Showed exceptional organisational and leadership skills for activity
Sensitivity	Supports and includes CWSN and opposite gender members

STRAND	PERIOD	GRADE
SEWA Knowledge	50	Grades of SEWA are considered against Work Experience for Class IX-X Grade (A-E) on 5-point scale

## ICT

LEVEL BASED SKILL ASPECT	LEVEL 1B	LEVEL 2	LEVEL 3	LEVEL 4
Basic of computing	✓			
Using a text editor	✓			
Typing skills and usage of mouse	✓	✓		
File maintenance and organisation	✓	✓		
Using web browsers	✓	✓		
Working with word processor		✓	✓	
Artificial intelligence			✓	
Digital literacy			✓	✓
Entrepreneurial skills			✓	✓
Design Thinking			✓	✓
Data science			✓	✓
Block coding			✓	✓
Sustainability				✓
Cyber security				✓
Hybrid cloud				✓

As technology is evolving day by day, the dependency on technology has increased a lot over the years. To cope up with the growth, students will be evaluated on the basic computing skills like typing, file organisation, searching for resources over the internet and how to be safe in the virtual world. Age-appropriate assessments will also be done based on projects and activities. Students will be assessed based on the computing skills displayed in trans-disciplinary projects.

## Art Education - Visual Arts

LEVEL BASED SKILL ASPECT	LEVEL 1B	LEVEL 2	LEVEL 3	LEVEL 4
Problem solving			✓	✓
Self-appreciation			✓	✓
Organisation		✓	✓	✓
Observation	✓	✓	✓	✓
Discipline	✓	✓	✓	✓
Self - expression	✓	✓	✓	✓
Courage	✓	✓	✓	✓
Receiving feedback	✓	✓	✓	✓

Demonstration of extensive knowledge of content and understanding of course concepts, and application of highly developed skills and processes in a wide variety of contexts will be observed. In addition, the creative and critical thinking skills using perceptive analysis and evaluation, effective communication of complex ideas and information shall be considered. Art Integrated Learning and Art Integrated Project will be offered.

## Art Education - Performing Arts

LEVEL BASED SKILL ASPECT	LEVEL 1B	LEVEL 2	LEVEL 3	LEVEL 4
Problem solving		✓	✓	✓
Perseverance		✓	✓	✓
Collaboration		✓	✓	✓
Creativity	✓	✓	✓	✓
Confidence	✓	✓	✓	✓
Focus	✓	✓	✓	✓
Non-verbal communication	✓	✓	✓	✓
Receiving feedback	✓	✓	✓	✓

Performing Arts (dance, drama and music) provides students with strong discipline based knowledge and the fundamental skills, creative expertise, learning mindset and critical capabilities for the future world of work. Students experience and develop the complex skills required to create ideas, generate creative works with confidence, shape inquiry and to critically evaluate and reflect on what they do. It prepares students to be significant producers and informed consumers of culture. Assemblies, Inter-house contests, clubs are a few platforms created for their discovery.

### Health & Physical Education

LEVEL BASED SKILL ASPECT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Upper body co-ordination	✓	✓	✓	✓
Lower body co-ordination	✓	✓	✓	✓
Locomotor	✓	✓		
Flexibility / Mobility	✓	✓	✓	✓
Obstacle courses		✓	✓	✓
Endurance		✓	✓	✓
Illinois test		✓	✓	✓
Conditioning			✓	✓
Power / Strength			✓	✓

A well thought out assessment program will be designed for each of the above mentioned Levels. These assessments will comprise of activities that are based on neural development, bio motor skill development and age-appropriateness for the aforementioned categories. The proposed activities will each have a criteria /target numbers which will then be consolidated into 5-Grade system.

**For the holistic development of students, co-curricular activities in the following areas will be graded on a 5-point grading scale (A-E).**

CO-SCHOLASTIC AREA	5-POINT SCALE (A-E)	GRADE	REMARKS
Skill education	By concerned teacher	A	Exemplary
Art education	By concerned teacher	B	Proficient
Health & physical education	By concerned teacher	C	Developing
Life skills	By concerned teacher	D	Emerging
		E	Beginner

Discipline (Attitudes and Values) :

Students will also be assessed for the discipline which will be based on the factors like attitude towards teachers, peers, school programs and environment; values like honesty, integrity and punctuality. Grading on Discipline will be done term-wise on a 5-point grading scale (A-C).

## PROMOTION POLICY AS PER CBSE GUIDELINES

A new Assessment policy has been implemented by CBSE. This new scheme will bring uniformity in the system of assessment and examination for classes IX and X in all the CBSE affiliated schools.

To increase the confidence in the students to start preparing for class X Board examination the scheme for classes VI-VIII has been designed on Term Assessment basis with gradual increase in the learning as the students move forward. This would prepare the students to cover the whole syllabus of the academic year and face the challenge of class X Board examination, and would thus, ensure the 'quality of education'.

The promotion of students from one grade to another should be based on students' ability, academic performance and attendance.

- Attendance for all examinations is mandatory.
- No upscaling will be done in scholastic areas on the basis of grades obtained in co-scholastic areas.
- It is mandatory to pass separately in Examinations and Internal Assessments as per CBSE guidelines.

## **GRADE 8 TO GRADE 9**

As far as overall assessment of a student for the purpose of promotion to next class is concerned, the following points will be adhered to:

- Each student is required to get a qualifying grade 'D' or above in all the subjects in the Scholastic Area.
- If a student does not secure grade D in the annual examination, he shall be granted opportunity for improvement test within a period of two months from the date of declaration of the result of such annual examination. He will have to score qualifying grade D in all the subjects.
- Admission to class IX in a school shall be given to such a student who has passed class VIII examination with minimum grade 'D' in all scholastic subjects.
- If a student of grade VIII scores less than grade D in the improvement test, the school has to detain that child in eighth class.
- A student must have attended school with minimum 75% attendance to be eligible for promotion to the next higher grade.

## **GRADE 9 TO GRADE 10**

As per the Assessment structure and examination pattern of class IX, students will be assessed on the entire syllabus of the Academic Year. Promotion to the next class is subject to the following :

- A student must secure 33 marks out of 100 marks (based on the plan opted, refer Assessment Structure of the respective class) in each subject in the Annual Examination conducted by the school.
- Students must obtain a minimum of 75% attendance to be eligible to appear in the final examination.
- In case any student does not meet the above criteria, the student will be detained in the same class.

Remedial measures and follow ups are provided along with regular counselling so that the child attains the minimum required score of grade 'D'. In case the parent feels that the child needs to repeat the class as he/she is not able to cope up, a request for the same can be raised to the school through written communication.

## ATTENDANCE

It is very important for students to attend the classes regularly and be on time for experiential learning.

- Attendance on first day and last day of school, after and before vacation, school concerts, sports day, annual day, national festivals, first day and last day of long vacation is compulsory.
- 75% attendance is mandatory for all students. Absence or prior permission for long leave may affect promotion to next class. Failure to meet the norms may lead to consequences like retention in same class or cancellation of admission.
- Students who have missed school for over three days (medical reasons) should bring medical certificate from a registered medical practitioner on rejoining school.
- In case of an infectious illness like chicken pox, mumps, measles, conjunctivitis, etc students must not be sent to school. They may rejoin only after quarantine period is over and with a doctor's certificate of health. Without this the student will not be accepted at school.
- Parents have to fill up Leave Record form printed in this Student Hand Book.



# AWARDS OF EXCELLENCE

The Balsam Academy Awards have been instituted to reinforce the values that the school upholds of excellence in academics, sports, inventive thinking, performing and visual arts, and leadership.

The awards also recognise and reward positive attributes and personal qualities that the school would like all students to demonstrate. Balsam Academy believes that each child or person is good at something: the key is to find that something! Apart from offering a variety of opportunities and channels to help our students find their gifts, Balsam Academy would also like to acknowledge and motivate students to aspire for excellence in a chosen field. We have instituted a wide range of awards in line with our educational approach and philosophy, with quantifiable criteria so that students are aware of the parameters to be achieved in order to win an award. We have also devised the system in such a way that students can work towards winning them.

## **THE BALSAM ACADEMY HOLISTIC AWARD**

This award is granted to a student who is an enthusiastic participant in a variety of activities, willingly assumes and carries out responsibilities, takes initiatives, motivates peers, etc is a good team player, popular among peers and teachers, performs well academically, though not necessarily a topper wins prizes in co-scholastics at both school and intra school and inter school levels.

This award is conferred for excellence in both scholastics as well as co-scholastics. Therefore, students can score points towards the awards through the two main areas of Academics and Beyond Academics. A minimum of 6 points with at least 3 points per area (Academics and Beyond Academics) will contribute towards the award.

## BEST STUDENT AWARD

The Student is voted by all class mates and the student with majority votes wins.

The criteria we ask the class and staff to consider, which reflects the core values of Balsam Academy, is as follows:

- someone who is a constructive supporter of the school program.
- someone who you are glad to have as a classmate.
- someone who you think you can count on in the future.
- someone who will try to maintain the class spirit and networking in future.
- someone who is happy to impart knowledge.

## THE BALSAM ACADEMY SCHOLAR'S AWARD

A student must score minimum 4 points to qualify for this award. This is awarded for excellence in academics. The students can score points towards the award through the mentioned criteria.

### ACADEMICS

CRITERIA	ACHIEVEMENTS	POINTS
External Assessment	Distinction	0.5 each subject
External Assessment	International / National Top 10	2
External Assessment	International / National 10 - 100	1
Internal Overall Aggregate	Distinction (75%)	1
Internal Individual Subject	Grade A	0.5 each subject (with max of 1.5)
Rank in Class	Top 5	1

## **BEYOND ACADEMICS**

<b>CRITERIA</b>	<b>ACHIEVEMENTS</b>	<b>POINTS</b>
Evolving Mind & Sport	Top 3	0.5 with max of 1.5
External School Events	Representing school	0.5 per event
External Events	Top 10	1 per event
Community Outreach Programs	Certified Participation	1
Internship Program	Certified Participation	1

## **THE BALSAM ACADEMY BIG LEAP AWARD**

The minimum points specification is not applicable this award. The Balsam Academy Big Leap Award is given to students who show relatively marked improvements in academics through the year.

<b>CRITERIA</b>	<b>ACHIEVEMENTS</b>	<b>POINTS</b>
Internal Overall Aggregate	Improved by 25%	0.5 each subject
Mid-Term Assessment	Improved by 25%	2
Internal Individual Subject	Scored 60%	1

## **THE BALSAM ACADEMY BOOK LOVER AWARD**

This award is conferred on student who reads and reviews new books on a regular basis. The reading habit spans a large variety of subjects /themes and the students ask for new book in the library. A student must score minimum 3 points to qualify for this award.

<b>CRITERIA</b>	<b>JUNIOR</b>	<b>SENIOR</b>	<b>POINTS</b>
Number of books read per term (certified by librarian)	4	8	0.5
Number of books read per term (certified by librarian)	4	8	1
Number of books reviewed (with a score of 3.5+)	3	1	1
Review published in school publication or other media	Minimum 1	Minimum 1	1 per review

## THE BALSAM ACADEMY COMPUTER WHIZ AWARD

This award is given to a student who has shown a keen interest in working on computers, is creative with his/her computing skill and initiates activities that go beyond what is taught in class. A student must score minimum 3 points to qualify for this award.

CRITERIA	POINTS
Creative use of IT / Programming Skills	1
Overall Distinction in ICT (>75%)	1
Any presentation / animation / new media enabled creation included in school media platform or competitions	1
Works on robotics	1
Peer vote	1

## THE BALSAM ACADEMY NURTURER AWARD

This award is given to a student who is compassionate and sensitive, is willing to help his/her peer in any small way when in need, be it academically or otherwise. Willingly offers to assist his/her teachers in various duties. A student must score minimum 2 points to qualify this award.

CRITERIA	POINTS
Participates in the outreach program or club - creates awareness about any cause or generates/mobilises resources for a cause.	1
Highest number of relevant merits on the school management system for being a buddy to a new student or student volunteer or protecting a peer from being bullied.	1
Caring for resources or helping another student / others in need	1
Highest peer vote in the section for the qualities mentioned above	1

## THE BALSAM ACADEMY AWARD FOR INNOVATION IN ART

Though artistic skill is a prerequisite to qualify for this award, it is also about developing an idea, creativity and design, a true gift of spatial intelligence and willingness to experiment with a purpose. A student must score minimum 3 points to qualify for this award

CRITERIA	POINTS
Relevant work published in the school publication or school media platform	1
Art work displayed in school	1
Evolving minds winner in relevant category	1
External competition representing school	1
Top in class	1
Creates innovative products	1

## THE BALSAM ACADEMY AWARD FOR DANCE AND THEATRE

This award is given for grace, skill and innovation in dance and theatre. Minimum 3 points required to qualify for this award.

CRITERIA	POINTS
Evolving Minds winner in relevant category	1
External competition representing school	1
Top in class	1
Participation in special events at school	1
Choreographer/Script writer/Director/Dialogue writer	1

## THE BALSAM ACADEMY AWARD FOR MUSIC

This award is given for grace, skill and innovation in music. Minimum 3 points required to qualify for this award.

CRITERIA	POINTS
Evolving Minds winner in relevant category	1
External competition representing school	1
Top in class	1
Participation in special events at school	1
Composing songs/lyrics/musical notes	1

## THE BALSAM ACADEMY AWARD FOR ATTENDANCE & PUNCTUALITY

This award is given to students who fulfil all of the following criteria and score 5 points.

CRITERIA	POINTS
Overall attendance of 98% and above	1
Punctual in submission of assignments ( < 3 late submissions )	1
Punctual to school	1
Attendance on the first and last day of school	1
Attendance at all school events / functions	1

## THE BALSAM ACADEMY AWARD FOR PERSONAL GROOMING AND ETIQUETTE

This award is given to student who is always smartly dressed, in the complete and appropriate, is neat through the day, is well groomed and takes pride in his/her appearance has consistently cared for school property, avoids littering avoids wasting food, keep the environment tidy and school property in good condition.

## THE BALSAM ACADEMY AWARD FOR INVENTIVE THINKING

This award is given to student who has a creative mind and ability to think out of the box, is innovative in his/her thinking, has the ability to connect ideas and make inferences, and whenever possible, can implement them without adult supervision, whose manner of questioning in class displays an enquiring mind, who possess individuality in thought and action.

## THE BALSAM ACADEMY AWARD FOR ENTREPRENEURSHIP

This award is given to student with high recommendation in the Internship program, entrepreneurial skills and organisational ability. Points required for this award is minimum of 4 and the criteria are as follows :

CRITERIA	POINTS
Internship program feedback and out put rating 75% and above	1
Create and present an innovative product / project / process which benefits the school or any of the stakeholder, including contributing to the outreach program	1
Business plan / market winner	1
Takes a lead role in relevant activity, including organising a field trip, guest lecture, assembly, special at school	1

## THE BALSAM ACADEMY AWARD FOR SPORTS

Minimum points to qualify for this award is 3-points for G1&2, 4-points for G3 to 5, 5-points for G6 to 8, 6-points for G9&10. This award is given to a student who achieves excellence in sports.

CRITERIA	POINTS
Captain of a Sport team	1
Represent house team	1
Represent school team	1
Representing in state level	1
Win individual championship	1
Top 3 in external inter school event	1 each event
Win external event	0.5 each event

# DISCIPLINE & EXPECTATIONS

## **BULLYING**

The school is committed to providing a caring, friendly and safe environment for all of our learners so they can learn in a relaxed and secure atmosphere. Bullying or harassment of any kind is unacceptable. The purpose of this policy is to respond promptly and effectively to issues of bullying and harassment. If bullying or harassment does occur, all learners will be able to tell and know that incidents will be dealt with promptly and effectively. The bullying or harassment behaviour or threats of bullying or harassment will be investigated and it shall be stopped promptly. An attempt will be made to help the bully (bullies) change their behaviour.

## **BEHAVIOUR**

Our words, actions, body language, attitude and behaviour in fluencies and impacts the quality of relationship. Unruly/rude behaviour isn't accepted and details of dealing with such situations are addressed in Balsam Discipline Policy. As effective discipline is a shared responsibility between the school and parents, we seek parents' cooperation to maintain self-discipline by students.

## **DETENTION**

It is a consequence for the child for not doing Home Work or for incomplete class work. Detention will be after school, as informed by the teacher. Detention is applicable only for Std. IV and above. The child will be monitored by the teacher. Parents will be informed in advance about the detention through a note in the handbook or a phone call. Parents will have to make their own arrangements to pick up the child on the day of detention.

## **MERITORIOUS CONDUCT**

- There are certain rules mentioned below that focus on meritorious conduct
- These rules get the student positive points
- These points are the student's contribution to his/her house points

## **VIOLATION OF SCHOOL RULES**

- Students earn negative points
- These points are fixed on a scale of 1-15
- The student is given a chance to learn from his/her mistakes
- The student will be accountable to the house captain and house advisor



Repeated violation of these rules would then result in the students having to meet with the Discipline Committee who would then decide on a suitable consequence, examples of which are given below.

Discipline Policy has been deemed necessary to mould children to take responsibility for their actions and behaviour. Discipline is one value that helps children respect their friends, teachers and their belongings. We at Balsam, aim to cultivate stability to build self esteem and confidence. Despite best efforts, students tend to heed their impulsive urges and tend to misbehave. In such cases, corrective measures become imperative.

Misbehaviour of any kind leading to disruption of classroom teaching, hurting friends – emotionally or physically, or violating teachers instructions attract the below listed consequences. Every teacher reminds the consequences before every section until it gets ingrained and best behaviour becomes a habit.

<b>CONSEQUENCES FOR NON COMPLIANCE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Apology letter will be filled by class teacher</b>	✓	✓	✓	✓	✓
<b>Talk to the principal</b>		✓	✓	✓	✓
<b>SMS will be sent to parent</b>		✓	✓	✓	✓
<b>Detention for 1 period</b>			✓	✓	✓
<b>Detention for 1/2 day</b>				✓	✓
<b>Detention for full day</b>					✓
<b>Parent called to pick the child</b>					✓

# MERITS & DEMERITS

## MERITS REWARDING POSITIVE BEHAVIOUR

CRITERIA	POINTS / DESCRIPTION OF BEHAVIOUR
Being a buddy for a new student	5 Show the student around school and introduce him /her to others to make friends. Duration : 1 week at least
Student Volunteer	5 Volunteer during school events to help house /conduct school events smoothly
Protecting a peer from being bullied	5 Supports the peer being picked on by another. Not supporting the bully. Moving the peer being bullied away from the situation
Caring for resources	5 Using resources sparingly and with care without damage or wastage
Merit month(absence of any demerits)	10 A month no de-merits allotted to students
Helping a student / others in need	5 Offering your help to one who might be hurt, be upset, be scared or in need of help in academic work

## DEMERITS FOR FLOUTING RULES / OFFENSIVE BEHAVIOUR

CRITERIA / DESCRIPTION OF BEHAVIOUR	POINTS
Chewing gum - no gum is allowed on the school premises	1
Incomplete uniform - appropriate uniform as specified in the dairy with school sweat shirt. (Need a letter stating the rationale for non-compliance from their parents)	1
Inappropriate language - use of abusive & derogatory words. Jokes that are offensive to any religion, caste or section of society. Speaking in a tone that is offensive / derogatory	1
Snacking between classes	1
Bringing junk food & aerated drinks to school (junk food includes chips, chocolates)	1

CRITERIA / DESCRIPTION OF BEHAVIOUR	POINTS
Absence without producing a leave letter (needs to be produced prior to long absence), Sick leave letter to be produced on the day of return along with medical certificate.	1
Non-compliance with teacher's directions	1
Disruption in silent zones / corridors and stairways / playground / admin area/ Library	2

## OTHER BEHAVIOURS THAT INVITE DEMERITS

CRITERIA / DESCRIPTION OF BEHAVIOUR	POINTS
Late or non-submission of home assignments / class assignments	2
Copying homework from another student ( Plagiarism )	3
Disrespect to a member of the school community-disrespect could be in the language used, the tone spoken in or in action exhibited that shows lack of respect to the person be he/she a security or housekeeping or bus personnel	5
Not keeping hands, legs, objects to oneself in other words, physically bullying or being hurtful to another	5
Absence on first / last day of the term	5
Copying during tests / exams	5
Misuse and destruction of school and other's property, defacing the school wall, destroying furniture and other school property	5
Destruction of fellow student's books, shoes, clothing	5
Unsupervised presence in off-limit areas ( if found without a member of staff outside the school building, outside the sports field )	5
Possessing electronic gadgets without prior permission	5

# STUDENT ACTIVITIES

## **VALUE-BASED ASSEMBLY & THEME-BASED PODCASTS FOR BROADCASTING**

Whole School Assemblies showcase house-wise talents based on themes and class assemblies offer opportunity for every child to participate in various activities to explore their talents.

## **BALSAM ENTERPRISE**

Balsam Enterprise day is marked to elicit the organisational skills and the vocational abilities that children have learnt in Work Education, hobby clubs and STEAM sessions. Children make products and Balsam Enterprise is the platform setup to make these products available to potential buyers. The proceeds of the sale go to recognised charity organizations. Joy of giving is what children need to learn to become kind and caring individuals. In addition, children learn to manage finances from a very young age, which makes them responsible citizens.

## **CELEBRATING DIVERSITY**

Celebrations are unique with the motive of empowering and involving children in understanding the essence of the day. To make it meaningful, special days are marked where the entire school comes together in festive spirit with efforts in bringing the community together. The celebration days are filled with colours and joy that culture, tradition, and ethnicity bring.

## **STUDENT MENTORING AND COUNSELLING**

The unique quality of every teacher in Balsam Academy is that of a 'counsellor not by formal training but by experience'. The teachers are the guides and mentors who are trustworthy, friendly and approachable. A caring and careful watch is kept over children who need more attention than others. The main aim is to:

- Gain confidence and raise aspirations
- Improve academic performance
- Improve quality of classwork / complete coursework
- Reduce offending behaviour and help become less disruptive in school

This is achieved through a balance of firmness and gentle warmth as the teacher approaches the children as Parent-Teacher

We firmly believe that it is imperative for an individual to be socially, emotionally and behaviourally well-adjusted in order to function to his /her fullest potential. The focus of counselling is on the preventive and promotive mental health of all stakeholders involved in the development of the child. We empower individuals to develop their competencies and draw on resources to cause changes.

## **LEADERSHIP TRAINING**

The Student Council and the leadership programme helps develop strong leadership skills and give student voice a genuine place in the running of the school. Members of the Student Council are elected from Middle and Secondary level.

Events are planned thoroughly and issues relating to school and students are discussed in a focused environment. Regular meetings are held throughout the term and the council reports regularly to the Head of Student Council Body.

A budget is allocated to the Council which gives them further responsibilities for planning and organisation. The Student Council members are given the responsibility of looking after student welfare and enrichment through organising activities like Sports Day, Cultural Celebrations, Assemblies, Awards Day, Evolving Minds, May Day celebration for the support staff, Balsam Enterprise, Newsletter, Community projects, and many more.

## **LIFE SKILLS**

Life skill education for adolescent students is crucial for developing psychosocial competencies and interpersonal skills, and helps them in making informed decisions, problem solving, critical thinking, effective communication, building healthy relationships and managing their lives in a healthy and productive manner.

Life skills and community projects as a formal program begin at Class V and are part of the curriculum until the student graduates from secondary school. The program is envisioned in a way where the skills required for the developmental age, are honed through activities, discussions, inviting professionals, field visits and games.

## **COMMUNITY OUTREACH PROGRAMS**

The Board has been propagating life skills, health, hygiene and sanitation, disaster management, vocational education, environmental education, values education, etc. which are intrinsic to reaching out to the community, nation, and the world. The Community Outreach also creates awareness among children, develop life skills and train the young growing minds to look beyond academic and global boundaries.

Community Outreach Projects commonly take place in settings outside of the school that directly or indirectly benefit community partners. Management, faculty, and student engagement with community in both formal and informal settings are the types of activities that are most commonly associated with outreach. It includes projects, assignments, workshops on learning to weave, create handicrafts and traditional arts, crafts, painting and other folk arts, etc. so the present generation revive the ancient art forms.

## **OUTBOUND / EXTENDED LEARNING**

The major aim of the outing is interactive learning, an experience that goes beyond reading about a concept. Students are able to see elements with their eyes or participate in it physically. It also gives them a chance to be in contact with nature and explore the outside world. Venturing into public places, allows the children to learn more about the world around them. They also learn to interact with others. Hence, learning in Balsam Academy is not an isolated experience but one that broadens the horizons for the students, through field trips.

## **CLUBS**

At Balsam, we lay due emphasis on different activities through active participation in various social, athletic and artistic clubs and societies. We guide students to discover and create their own understanding. Besides scholastic, co-scholastic activities form an integral part of the school curriculum. This aspect includes wide range of co-curricular activities. A student will join a Club and he /she will be assessed on their level of participation and achievement.

The students demonstrate the ability to work in teams and actively participate in various school clubs - Visual Arts, Performing Arts, Math, Science, Language, Tourism, Heritage, Eco, Tech, and Health and Wellness.

## **SCOUTS & GUIDES**

Scouts and Guides provide students with opportunities to cultivate essential life skills such as leadership, teamwork, and social responsibility, with the objective of fostering well-rounded individuals capable of thriving in diverse contexts. The movement's focus on learning through outdoor activities and community service with emphasis on practical and experiential education.

## **TRANS-DISCIPLINARY PROJECT WEEK**

Integrated learning is the most rudimentary level of collaboration across disciplines. At the very least, it allows teachers and, more importantly, students to make connections across disciplines, creating an opportunity for greater depth and complexity.

However, one of the key competencies for the 21st century is to position students with the skills and habits of mind to be trans-disciplinary thinkers. The projects designed must enable

students to transfer learning to create purposeful outcomes, i.e., bridge classroom and community.

An example for such project is to produce and sell 50 pieces of soap and earn Rs. 500 in profits. Expectation for the outcome is set. Students need to procure raw materials, raise funds, research on what people like, understand the cost incurred, understand the process of making and marketing, sell the product, check and balance accounts, etc. This holistic experience integrates subjects including people and presentation skills.

- Present the importance of indigenous toys used by our ancestors in 30 minutes, listing 5 toys and why they aren't used any more.
- Learn how the dialects in any language developed over a period of time.
- Create a realistic plan to visit 5 countries in 10 days with a budget of 1,50,000 rupees.
- Start a kitchen garden with Rs. 50.
- Make working toys using waste materials with a budget of Rs. 50. Sell it for Rs. 150.

## **STUDENT SUPPORT PROGRAM FOR AT-RISK LEARNERS**

Remedial Instruction is extended to students with academic learning gap or mild learning disabilities. Students are provided with alternative learning strategies considering predominant intelligence (based on MI) and learning styles. Teachers create Student Case Studies to understand students' better and hence extend appropriate and effective tools for learning. Alternate ways to engage students in learning are exploring concepts in relation to immediate surroundings, hands-on concept-based projects, interviewing people practising relevant occupations, art /music integrated memory tools and simplified content. Flip teaching-learning method is adopted so students take initiative in learning. Teachers employ student skills in developing materials required for active learning of the whole class. Mentors are assigned to help students cope with academic rigour. Counselling support exists to address serious issues.

## **STUDENT SUPPORT PROGRAM FOR GIFTED LEARNERS**

Students capable of performing beyond classroom or grade-level requirements are identified and supported to develop skills to maximise potential within the scope of the school.

Gifted students are partnered with parent volunteers, eminent citizens, are offered internships and real-life learning opportunities. Students work with their mentors to create a vision for their growth and chart out ipsative assessments. They assume the role of a subject leader to work with their peers and juniors. School makes special arrangements for such students to participate in forums and competitions at national and international level. Parents are counselled and taken into confidence to support their children at home. Parents, school,

teachers and students work together to elicit the best in the student by providing an effective and appropriate platform.

## **STORY HOUSE IN EDUCATION**

Balsam Academy endeavours to progress in all aspects relating to education. 'Story House in education' has been incorporated to play an active part in the curriculum of Stage 1 learners. The unique and beautiful concept of 'Story House in Education' provides every child a 'lively platform' to 'express, explore and experience' an all-important and completely new facet of their personality.

## **S.T.E.A.M FAIR**

STEAM fair is a powerful and highly enjoyable way to engage students with Science and Technology Engineering, Arts, and Math. It gives students hands-on experience working with the scientific method, planning experiments, and observing the world in which they live.

It also allows students to expand their math skills by playing games. As they play, students reinforce a wide range of skills from simple addition to algebra. This fair encourages members to identify the ways science and Math affects their lives and their community.

## **INNOVATIVE AND SKILL BASED CONTESTS**

Contests are designed to develop idea generation, materials usage, presentation, and time management skills. The contests that build resilience, an eye for quality, and serve a purpose involve students completely. These offer lasting learning experiences.

Examples include:

- Create a flyer for a summer camp.
- Work in a group to perform for a school event.
- Prepare a classroom board for Parent Webinars.
- Design a contest for HUB schools.
- Start a radio program for school.



# GUIDELINES FOR STUDENTS & PARENTS

## ABSENCE

If a student is going to be absent, parents MUST contact the office to notify of the reason. Failure to do this will result in a text message being sent to the family. It is a legal requirement that all absences be recorded and explained.

**Long Term Absences** - The school does not give approval for long-term absences, however if the students will be away for more than a few days the responsibility lies with the parents to notify the Principal in writing. All long-term absences should be notified to the Home Room Teacher in writing and be approved. The following rules will apply to students who are likely to be absent for a long period:

- Parents going overseas must notify the administration before going overseas.
- If a student does not attend school up to 20 school days in total during the year and provides a legitimate reason, he/she will be allowed to continue school.
- If a student does not attend school for more than 20 school days (other than an overseas trip) in total during the year and does not provide a legitimate reason, he/she may be asked to repeat that academic year.
- If a student does not attend school for more than 50 school days in total including an overseas trip and other absenteeism during the year, management will make a decision regarding the promotion of the student to the next year level.
- When arranging family holidays, parents are advised to plan them so that they happen during the school vacation periods. This will avoid any unnecessary student absences during the term or any other time during the academic year.
- School fees are still expected to be paid during the student's extended absences.
- Student / Parents are responsible to catch-up with missed school work.

## ARRIVAL

It is the parent and student's responsibility to ensure that the student arrives to school no later than 8:40 a.m., in time for home group time at 8.45 a.m. Students arriving late are required to report to the office to obtain a Late Pass. Where a valid reason exists for a student not being able to attend school at the required time, the parent must inform the teacher/front office with a notice or a telephone call.

CONSEQUENCES FOR ARRIVING LATE	2	3	4	5
Verbal reminder by Class Teacher	✓	✓	✓	✓
Demerit slip will be filed by House Captain	✓	✓	✓	✓
SMS will be sent to parent	✓	✓	✓	✓
Learn 20 new words and pass the test		✓	✓	✓
Parent called for a meeting with Class Teacher			✓	✓
Parent called to pick the child				✓

No child is to be taken home by another parent or friend, unless the School Office and/or the Principal have been notified by the child's parents.

## HOURS OF SUPERVISION

The school grounds are supervised between 8.40 am to 4.40 pm only. Therefore, the school will not be responsible for students being at school in the morning before 8.40 am and in the afternoon after 4.40 pm. Those students, whose parents have not arrived at school by 4.40 pm, will be directed to the library for waiting. If parents are running late they should contact the office so that the school is aware of this situation. All parents need to park their vehicle outside the school fence in the parent pick up area.

**Bell Times** - Refer the class time table

## CHANGE OF CONTACT DETAILS

School must be intimated on change of address, phone number, email, id etc. This is important not only for updating the school records but also to resolve any school or transport issue.

## CLASSROOMS

Students must follow the class room rules listed below:

- Keep classrooms neat and tidy
- Sit properly and keep their feet off furniture (No swinging on chairs)
- Not lean or sit on tables
- Not eat / drink in corridors unless permitted by a teacher
- Place their bags in the appropriate spaces
- Not change their seating arrangements
- Not leave their seats without permission,
- Not leave the classroom without permission,
- Have their students hand book with them during lessons,
- Bring their own pens, pencils, books, etc.,
- Not play with drapes / blinds, equipment or fixtures in the classroom including computers, posters or other student's work,
- Not run in the classroom and the corridors during recess and lunch time,
- Raise their hand before speaking,
- Listen to other whilst speaking,
- All members of the school community are expected to behave in such a way as to allow all students to learn to the best of their ability and to allow teachers to teach.

## DAMAGE TO SCHOOL PROPERTY

Students who accidentally damage school property must report this promptly to a Coordinator. If the damage (eg. a broken window) results from careless behaviour, the parents are expected to pay for the cost of repairs. Unreported damage will be regarded as vandalism and dealt with accordingly.

## DRIVING AND PARKING

When driving and parking your vehicle around the school, especially during morning and afternoon peak hours, please be aware of the following:

- School based speed zones operate at 40km / hr
- Parking – parents are advised not to park on school grounds. Remember the signage in relation to drop off zones, clearway restrictions and short term car park.
- Parents are reminded that if motorists fail to comply with local laws, “infringement notices” may be issued to the owner of the registered vehicle involved in the alleged offence on driver's expense.
- The student pick-up / drop off area is located at the main gate. Please do not park in the staff car park or outside the front gate of the school when picking up your child.

## EARLY LEAVE

- Avoid taking the children early.
- Parents / Guardians , who need to take their child out of class early, must first sign the register, located in the School Office.
- Early Leave will only be allowed for a genuine reason to the parent/guardian or an adult approved by the parent/guardian.
- No student should leave the class without permission.

## EMERGENCY EVACUATION

Emergency situations may arise at any time. If an evacuation is necessary, the first consideration is the overall safety of the students and staff. An efficient, disciplined evacuation could save lives. Instructions to students:

- Once the siren is heard the students are to leave the building by the nearest safe exit following the exit directions given in the corridors.
- Always follow your teacher's instructions.
- Proceed to the designated emergency assembly point lead by a teacher.
- Do not carry your bags as they could slow down your speed.
- At the assembly point stand according to your classes.
- Wait for the teachers to mark the attendance and for further instructions.
- SDMC prepares students and staff for emergency evacuations.

## CONTINUATION AND TERMINATION PROCEDURE

A continuation form will generally be sent home in early January of each year whereby parents are requested to indicate whether their child will be attending the school the following year. Parents should read the conditions carefully before signing the enrolment renewal form. A parent, who signs the form, has agreed to all school rules and conditions set by the School Board and will be bound to it. To finalise the enrolments for the following year, parents should return the form to the school by the set date. If the school does not receive the enrolment renewal form by the deadline, then the students will be considered not enrolled for the following year. Therefore, students who are on the waiting list will have first preference.

A parent who intends to terminate his/her child's enrolment at the school, (other than a student who graduates from grade 10) needs to complete a Withdrawal Form after discussing the matter with Principal. The form, which requires the signature of the parent/guardian of the students, needs to be given to the office who will indicate any further formalities which need to be completed.

- If a student is removed during a term, the school is entitled to retain or be paid that terms' fees.
- A full term's notice is to be given for any termination of enrolments. The parents will have to pay the fees for upcoming term if a terms' notice has not been given.

## FOOD SHARING POLICY

The school does not advise students to share lunches and other foods due to medical concerns and faith backgrounds. There are some children who are sensitive to foods or have serious allergies. Some parents can be sensitive about the ingredients in various foods. It is for these reasons that we do not share food or eat cakes or lollies during birthdays. Please organise birthday parties outside of school hours.

## FORMS AND AGREEMENTS

Balsam Academy asks parents to sign a General Consent Form during parent orientation. In addition, parents sign Parent School Agreement, Fee Payment Agreement, School Transport Agreement, Wellness Form and Indemnity Bond. Please sign the documents to make day to day issues at school occur more easily.

## GENERAL STUDENT BEHAVIOUR

Besides respecting yourself, (your body, your mind, your possessions, your surroundings), it is important that you show respect for others (principal, teachers, school staff, students, parents, adults, friends, etc). This includes:

- Offering help and guidance to visitors to the school.
- Extending due courtesy to all visitors to the classroom.
- Politely acknowledging a known adult outside the classroom.
- Displaying good manners in your contact with the support staff.
- Obeying instructions given by staff with courtesy and goodwill.
- Keep your voice and conversation tone and topics acceptable to other members.
- Respecting other people's property.
- Not interfering with or removing any property belonging to others.
- Putting litter in rubbish bins and keeping the school environment clean and tidy.
- Reporting at once to the nearest teacher about any accident or damage involving yourself or other students.

### **Students should not bring the following items to school:**

- Magazines and audio/visual materials not related to school work.
- Illegal substances of any kind or offensive material, mobile phones or electronic gadgets or storage devices such as USB, large sums of money, valuables, chewing gum, inflammable items such as deodorants and perfumes.
- The school will not be responsible for items lost/stolen at school. Students are expected to take care of their personal belongings.
- Prohibited items may be confiscated by any member of staff and passed on to their relevant Coordinator for safe keeping. Confiscated items may be returned to students or parents on written request. Any unclaimed items will be discarded after a fortnight.
- Bringing any of the above items will result in a behavioural punishment depending on the seriousness of the content/material.

## HELPING ME, HELPING YOU - TIPS FOR PARENTS

- Talk to your child about starting school and meeting new friends.
- Ensure that your child is at school on time and has the required homework / materials needed for the day.
- Select worthwhile stories, novels, radio, T.V Programs and web pages.
- If your child is required to bring money to school for any reason, be sure that it is carefully sealed in a envelope and clearly marked with your child's name, grade, teacher's name and the purpose.
- A good night's sleep is extremely important. So maintain a regular bedtime routine.
- A nutritious and relaxed breakfast is an excellent way to begin the day.
- Please notify the school in writing of any medication that is necessary for your child.
- Encourage positive study habits by setting specific times for home work, ensuring its timing and setting is free of disruptions.
- Aside from checking that your child is in full uniform in the morning, expect your child to keep their presentation neat – tucking in shirts and keeping hair and nails clean and tidy.
- Monitor your child's homework and review the Student Handbook, as teachers may have left notes for you. If there are any notes from their teachers, kindly sign them to acknowledge that you have read them. You're welcome to communicate through the Student Handbook if you have any concerns.
- Parents/guardians are also required to sign the diary on regular basis. This shows us that you are aware of the homework issued, test dates, due dates of projects and other special reminders.
- Inform your child's classroom teacher when major changes have happened at home or in your child's life that may affect their schooling.

## HOMEWORK

Home work is an important component of the overall learning process. Students need to set aside additional time to research, to complete work and to prepare for exams and tests. Regular homework and home study are important for the improvement of student performance. They give the student opportunities to consolidate the knowledge and skills learnt in class, as well as enable the student to develop sound study habits. Homework allows parents to take an active role in the learning process and to view first hand, some of the work being undertaken at school.

The requirement for additional time spent on homework increases through high school and it is encouraged that students develop a routine habit of home study right from primary grades.

Regular and monitored home study will:

- Encourage the development of self-discipline
- Form a study pattern for homework
- Develop time management skills
- Develop subject based skills

## **KEEP THE SCHOOL CLEAN POLICY**

Staff and students are all responsible to help ensure the classrooms, buildings (corridors, toilets, storerooms) and playgrounds are kept clean. Students and teachers will actively be involved in taking care and beautifying our school environment in every aspect.

## **MEDICATION AND SICKNESS**

Teachers and Support Staff are not permitted to administer medication to students, unless in an emergency (for severe allergic reactions in specified children). The school's policy contains an Indemnity and Medication form to be completed and signed by parents who want their child to be administered with medication at school. If your child requires medication, please complete the Indemnity and Medication Form available at the office. Place the medication in an appropriate container with clearly written instructions. The medication will then be kept in the school clinic. The nurse will be responsible for administering such medication when necessary. Children will be called to the office at the prescribed time for such medication. If parents bring the medication directly to the classroom, the teacher is advised to send the parents to the office. If a student becomes ill or is injured during the school day and is, for that reason, unable to continue with the normal daily program, the student is to go – or, if necessary, to be taken – to the school nurse. Students are to:

- Obtain nurse pass from their teacher.
- Show the pass from the teacher to the nurse on arrival.
- Inform the nurse when leaving the sickbay to return to class.
- Return to the class before the day ends to get their diary signed to state how long they were away for.
- The nurse will give the first aid needed.
- Students will not be allowed to remain in the sick bay for an extended period of time.
- Students will only be allowed to go home if the parent/guardian comes to school and gets the Student Out pass. In the case of medical emergency, an ambulance will be called and students will be taken to the nearest hospital. Every attempt will be made to Contact the parent /guardian. If an ambulance is called for a student, responsibility for payment rests with the parents /guardians.
- It is under parent responsibility to notify school if the child has any known chronic illnesses.
- No student should come to school if they are suffering from a contagious disease.
- No painkillers are provided to students unless they have name tagged medicine from a chemist and a permission note from their parents.

## **OUT OF BOUNDS**

After arriving to school, students cannot leave the school grounds for any reason without written permission from their teacher. Areas that are out bounds include:

- The laboratories (unless a teacher is present).
- The car park area.
- Area in front of office and the academic building.
- Any other places as directed by the school and which are unsupervised by teachers.
- Behavioural action will be taken if the above regulations are breached.
- Responsibility will not be taken for students who leave the school premises.

## **PLAYGROUND AREAS**

Within the playground areas students must:

- Respect all teachers on duty and follow their instructions,
- Keep the play areas clean at all times: place all rubbish in bins,
- Play safely and report the problems to teachers,
- Treat others with respect,
- Allow others to play their games,
- Be in the right place at the right time,
- Stay within boundaries and play within the designated area only,
- Respect the property of others and hand in any lost property to the teacher on duty,
- Move promptly to the classroom after hearing the bell,
- Use water wisely and use toilets properly,
- Not get into physical contact with each other (no wrestling, water fights or play-fighting).

## **UNIFORM AND APPEARANCE**

Balsam Academy regards grooming and uniform as basic matters of self-respect and respect for the school community. Students are expected to wear the appropriate school uniform at all times, including school functions, unless informed otherwise. Students who continue to wear their uniform incorrectly may be suspended from school until the matter is rectified.

The following uniform rules apply to all students:

- Students are expected to mark all items of clothing and equipment with their names.
- Uniforms should be clean and worn neat and tidily.
- Students are not to fold the cuffs of shirts over their jumpers.
- Students who fail to keep their uniform as required will be asked to purchase a new uniform.
- Parents are primarily responsible for ensuring their child's uniform is worn correctly before leaving home for school. Students who are unable to wear the correct uniform must bring an explanatory note from their parent/guardian to the Principal at the beginning of the school day. This note should explain the reason for the student not being able to wear the



appropriate uniform. Behavioural action will be taken for students who are not in the correct uniform and do not have a note.

- There will be regular uniform checks by class room teachers and the Vice Principal.
- At the discretion of the Principal, students may be permitted to wear neat, casual clothes on specified occasions. In such events, parents will be notified beforehand.

**Failure to comply with uniform policy may result in:**

- A phone call to parents asking them to bring the necessary item/s to school or to remedy the situation.
- If a major part of the uniform is missing the student may be sent back home.

**School Caps**

It is expected that all primary students wear their school caps during the year whilst playing outside.

**Special requirements for girls**

- Hair may be plaited or French-braided however, no lacing, extensions, wraps or deadlocks are allowed. If in doubt, ask your Homeroom Teacher before you have anything done to your hair. Attention seeking hairstyles are not permitted. Must be tied back with a black coloured tie such as ribbon.
- Jewellery may not be worn, e.g., bracelets, rings. (with the exception of wristwatch)
- A single small earring (that does not extend outside of the earlobe) may be worn, one in each ear lobe. Drop/dangling earrings are not acceptable as they create a risk of injury in sporting activities.
- No make-up is to be worn.
- Nails should be clean and trimmed; no nail polish is permitted.

**Special requirement for secondary boys**

- Boys are not permitted to wear earrings and/or other jewellery (except a wristwatch).
- All boys must be clean shaven, no beards or moustaches.
- Attention seeking hairstyles are not permitted. Hair should be short, simple and conservative. Hair must not reach the collar at the back of the head. Ears should be visible and a fringe should not reach eyebrows. Hair must be neatly combed.

## SCHOOL PAYMENTS

All school payments to be made on stipulated dates to avoid penalty fee.

ACADEMIC RELATED PAYMENTS		TRANSPORT RELATED PAYMENTS	
Instalment 1	1 <sup>st</sup> April	Instalment 1	10 <sup>th</sup> April
Instalment 2	1 <sup>st</sup> August	Instalment 2	10 <sup>th</sup> August
Instalment 3	1 <sup>st</sup> December	Instalment 3	10 <sup>th</sup> December

## STUDENT ID CARDS

It is mandatory for students to sport the ID card on all school days as measure of safety and security. There will be a replacement charge on all ID cards that are lost or damaged.

## VISITORS TO SCHOOL

All visitors to the school are expected to report themselves to the Security Officer. Upon registration into the Visitor's Log Book, a Visitors Badge will be issued. The same must be worn during their stay on campus and return before leaving school. Visitors are requested to make an appointment to see any member of staff. Casual visitors / friends of students are not welcome on the school ground for safety reasons.